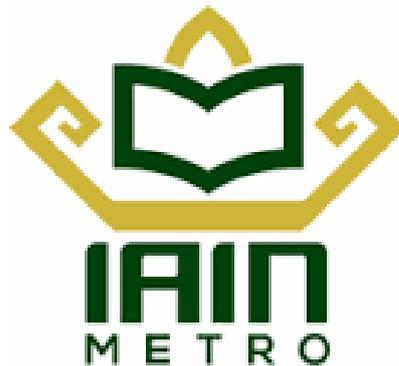


**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS DIFFICULTIES  
IN TRANSLATING TEXT ON FOOD PRODUCT  
OF THE ELEVENTH GRADERS OF SMAN 1 MELINTING**

**By:**

**AHMAD ALI MUDAKIR  
Student Number: 1701070063**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H / 2022 M**

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IN TRANSLATING TEXT ON FOOD PRODUCT  
OF THE ELEVENTH GRADERS OF SMAN 1 MELINTING**

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**

*Assalaamu'alaikum Wr.Wb*

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TRANSLATING TEXT ON FOOD PRODUCT AT ELEVENTH  
GRADES STUDENTS SMAN 1 MELINTING

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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State  
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*Wassalaamu'alaikum Wr.Wb*

Metro, Januari 2022  
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Lampiran :  
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Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

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

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

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Of AHMAD ALI MUDAKIR**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
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*Assalamu'alaikum, Wr. Wb*

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

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

*Wassalmu'alaikum Wr.Wb*

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**RATIFICATION PAGE**

No. 6-0883 /ln. 23.1/0/PP.00.2/03/2022

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT ON FOOD PRODUCT AT ELEVENTH GRADERS OF SMAN 1 MELINTING. Written by: Ahmad Ali Mudakir, Student Number 1701070063, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, 21 January 2021 at 09:00– 11:00 p.m

**BOARD OF EXAMINERS:**

Chairperson	: Drs. Kuryani, M.Pd	(  )
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## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT ON FOOD PRODUCT OF THE ELEVENTH GRADERS OF SMAN 1 MELINTING**

**By**  
**Ahmad Ali Mudakir**

The purpose of this study is to show the results of the analysis of the difficulties faced by the eleventh graders of SMAN 1 Melinting in translating a food product text from English to Indonesian and were observed and analyzed in the academic year of 2020/ 2021.

The kind of research is descriptive qualitative. Qualitative research refers to the conditions and situations of students in depth and detail about the difficulties they face in the process of translating text from English to Indonesian. The sample of this research is 11th grade students at SMAN 1 Melinting in the Academic Year of 2020/2021. The object of this research is accuracy, acceptability and legibility. To find out and describe the difficulties faced by students, researchers used research techniques, namely: reading, analyzing, writing and concluding from the results of the translation answers done by the students. The instrument chosen in this study was the text of food products, as the key instrument that used a question and answer sheet and a student translation quality assessment table.

The results of this study indicate that 26% or 4 out of 15 students have difficulty in understanding the meaning of the source language, making it difficult for them to translate it into the target language due to linguistic difficulties, this is due to the lack of memorization and possession of vocabulary, as well as their knowledge and understanding of translation. also still lacking. And 60% or 9 out of 15 students also have difficulty in translating words related to food ingredients such as difficulties in non-linguistic factors. Based on the results of this study, the researcher can conclude that the difficulties faced by the grade 11 students at SMAN 1 Melinting are more prominent in non-linguistic factors than linguistic factors.

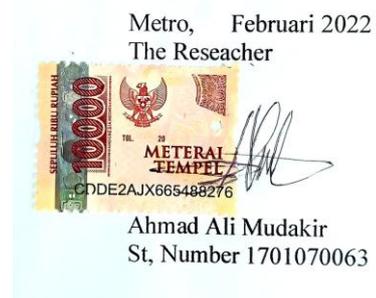
*Keywords: Student Difficulty, Translating, Food product text*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Ahmad Ali Mudakir  
NPM : 1701070063  
Department : English Education Department(TBI)  
Faculty : Tarbiyah and Teachers

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



**MOTTO**

لا تحزنوا إن الله معنا

“never be sad, verily Allah is with us (QS At Taubah:40)”

## DEDICATION PAGE

*Allhamdulillah.....Allhamdulillah.....Allhamdulillahirabbil'amin...*

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

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

My Sister Binti Khoirul Farida, My brother Ahmad Fatkhul Hadi, My Little sister Latifatul Khusna, who always supports me to be more active in working on my thesis.

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

My girlfriend Dini Kurnia Putri, thank you for helping me a lot in finishing my thesis and thank you for always giving me support.

My friends Hidayatul Layli, Muhammad Khibran Mafazi, Adelia Dinda Putri, Ahmad Dhani Pratama, Agung Putra Setiawan, Muhamad Azizurahman, Lucky Bayu, thank you for supporting me as well as being my motivator so that I can finish this thesis well.

IAIN Metro campus almamater.

## ACKNOWLEDGEMENT

First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this Proposal. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him. “An Analysis of Students Difficulties in Translating Text on Food Product at the Eleventh Graders of SMAN 1 Melinting” is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people.

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

1. Dr. Zuhairi, M.Pd., as Dean of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute.
2. Andianto, M.Pd., as the Head of the English Department
3. Drs. Kuryani, M.Pd., as Supervisor who motivated researchers to finish this research as soon as possible, and took the available time to guide and provide good suggestions for researchers.
4. My beloved Family, especially my parents which always includes prayes so that reasechers ar able to complete their reaseacrh well and smoothly.

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

Metro, January 2022  
The Researcher,



**Ahmad Ali Mudakir**  
St Number. 1701070063

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE.....</b>	<b>ii</b>
<b>APROVAL PAGE.....</b>	<b>iii</b>
<b>NOTA DINAS.....</b>	<b>iv</b>
<b>NOTIFICATION LETTER .....</b>	<b>v</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>viii</b>
<b>MOTTO .....</b>	<b>ix</b>
<b>DEDICATION PAGE.....</b>	<b>x</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS.....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURE.....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study.....	1
B. Research Question.....	5
C. Objective and Benefit of the Study .....	5
D. Prior Research .....	6
<b>CHAPTER II THEORETICAL REVIEW</b>	
A. The Concept of Translation.....	10
B. The Concept of Food Product .....	19
<b>CHAPTER III RESEARCH METHOD</b>	
A. Characteristics and Types of The Research .....	25
B. Data Resources.....	26
C. Data Collecting Technique.....	26
D. Data Analysis Technique.....	28

**CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION**

A. Description of Location.....	33
B. Description of Research Result .....	35
C. Discussions .....	47

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	50
B. Suggestion .....	51

**BIBLIOGRAPHY**

**APPENDICES**

**BIOGRAPHY**

## LIST OF TABLES

Table 1.1 Data of Pra-Survey Result.....	2
Table 1.2 The Categorization Data of Pra-Survey Result Translating Food Product of The Eleventh Grades SMAN 1 Melinting .....	3
Table 4.1 Number of Students Difficulties In Linguistics Factor .....	40
Table 4.2 Number of Students Difficulties In Non-Linguistics Factor.....	41
Table 4.3 The Summary of Food Product Text.....	46
Table 4.4 The Students Percentage in food product Text .....	47

## LIST OF FIGURE

Figure I	Students Translation .....	29
Figure II	Students Translation.....	36
Figure III	Students Translation.....	37

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is something that is universal because it does not care about skin color, race, religion, nation and state. Language is the embodiment of a concept that is poured into spoken, written, and symbol forms. So that language is very important for humans around the world as a means of communicating with each other. There are many languages spoken across the globe, such as: Indonesian, English, Japanese, Spanish, Arabic, etc. Each of these languages also has its own characteristics, such as: letter shape, accent, intonation, etc. However, these differences in language from one another add to the diversity of cultures that exist in the world today. Through language, we can express ideas or ideas that we have for common progress.

In Indonesia itself, many foreign languages are known by our country, including: English, Japanese, Korean, Mandarin, Arabic, etc. Moreover, since the stipulation of English as an international language, some Indonesian people, who feel interested, learn how to use English correctly. So it is not surprising that many Indonesian students master English rather than Indonesian itself. There are lots of books, albums and technology tools such as: novels, biographies, comics, newspapers, magazines, cassettes, CDs, cellphones, notebooks, TV, software on computers and the internet, etc. using foreign languages, especially English. These things certainly make those of us who do not understand foreign languages more interested in learning that

language. There are many ways to get to know and learn a foreign language, including taking foreign language skills courses, listening to foreign songs, reading guide books to learn foreign languages, reading translated books, and much more. These methods certainly cannot be separated from the role of translation to bridge the readers to more easily understand the contents of these foreign texts. "Translation is one way that can be taken to be able to learn and understand a foreign language".

In connection with the problems that exist in the translation process above, the researcher has also conducted a pre-survey to find out the translation problems experienced by students of the eleventh graders. The pre-survey was conducted on March 14.2021.The result of the pre-survey are illustrated in the table below:

**Table 1.1**  
**Data of Pre-Survey Result Translating Food Product Text of The Eleventh Grade of SMAN 1 Melinting**

No	Students Name	Score	Criteria
1.	AFS	55	Inaccurate
2.	AP	58	Inaccurate
3.	BF	65	Inaccurate
4.	DS	70	Accurate
5.	DS	67	Inaccurate
6.	DPP	73	Accurate
7.	EL	50	Inaccurate
8.	IIM	83	Accurate
9.	IPS	68	Inaccurate
10.	IN	70	Accurate
11.	KH	56	Inaccurate
12.	LA	76	Accurate
13.	LF	66	Inaccurate
14.	M	74	Accurate
15.	MS	55	Inaccurate
16.	MM	65	Inaccurate

17.	NA	72	Accurate
18.	PM	81	Accurate
19.	SI	75	Accurate
20.	SD	56	Inaccurate

The results of the pre-survey data obtained by researchers from student answer sheets in translating text into food products are categorized based on the KKM at school, which will later be included in the Accurate and Less Precise categories. The results of the categorization of the process of translating text on food products by class XI students of SMAN 1 Melinting are shown in the following table:

**Table 1.2**  
**The Categorization Data of Pre-Survey Result Translating food product Text of The Eleventh Grade of SMAN 1 Melinting.**

No	Quality	Frequency	Percentage	Criteria
1.	$\geq 70$	9 students	45%	Accurate
2.	$\leq 70$	11 students	55%	Inaccurate

Based on the table above regarding the results of the pre-survey data, it is known that there are 9 students who are included in the criteria, besides that there are also 11 students who are not included in the criteria. This means that the number of students who do not complete is greater than the number of students who complete. As a form of pre-survey data related to the translation of food product texts, it is illustrated in the following sentences: Composition instant noodles: Whole wheat flour, corn semolina, sugar, glucose syrup, honey, vegetable oil (contains the antioxidant ascorbyl palmitate), 1 mineral, natural identical flavors (vanillin, honey), iodized salt,

vitamin premix, antioxidant concentrated tocopherol and food coloring beta carotene CI40800.

Regarding the results of the pre-survey above, the researcher found problems with students' translation which were mostly caused by: (a) the limited English vocabulary of students. (b) Also, the difficulty in translating is caused by the language structure that is difficult for students to understand. (c) Students' problems are also caused by lack of motivation and low translation skills. (d) Students' problems are also caused by terms they do not know.<sup>1</sup>

The translation, we will more easily understand all foreign texts that enter our country. The authors be this research attempted to investigate the challenges students have while translating food items from English to Indonesian. The principle of translation is that the message being communicated or transferred from the source language to the target language should not alter in any way. In other words, the message or meaning conveyed must be the same as what is meant by the source language. Therefore, the author is interested in analyzing the translation of food products. So that the author knows how the message or meaning in the source language can be conveyed properly by the translator. Thus, the author took the title "*An Analysis of Students Difficulties in Translating Text on Food Product at the Eleventh Grade Students of SMAN 1 Melinting*" as the research topic that the author did.

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<sup>1</sup> Newmark. "*A Text Book of Translation*". (Hertfordshire: Practice Hall International 1988).

## **B. Research Question**

1. What are the difficulties faced by the students of SMAN 1 Melinting in translating the text on food product?
2. What are the factors that make the students difficult in translating the text on food product?

## **C. Objectives and Benefits of the Study**

### 1. Objectives of the Study:

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

- a. This study was conducted to know the students difficulties in translating the food product from text written English to Indonesian.
- b. To identify what factors make it difficult for students to translate food product from text written English to Indonesian.

### 2. Benefits of the Study

#### a. For the students

The findings of this research are intended to be utilized as input for students in order to encourage them to learn translation and to make a meaningful contribution to translating based on meaning so that students may produce high-quality translations.

#### b. For the teachers

The findings of this research should be helpful information for English instructors who are directly engaged in the teaching and learning process in order to improve the teacher's capacity to foresee

these difficulties in teaching and to create an effective and efficient teaching method.

c. For the other researchers

The findings of this study are likely to entice more academics to pursue translation research. Other researchers may then use the findings of this study to suggest a variety of methods or approaches for teaching translation, particularly when it comes to translating food products. Furthermore, this study serves as a resource for other scholars.

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

Several studies on translation difficulties have been carried out by several previous researchers. Researchers will explain some of the results of the students' research as related studies in this research. Heppy Egretta<sup>2</sup> thesis entitled "An Analysis of Translation Indonesian English Restaurant Menu in Three-Star Hotels Food In Surabaya". in her research, she explained about the translation of food which was also difficult for students to translate, the presentation of difficulty was very high because not all students understood foreign languages from food.

The research entitled "Study of the Difficulty of Translating English to Indonesian" written by Annie Susanty. The results of the research show that the difficulty of students in carrying out the translation process is found in the vocabulary and phrases, the results of translating the words result in the majority (93.16%) of the number of words being translated correctly and only

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<sup>2</sup> Heppy Egretta,"*An Analysis of Translation Indonesian English Restaurant Menu In Three-Star Hotels Food In Surabaya*".(Universitas Airlangga 2017),31.

a small part (6.84%) are mistranslated, then in the phrase section. (66.94%) were translated correctly and (33.05%) were mistranslated. The researcher concluded that from the data above, there is a tendency to master the structure of phrases and the ability to understand phrases among students is still not satisfactory.<sup>3</sup>

The thesis entitled "Analysis of Errors in Translating Text from English to Indonesian" written by Shanty Halim<sup>4</sup>. The results of the research showed that the students' mistakes in translating were found in lexical elements, phrases, and clauses. And none of the students can translate sentences properly and correctly, this is evident from the existence of errors or deviations in the selection of equivalent word elements, the preparation of phrases and clauses. Students often use translation (literal translation) so that the meaning of the translation results is unclear. With this, the researcher can conclude that the students' mistakes in translating a text are found in the equivalent words, structure phrases and clauses, as well as in the translation methods they use.

The thesis entitled<sup>5</sup> "Analysis of Student Problems in Translating English Narrative Texts into Indonesian" written by Nurul Istiqoah. In her research, it was shown that what percentage of the problems faced by students were vocabulary (4.87%), incomplete sentence comprehension (19.27%),

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<sup>3</sup> Annie Susanty "studi kesulitan Penerjemahan bahasa Indonesia ke bahasa Inggris". ( PLS FKIP Universitas Bandung Jaya, JP3M 2019), No. 1 Vol.1. 06-07.

<sup>4</sup> Shanty Halim."Analysys Of Errors in Translating Text From Indonesian To English".( Politeknik Negeri Ujung Pandang, Makasar 2015), 73-85.

<sup>5</sup> Nurul Istiqomah, "The analysis of students problem in translating english narrative text into indonesian at the eighth grade of SMP N 4 Purworejo".( Muhammadiyah University 2017), 40.

addition (9,17%), and grammar (2.75%). The highest number of student problems 40% is vocabulary, this shows that students are really deficient in vocabulary. In addition,<sup>6</sup> his thesis entitled “The Quality of Student Translation in Translating English Phrase Verbs into Indonesian” written by Kurniadi Agus Satria. The results of his research showed that the most dominant student translation quality was very good in three aspects of the translation quality assessment, namely accuracy, clarity and naturalness where 80% of students got very good scores for these three aspects.

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

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<sup>6</sup> Kurniadi Agus Satria, “*translation quality in translating English phrasal verbs into Indonesian at sixth semester students class A of English department of FKIP UNIB*”. ( Universitas Bengkulu 2014), 38.

chosen by the reseacher with the rubrics for translation assessment,which include:accuraracy.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Translation

##### 1. The Definition of Translation

The act of transferring a message from one language to another is the definition of translation, however there are many different meanings of translation, according to the Oxford dictionary, which states that translation is the process of converting anything written or spoken into another language.

Before we can learn how to translate sentences from the source language to the target language, we must first learn about translation. For additional information, the researcher offers various expert-approved translation hypotheses.

The translation as "the rendering of the meaning of a book into another language in the manner in which the author intended the text."<sup>7</sup> Other definitions state that translation entails recreating the closest natural equivalent of the source language message in the receptor language, first in terms of meaning and then in terms of style.<sup>8</sup> Based on the above, the researcher concludes that translation should employ the closest equivalent of terms or similarities in meaning and linguistic style, in other words, the translation outcomes should not alter the meaning of the original language.

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<sup>7</sup> Newmark. *"A Text Book of Translation"*. (Hertfordshire: Practice Hall International 1988).

<sup>8</sup> Eugene A Nida and Taber Charles R. *"The Theory and Practice of Translation"*. (Leiden: E.J. Brill 1982).

Translation is a process that goes from a written source language text to an ideally equivalent target language text and necessitates the translator's understanding of the original text's syntactic, semantic, stylistics, and text pragmatics.<sup>9</sup>

The substitution of literary content in one language with comparable textual material in another language, "Translation" is defined as "the process of replacing literary content in one language with comparable textual material in another language."<sup>10</sup> "The replacement of a representation of a text in one language by a representation of an equivalent meaningful text in a second language, "Translation" is defined as "the substitution of text representations in one language with text representations in a second language that have an equal meaning."<sup>11</sup>

The translation process is based on the similarity or idea behind different verbal expressions; for example, a sentence may start with the same idea but end with a different expression than the previous sentence; as a result, the translator must truly understand the existing translation methods in order to produce a suitable translation.<sup>12</sup> More specifically, definition of translation: "Translation is a process in which the translator must really find the equivalent words contained in the target language with the statements in the source language," which can be interpreted

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<sup>9</sup> Choliludin. " *The Technique of Making Idiomatic Translation*". ( Jakarta: Kesaint Blanc 2005), 26-29.

<sup>10</sup> J.C. Catford. "J.C. Catford. " *A Linguistics Theory of Transaltion*". ( London: Oxford University Press 1965).

<sup>11</sup> Roger T. Bell. " *Translation and Translating: Theory and Practice*". ( New York: Longman Inc 1991).

<sup>12</sup> Theodore Savory, " *The Art of Translation*". (London: Jonathan Cape 1969).

differently but have the same meaning.<sup>13</sup>

Translation is an effort by the translator to create a text that is translucent or invisible, with the goal of the translator not wanting the translated text to appear like the original text. Because when a text is clearly translated, the meaning in the text differs somewhat from the previous one, the translator must be very cautious while carrying out the translation process so that the results are as anticipated and the text does not seem to have been translated.<sup>14</sup>

The researcher may infer that translation is a process of transferring or transitioning from one language to another (source language to target language) or a method of communicating messages from one language to another based on some of the definitions of translation provided above. In order to get the intended translation outcomes, the translator must be more comprehensive and correctly grasp the translation techniques; in other words, the translator must really discover the equivalent of the words from the source language with the statements in the target language. So that the translated text is hardly apparent if it has been translated, and the text's meaning stays unchanged from the prior version. If the translator has done this properly, the translation will be flawless, and the meaning of the text will be communicated accurately and according to the goal.

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<sup>13</sup> Isadore Pinchuk, “*Scientific and Technical Translation*”. (London: Andre Deutsch 1977).

<sup>14</sup> Lawrence Venuti, “*The Translation Invisibility*”. (New York: Routledge 1995), 242.

## 2. The Types of Translation

There are many different kinds of translations, including:<sup>15</sup>

### a. Word for word translation

Word-for-word translation is a kind of translation that is still very much linked to the level of words. This kind of translation simply searches for the target language's equivalents of the source language's words, without altering the word order. The word order of the translated sentence is identical to the original phrase's word order. Only if the source and destination languages have the same linguistic structure can this kind of translation be used. On the other hand, if the structures of the two languages are different then word-for-word translation should be avoided because the results will be difficult to understand and the sentence structure of course violates the sentence structure of the target language.

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

The Disadvantages of this type of translation is the inability to

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<sup>15</sup> Juan C sager. “ *What Distinguishes Major Types of Translation*”. No. 1. Vol. 4. 69-89. (1998): ( UK, Department of Language Engineering 1998), No. 1. Vol. 4. 69-89.

translate the type of language text which has the form of phrases and sentences that are more complex. This type of translation should be avoided because the results will be difficult to understand and appear stiff.<sup>16</sup>

#### b. Free Translation

Free translation is a translation process that is always bound by the language system<sup>17</sup>, “Equivalences move up and down the rank scale in a free translation, although they tend to be at the upper ranks—sometimes between bigger units than sentences”.

Translation must be able to capture the content or meaning of a paragraph or speech in its entirety in the source language, then transfer and express it in the target language. This is tough to do, particularly for new translators with little expertise. Even if there are free translations, these translations are usually restricted to phrases, clauses, or sentences. Idiomatic phrases and proverbs, such as the following are often liberally translated:

To play truant (ditching)

To kick something around (discussing)

The benefit of this kind of translation is that it stays true to the messages in the original language. A free translator tries to change the meaning in TL in various ways, but he / she must not reduce or add new

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<sup>16</sup> Masduki. “*Jenis dan Makna Terjemahan*”. (Madura:Universitas Trunojoyo Madura No. 2, Vol. V ,2011), 03.

<sup>17</sup> J.C. Catford. “*A Linguistics Theory of Transaltion*”. ( London: Oxford University Press 1974), 25.

information that is not contained in SL.

The disadvantages of this type of translation is that it is often not tied to the search for equivalent words or sentences, but the search for the equivalent tends to occur at the paragraph or discourse level. The translator must be able to comprehend the message in the source language at the paragraph level or in the context of the whole conversation, and then transfer and express it in the target language. This is particularly challenging for novice translators.<sup>18</sup>

### c. Literal Translation

This translation is a cross between free translation and word for word translation. This translation may begin with a word-for-word translation, but it is modified and adapted to the target language's vocabulary. "Literal translation falls between two extremes (free translation and word-for-word translation); it may begin, as it were, with a word-for-word translation, but make modifications in accordance with TL grammar," This kind of translation is often used when the source language's sentence structure differs from the destination language's sentence structure. The advantage of this type of translation is that literal translation has made adjustments to the form in TL.

The disadvantage of this type of translation is that it is abrupt and tends to be unfaithful. Once upon a time this type carried out the rank-boud translation process while remaining at the same rank

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<sup>18</sup> Ibid. P 03-04

<sup>18</sup> M.R. Nabanan. " *Teori Menerjemah Bahasa Inggris*". ( Yogyakarta: Pustaka Pelajar 1997), 26.

(morpheme, words, clauses, or sentences) and one day it would widen into unbounded translations so that it would be difficult to control.<sup>19</sup>

d. Esthetic-poetic translation

Aesthetic-poetic translation does not only focus on the issue of conveying information, but also on the problem of impressions, emotions and feelings by considering the beauty of the target language. Based for the explanations above the researchers conclude aesthetic-poetic translation is very different from pragmatic translation, which emphasizes the delivery of accurate information. Aesthetic-poetic translation is also called literary-based translation, such as the translation of poetry, prose, and drama which emphasizes connotations of emotion and language style. This type of translation is difficult to do because one literary language is different from another literary language, and so is the culture behind it.

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

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

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<sup>19</sup> Ibid P. 04

<sup>19</sup> M.R. Naban. “*Teori Menerjemah Bahasa Inggris*”. (Yogyakarta: Pustaka Pelajar 1997), 26.

he will sacrifice its form.<sup>20</sup>

#### e. Ethnographic Translation

The translator attempts to describe the source and target languages' cultural contexts in this kind of translation. The translation must take into account how the terms are utilized in the source and target languages' cultural contexts.<sup>21</sup>

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

The disadvantages of the main difficulty faced by translators in this type of translation is the difficulty in identifying a form of cultural expression and then finding its appropriate equivalent in TL. It is not uncommon for a cultural term in a society or nation to find its equivalent in TL.<sup>22</sup>

### 3. Types of Difficulties in Translation

Many variables are crucial in the translation process, and no complete explanation of translation can be given until these factors are taken into account in a systematic manner. Translation is a highly complicated process that includes both linguistic and nonlinguistic

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<sup>20</sup> Ibid.P 05

<sup>21</sup> R.W. Brislin “ *Translation, Application and Research*”. ( New York: Gardner Press Inc 1976), .03.

<sup>22</sup> Ibid. P 08

elements.<sup>23</sup> This study was performed to demonstrate how these variables are the primary cause of translation problems.

a. Linguistic Factors

Linguistic variables have a direct and significant impact on translation. Any linguistic, lexical, syntactic, or textual issue might cause translation to fail. It may be inferred that the major cause of problems in the translation process is interlingua discrepancies. However, there are other issues, such as the large amount of effort required, as evidenced by the number of rules and dictionary entries required by a realistic system, and the fact that many constructions' grammar is poorly understood, in the sense that it is unclear which rules should be used to describe meaning in the process.<sup>24</sup>

b. Non – linguistic Factors

Non-linguistic factors involve knowledge from ideology, culture, history, politico-social, chemistry, science, engineering, biology, medicine, agriculture, and economics. One means of bridging the cultural divide between the two cultures and facilitating communication between various linguistic communities is to translate work.<sup>25</sup>

In the translation process, there are linguistic and non-linguistic issues. This issue develops as a result of linguistic and cultural differences. British people who pay attention to linguistic genres such

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<sup>23</sup> J.C. Catford, “ *A Linguistics Theory Of Translation*”. ( Oxford: Oxford University Press 1974), 21-25.

<sup>24</sup> Choliludin. “ *The Technique of Making Idiomatic Translation*”. ( Jakarta: Visipro 2007), 26-29.

<sup>25</sup> Ibid 26-29

as "he and she". However, both linguistic genres in Indonesian have the same meaning, namely "dia". Students' translation problems can be divided into four categories:

- 1) Having trouble deciphering the meaning of a term that isn't in the dictionary.
- 2) It's tough to interpret colloquial expressions and cultural references.
- 3) Difficulty translating long and complicated sentences.
- 4) The transition from the source language to the target language is challenging.

Translation issues may be split into two categories: linguistic issues and cultural issues. Grammar, vocabulary, and the meaning of each word are all aspects of language difficulties. Different types of situations are addressed by cultural problems. Many individuals suffer from a cultural issue.<sup>26</sup>

## **B. The Concept of Food Product**

### **1. The Definition of Food**

Food is any material eaten to give nutritional sustenance for the body, it's typically made from plants or animals, and it's high in important elements including carbs, lipids, proteins, vitamins, and minerals. In order to generate energy, sustain life, or promote development, an organism consumes a material that is absorbed by the organism's cells. People used two ways to get food in the past: hunting

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<sup>26</sup> Opan. "*Bagaimana Menerjemahkan Bahasa Inggris*". (Wonosobo 2008).

and gathering and cultivation. The food business now provides the majority of the food energy eaten by the world's population. The International Association for Food Protection, the World Resources Institute, the World of food distribution the Food and Agriculture Organization, and then International Food Information Council all keep an eye on food safety and security. Sustainability, biological variety, climate change, nutritional economics, population expansion, water supply, and food availability are among the problems they address. The "right to an acceptable standard of life, including sufficient food," as well as the "basic right to be free from hunger," are human rights recognized by the International Covenant on Economic, Social, and Cultural Rights.

Food has two purposes: it strengthens the body and provides it with energy. The elements that are oxidized and those that are favorable to chemical changes may be separated from the substances used as food. Milk is the purest form of all the essential nutrients. Aluminates, lipids, carbon-hydrates, and salts are often used to classify the nutritious components of meals. Little is known about the role performed by condiments used in flavoring and seasoning, as well as tea, coffee, chocolate, alcohol, and other alcoholic beverages, apart from the fact that certain of them are helpful in stimulating salivary and alimentary secretions. The quantity of food required for health and vigor varies depending on the kind and intensity of work, the environment, and, most importantly, the person. Play it safe, and according to Parkers, an adult's

typical daily limit of anhydrous food is as follows.

The researcher may infer from the preceding explanation that food is a fundamental requirement of living things since living things need protein, vitamins, and minerals to sustain endurance and bodily equilibrium.

## **2. The Definition of Product**

Physical commodities, services, experiences, events, people, locations, assets, organizations, information, and ideas are all examples of products. Until that need is met by a specific item. A stock-keeping unit or product variation is another name for the item. Size, price, style, or any other characteristic distinguishes different units within a product line or brand.<sup>27</sup> Some of the qualities that accompany and complement the product (the characteristics of the product attributes), are:

### **a. Branding**

A brand is a name, phrase, symbol, sign, or design, or a combination of these, that is used to distinguish one seller's or group of sellers' goods or services from those of rivals. The importance of branding in product planning cannot be overstated. A strong brand name may help a product achieve tremendous success.

### **b. Packaging**

Packaging is the process of creating and designing product containers or wraps.

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<sup>27</sup> Kotler and Keller, ''Marketing Management''.(2010)

c. Product quality

Product quality refers to a product's ability to perform its tasks, which include things like durability, accuracy, simplicity of use, and repair, among other things. Companies may adopt a satisfaction-oriented comprehensive quality management program to enhance product quality. Customers with activities that are appropriately pursued via continual development and staff motivation. The primary objective of overall quality is to enhance customer value in addition to minimizing product damage.

**3. The Types of Food Product**

Several types of food products that often found:

- a. Chocolate Silver queen.
- b. Indomie
- c. Coffee ship fire
- d. Mariza foods
- e. Chocolate Dairy Milk

**4. The Component of Food Product**

A product is typically followed by a succession of components, which include the following:

- a. The quality of the product

One of the most important positioning tools for marketers is product quality. This has an immediate effect on the product's performance. As a result, consumer value and satisfaction are

inextricably linked to quality.

**Product Characteristics** A product may be provided with a range of features, such as basic versions or models with no extras, and this is a good place to start. By adding additional elements, businesses may build higher-level models. Features are a way for a business to differentiate its goods from those of rivals.

b. **Product Design and Style**

The term "design" encompasses a far wider notion than "style." Aside from the aesthetic aspect, the design seeks to enhance product performance, lower manufacturing costs, and boost competitive advantage.

c. **Brand**

A brand is a name, phrase, sign, symbol, or design that identifies the manufacturer or seller of a product or service, or a combination of these. Consumers will see the brand as an essential component of the product, and branding may increase the product's value.

d. **Packaging**

Packaging is the process of designing and manufacturing a product's container or wrapping. Packaging's primary purpose is to hold and protect the goods. Consumers may be put off by the packaging, and the business may lose sales as a result. If, on the other hand, creative packaging may provide the business an advantage over

rivals and increase sales, it is a win-win situation.

Simple markers attached to goods to elaborate lettering that constitute part of the packaging are all examples of labels. This label serves a variety of purposes, including displaying the product or brand and explaining various aspects of the product.

e. Product Support Service

Another aspect of product strategy is customer service. Typically, a company's offering comprises a number of support services, which may be a minor or major component of the overall offering.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Characteristics and Types of The Research

Because the data was in the form of words or written language, the research is a descriptive qualitative approach. The descriptive qualitative technique is suitable for this research, because the formulation of descriptive issues allowed the writer to explore and capture the social condition to be studied completely, widely, and intensely.<sup>28</sup> The other hand, describes qualitative research as “an umbrella term encompassing many kinds of inquiry that helps us understand and explain the nature of social phenomena with the least amount of disturbance to the natural environment as possible.”<sup>29</sup>, the since a descriptive qualitative method is required to study and investigate a written language form. It may assist individuals in deciphering the meaning of social phenomena such as idioms, which are constantly spreading and evolving.

Qualitative research is a broad phrase that encompasses a variety of interpretative methods aimed at representing, decoding, translating, and otherwise relating to the meaning of events that occur in the natural social environment rather than their frequency.<sup>30</sup>

As a result, the researcher will utilize qualitative descriptive research to investigate students' difficulties in translating food products from English to

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<sup>28</sup> Sugiyono. “ *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi*”. (Yogyakarta: Alfabeta Bandung, 2014), 283.

<sup>29</sup> Sharan B. Meriam, “ *Qualitative Research A guide to Design and Implementation*”. ( San Fransisco: Jossey-Bass, 2009), 13.

<sup>30</sup> Sharan B. Meriam, “*Qualitative Research*”. ( San Fransisco: Jossey-Bass, 2009). 14.

Indonesian in this study.

## **B. Data Resources**

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

### **1. Primary Sources**

Original resources on which research is based are referred to as primary sources. They are firsthand proof on a subject under discussion. The author also gives certain data in its original form, which has not been analyzed, condensed, or reviewed by other researcher. The Translations of food product of Students:\

In the sentence “*Sugar, milk powder, cashew nuts, cocoa mass, cocoa butter, vegetable fat, emulsifier soy lecithin PGPR, salt, vanilla flavor, antioxidant BHT*”

### **2. Secondary Sources**

Secondary sources are used to understand or analyze original sources. The researcher may discuss original sources and often use them to support a thesis or convince the reader to adopt a certain viewpoint. Secondary sources in this study are observations, documentation and interviews related to the research.

## **C. Data Collecting Technique**

Because the premise of the study is to measure, an instrument to measure with is required. The researcher utilized documentation, observation,

and interviews as tools. The following is an explanation of the instrument used in this study:

### **1. Documentation**

Documentation is a record of events in the past, and can be in the form of writing, pictures, or monumental works of someone. Researchers use consumer data, sales data, Documentations in this research are photos, videos with consumers as secondary data in this study.

### **2. Observation**

The observatio carried out by the reseachers was to find out the extent of the students difficulties in translating food product text,in carryin out observations the reseachers needed a worksheet in which the contents of the sheet were question which sould later be filled in by students,in order to make it easier for reseachers to analyzed what percentage of the difficulty level was students faced.

### **3. Interview (*in-depth Interview*)**

Data Then researchers used interview techniques, researchers chose in-depth interviews, in conducting the interview process researchers needed 15 students of SMAN 1 Melinting to conduct interviews, data generated from interviews are for re-checking or evidence of information and information from the results obtained previously. Interviews were used to determine the factors of difficulty in translating food products from English to Indonesian. Some of the reasons that researchers consider to

choose open interviews are open interviews which allow students to use.<sup>31</sup> unique ways of defining something. Researchers may not only focus on interview guidelines but focus more on statements or answers from students so that the information disclosed by students is easier to understand and also allows researchers to dig deeper into what is conveyed by students.

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

The practice of gathering data in a systematic manner to aid researchers in reaching conclusions is known as data analysis method. Data analysis is the act of methodically collecting and combining data gathered from interviews, field notes, and other sources so that it may be readily understood and shared with others.<sup>32</sup> The qualitative data analysis is inductive, meaning it is based on the information gathered.

The analysis consists of three processes that happen at the same time: data reduction, data presentation, generating conclusions, and verification.<sup>33</sup>

Regarding the fourth flows in more detail as follows:

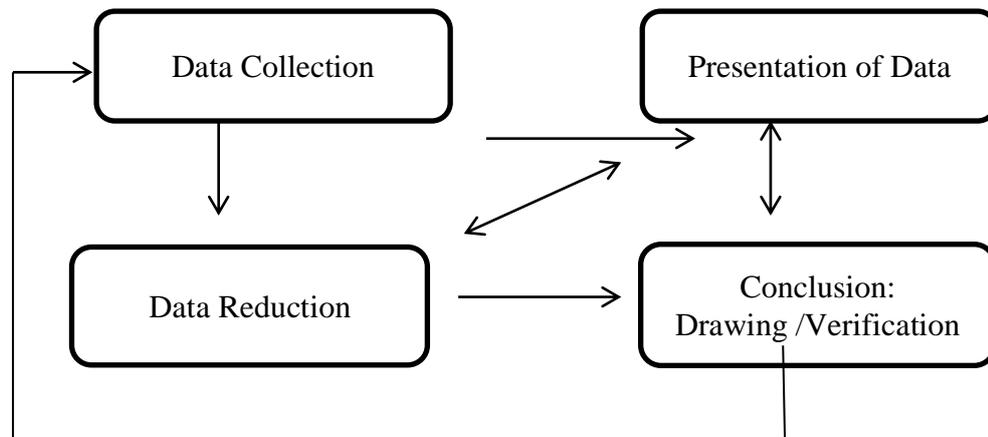
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<sup>31</sup> Sugiyono, “ *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi*”. (Yogyakarta: Alfabeta Bandung, 2014), P.334

<sup>31</sup> Miles and Huberman, *Data Analysis Qualitative*, (Jakarta: Universitas Indonesia Press, 1992),16.

<sup>32</sup> Sugiyono, *Op. Cit.* P.334

<sup>33</sup> Miles and Huberman, *Data Analysis Qualitative*, (Jakarta: Universitas Indonesia Press, 1992),16.



**Figure I Data Analysis Model Miles and Huberman**

### 1. Data Collection

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

### 2. Data Reduction

The process of choosing, concentrating on reducing, abstracting, and converting raw data that emerges from written records in the field is known as data reduction. During a qualitative research study, data reduction occurs on a continual basis. When the research settles on the conceptual framework of the study topic, research issues, and the data collecting method to use (sometimes without fully realizing it), data reduction is anticipated. The second step of data reduction happened during data collecting (summarizing, coding, browsing themes, creating clusters, creating partitions, creating memos). After the field study, this data reduction / transformation continue until the final report is completed.

The analysis includes data reduction. Data reduction is a kind of analysis in which data is sharpened, classified, directed, removed, and

organized in such a manner that final conclusions may be made and confirmed. The researcher does not have to interpret data reduction as quantification. Qualitative data may be reduced and changed in a number of ways, including via careful selection, summaries or short descriptions, and grouping them into a larger pattern. Although it is sometimes feasible to convert data into numbers or ratings, this is not always a good idea.

### **3. Presentation of Data**

The presentation is defined as an ordered collection of data that allows people to make conclusions and take action. Better representations, they think, are a key component of effective qualitative analysis. This comprises matrices, graphs, networks, and charts of different kinds. They're all made to bring together structured data in a logical and easy-to-understand manner. As a result, an analyst can observe what's going on and decide whether to make the right conclusions or continue with the study based on the presentation's recommendations as something that could be helpful.

### **4. Drawing Conclusions and Verification**

Drawing conclusions and verifying them is just one of the activities that may be performed with an intact setup. Throughout the research, the conclusions were also double-checked. The verification can be as simple as a rethinking that occurs in the analyzer's mind as he writes, or a review of field notes, or it can be as involved as peer review and brainstorming to develop inter-subjective agreement, or as involved as

extensive attempts to duplicate a finding in another data set. In other words, the validity, robustness, and appropriateness of the interpretations that emerge from other data must all be evaluated. The ultimate conclusion is reached not just during the data gathering phase, but it must also be validated in order to be properly accounted for. The interactive data analysis paradigm developed is shown schematically in the following Figure:

In order to do research, the researcher must follow a process or follow a series of stages. In this study, the researcher employs the fifth stage in the research method, according to Miles and Huberman which is as follows:

#### 1. Identifying Research Problems

This activity is the main activity step that researchers carry out in research. The Research Identify a problem on one topic, especially in educational problems, especially in the translation section that need to be resolved. Research problems will be identified in such a way as to get answers to the problems at hand and that is a specific problem to be studied more deeply by researchers, develop justifications for studying the existing problems, use existing theories, and select audiences who will read the report.<sup>34</sup>

#### 2. Determining Research

Objectives In a study, it would be nice to determine the topic to be researched so it makes it easier to learn it. Restating the problem that is

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<sup>34</sup> Miles and Huberman, *Data Analysis Qualitative*, (Jakarta, Universitas Indonesia Press 1992), 16.

focused on one point will make it easier for researchers to convey the intent of the statement of a goal. This statement conveys all the aims or objectives of the research. And therefore, it is also one of the most important statements in the research process.

### 3. Collecting Data

Data is needed in research. This data as evidence helps provide answers for questions in research. Data can be obtained by collect and search. Identifying and choosing people to research, obtaining permission to study them, and gathering information by asking questions or watching their behavior or everyday activities are all examples of data collection.

### 4. Analyze Data

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

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Description of Location

##### 1. Profile SMAN 1 Melinting

###### a. The Brief History of SMAN 1 Melinting

SMA Negeri I Melinting SMA Negeri I Melinting is the only public high school located at Jalan Paksi, Wana Bunut village, Melinting sub-district, East Lampung regency. This school has a land area of  $\pm$  m<sup>2</sup> and 9 classrooms. Currently this school is under the leadership of Nurjaya Rahman, with the main vision of the school, namely the realization of education that produces a generation of emotional intelligence, religious intelligence, intellectual intelligence and culture (CERIA). The indicators for the description of the mission are: 1. High discipline, tolerance and noble character 2. Active in social and religious activities 3. Able to compete in the National Selection of New Student Admissions 4. Environmentally minded school community 5. Excellent in academic and non-academic activities 6. School residents have an appreciation and love for local culture. Teacher Conditions The condition of teachers at SMA Negeri I Melinting in the 2013/2014 school year. the following. The condition of the teachers of SMA Negeri I Melinting in the 2013/2014 academic year. Educational Qualifications, Status, Gender, and Total Number and Status of Teachers

No.	Education Level	Total	GT/PNS
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GTT/Auxiliary Teachers L P L P 1. S S.

SMA Negeri I Melinting 2013/2014 it is known that all teachers at SMA Negeri I Melinting are 28 people with 19 civil servant teachers (PNS) and 9 non-permanent teachers (GTT) or auxiliary teachers. Of the 51 teachers at the school, only 1 of them is a teacher of arts and culture with an undergraduate education base in economics. Student Condition The number of students at SMA Negeri I Melinting in the 2013/2014 academic year amounted to 275 students and the details can be seen in the table below this. Table 4.2 Condition of Students of SMA Negeri I Melinting 2013/2014 Academic Year No. Class Condition of Students Number of Boys and Girls 1 X XI XII Number of Sources: SMA Negeri I Melinting 2013/2014 it is known that all students at SMA Negeri I Melinting amounted to 275 students with 122 male students and 153 female students.

The Location Sketch of SMAN 1 Melinting is one of the educational units with high school level in Wana, Kec. Melinting, Kab. East Lampung, Lampung. In carrying out its activities, SMAN 1 Melinting is under the auspices of the Ministry of Education and Culture. SMAN 1 Melinting is located at JL. Pangeran Paksi, Wana, Kec. Melinting, Kab. East Lampung, Lampung, with postal code 34377.

## **B. Description of Research Result**

The description of the results of this study refers to the level of translation difficulty experienced by eleventh grade students of SMAN 1 Melinting, including students' difficulties in translating the meaning of a sentence. Before carrying out the research, the researcher used several data collection tools to analyze and to get more accurate results, the results of which will be explained in the following section.

1. The difficulties faced by the students of SMAN 1 Melinting in translating text on food product.

Their weak knowledge in memorizing or learning new vocabulary, causing students to have difficulty translating texts, besides that many students have difficulties in translating text because they do not understand how to translate good and correct in translation text, based on the explanation above it can be described as follows:

- a. The lack of understanding and memorizing new vocabulary.

The reason why students tend to lack understanding of new vocabulary is that most students misinterpret the new vocabulary contained in the text given.

Below is a figure of the results of the translation done by students:



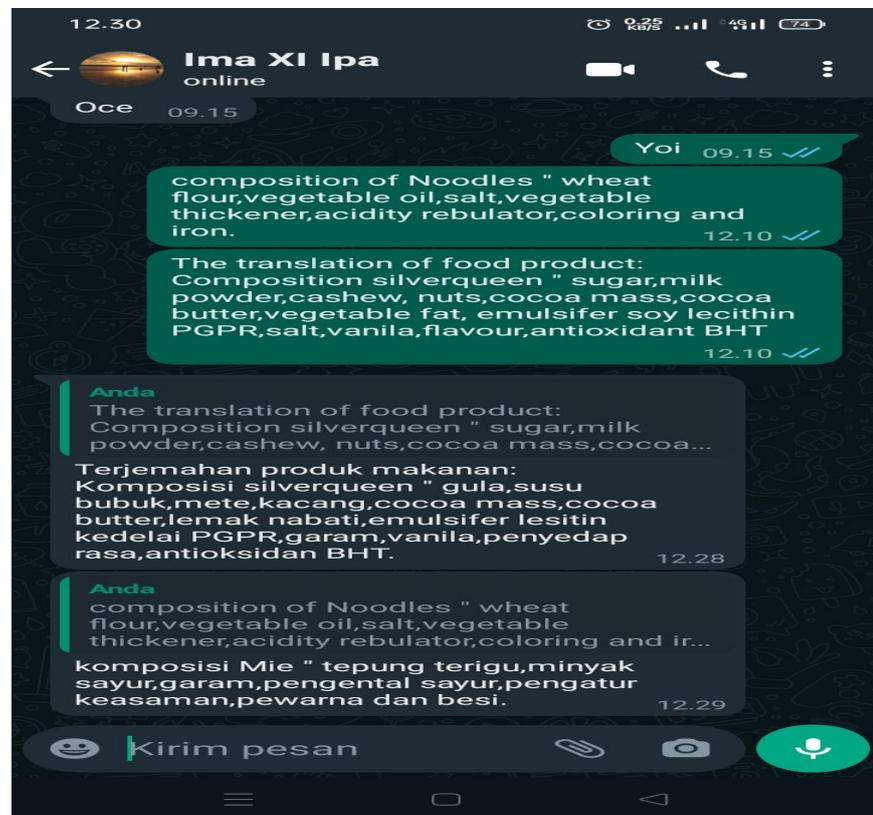
**Figure II Students Translation Results**

Can be seen in the figure above, in the word coloring and iron, some students answered iron as (besi) even though the real meaning is as (zat besi), this indicates that there are still many students who do not understand new vocabulary and they also do not understand that one word can be used as many meanings.

- b. The students do not really understand good and correct translation techniques.

Most of the students have difficulty translating is because they do not understand a good way of translating, thus causing the word order translated by them to be irregular or not in accordance with the intended translation.

Bellow is a figure of the results of the translation done by students:



**Figure III Students Translation Result**

There are some students who are still wrong in arranging the translated word such as the word acidity rebullator, coloring and iron. They arranging the words based on the location of the words, so that the resulting translation becomes an ambiguous word, the wording should be (pewarna, zat besi, dan mengatur keasaman), not (pengatur keasaman, pewarna dan zat besi).

## 2. Linguistic Factor

In linguistic factors, The students difficulties adjusting sentence patterns that have been translated from English into Indonesian sentence patterns with 5 of 15 students (35%) in option 1 (often), the students

difficulties trouble finding the meaning of a word that isn't in the dictionary, with 6 of 15 students (40%) in option 2 (sometime), the students having difficulties in multiple meanings making it difficult for me to determine which meaning is correct, with 6 of 15 students (40%) in option 3 (seldom), the students having difficulty translating very long English sentences with 10 of 15 students (70%) in option 1 and 2 (often and sometime), in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand, with 6 of 15 students (40%) in option 2 (sometime).

### 3. Nonlinguistic Factor

In non-linguistic factors, The students have difficulty translating words related to ideological values with 6 of 15 students (40%) in option 2 (sometime), the students have difficulty translating words related to cultural values with 8 of 15 students (65%) in option 2 (sometime), the students have difficulty translating words related to historical values with 5 of 15 students (35%) in option 3 (seldom), the students have difficulty in translating related to socio-political values with 7 of 15 students (60%) in option 2 (sometime), the students have difficulty translating words related to chemical values with 12 of 15 students (85%) in option 1 and 4 (often and never).

### 4. The Factor that make student difficulties text on food product in Translating is Students do not Understand the Intens and Purpose of the Text is:

- a. Students do not understand the intent and purpose of the text.

There are still many students who do not understand the intent and purpose of the text they are working on, thus making it difficult for students to complete the translation of the text.

- b. The students do not understand the meaning or content of the text that is being worked on.
- c. Students do not know the meaning of the text because they are lazy to read the text and look up vocabulary in the dictionary.
- d. Lost of vocabulary.

Many students lost of vocabulary because they are lazy to open the dictionary and memorize the vocabulary in the dictionary, they are only answer the text given that by choosing the word that easiest and only understand by them.

##### 5. The Analysis of the Data Collected

The questionnaire used to know the students difficulties in translating food product. The questionnaire was distributed to the eleventh students of SMAN 1 Melinting as the sample. This questionnaire consisted of 5 items in linguistic factor and 5 items in non-linguistic factor and have distributed of 15 students of eleventh class. The following presentation described the clear explanation about the items of the questionnaire:

**The Table 4.1**  
**Number of Students Difficulties In Linguistic Factor**

<b>Option</b>					
<b>No</b>	<b>Item Questioner</b>	<b>Often</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
1.	I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	(5)	(4)	(4)	(2)
2.	I'm having trouble finding the meaning of a word that isn't in the dictionary.	(6)	(4)	(2)	(3)
3.	I find words that have multiple meanings making it difficult for me to determine which meaning is correct.	(4)	(5)	(6)	(0)
4.	I have difficulty translating very long English sentences.	(5)	(5)	(3)	(2)
5.	I have difficulty in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand.	(4)	(6)	(4)	(1)

From explanation above the researcher will explain the results that have been obtained. At number 2, most students choose option often, which indicates that students are still having trouble finding the meaning of a word that isn't in the dictionary. At number 5, most students choose the option sometime which means students are still difficult in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand. So the conclusion from the explanation

above is, students still have many difficulties in trouble finding the meaning of a word that isn't in the dictionary and arranging words in English so that it produces sentences that are confusing and difficult for readers to understand.

From the statement above, it can be concluded that the linguistic factor is included in the category “Lack of understanding and memorizing new vocabulary”. Because they are still many students who do not understand the new vocabulary or it can also be interpreted that students do not understand the vocabulary contained in the linguistic factor, especially in the English text.

**The Table 4.2**  
**Number of Students' Difficulties in Non- Linguistic Factor**

<b>Option</b>					
<b>No</b>	<b>Item Questioner</b>	<b>Often</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
1.	I have difficulty in translating words related to ideological values.	(4)	(6)	(1)	(4)
2.	I have difficulty in translating words related to cultural values.	(2)	(8)	(3)	(2)
3.	I have difficulty in translating words related to historical values.	(3)	(4)	(5)	(3)
4.	I have difficulty in translating words related to socio-political values.	(4)	(7)	(4)	(0)
5.	I have difficulty translating words related to chemical values.	(6)	(2)	(1)	(6)

The explanation in the table above is. In number 1, many students choose the option sometime which means that students have difficulty in translating words related to ideological values. Then number 2, students choose the option sometime too it indicates that students have a lot of difficulty in translating sentence related to culture. In number 4, students choose option sometime where students had difficulty in translating words related to socio-political. At number 5, students prefer the option often and never indicating that students tend to have difficulty translating sentences related to chemical values.

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

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

Form the statement above, it can be concluded that non-linguistics factor fall into the category of “Students do not really understand good and correct translation techniques”. Because there are still many students who

do not understand foreign vocabulary, such as health language or difficulty in translating text using correct techniques, some students translated based on the location of the word or what is commonly referred to as word by word, they do not care about the structure of the wording that is good and correct.

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

#### 6. The Analysis of the Data Collected from Interview

After carrying out data collection in stage 1 by carrying out observations as well filling out a questioner, the researcher then carried out data collection, the next step was by interview eleventh class at SMAN 1 Melinting. Interviews were conducted using the (Daring/Online) method via the whatsapp application.

Interview used to know the factor of the students difficulties in translating food product from English to Indonesian. About 15 students, the researcher choose 8 students for interviewed. By asking question “Are

you having difficulty in translation?” And the researcher choose answers from 8 students and their answers and difficulties were almost the same. The results of the interviews, the researchers describe in the section below.

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

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

#### 7. Summary of Translation Results Errors Made by Students.

In the next activity the researcher gave an food product text to students to find out the extent of the difficulty faced by students, and the implementation in working on the text was distributed using digital document files that were sent to Whatsapp application for students.

In the below is the results of the translation carried out made by students.

#### **The Translations of food product of student’s 1**

In the sentence *“Sugar, milk powder, cashew nuts, cocoa mass, cocoa butter, vegetable fat, emulsifier soy lecithin PGPR, salt, vanilla flavor, antioxidant BHT ”.*

The student translated,” *Gula, susu bubuk, kacang mete, kakao massa, lemak kakao, lemak nabati, emulsifier soy lecithin PGPR, vanilla flavor, antioxidant BHT* ”.

From the sentences that have been given, it can be concluded that students do not understand foreign words in the sentence, for example ”*emulsifier soy lecithin PGPR, vanilla flavor, antioxidant BHT*”.

The actual meaning in the sentence is “*Gula, susu bubuk, kacang mete, kakao massa, lemak kakao, lemak nabati, pengemulsi lesitin kedelai PGPR, garam, perisa vanili, antioksidan BHT*”

### **The Translations of food product of Students 2**

In the sentence “*Sugar, milk powder, cashew nuts, cocoa mass, cocoa butter, vegetable fat, emulsifier soy lecithin PGPR, salt, vanilla flavor, antioxidant BHT* ”.

The student translated,” *Gula, susu bubuk, kacang mete, coklat, lemak coklat, lemak nabati, emulsifier soy lecithin PGPR, vanilla flavor, antioxidant BHT* ”.

The actual meaning in the sentence is “*Gula, susu bubuk, kacang mete, kakao massa, lemak kakao, lemak nabati, pengemulsi lesitin kedelai PGPR, garam, perisa vanili, antioksidan BHT*”.

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

**Table 4.3**  
**The Summary of food product text**

No	Source Language	Target Language	Correct
1.	Sugar, milk powder, cashew nuts, cocoa mass, cocoa butter, vegetable fat, emulsifier soy lecithin PGPR, salt, vanilla flavor, antioxidant BHT ”.	Gula, susu bubuk, kacang mete, kakao massa, lemak kakao, lemak nabati, emulsifier soy lecithin PGPR, vanilla flavor, antioxidant BHT	Gula, susu bubuk, kacang mete, kakao massa, lemak kakao, lemak nabati, pengemulsi lesitin kedelai PGPR, garam, perisa vanili, antioksidan BHT
2.	Sugar, milk powder, cashew nuts, cocoa mass, cocoa butter, vegetable fat, emulsifier soy lecithin PGPR, salt, vanilla flavor, antioxidant BHT.	Gula, susu bubuk, kacang mete, coklat, lemak coklat, lemak nabati, emulsifier soy lecithin PGPR, vanilla flavor, antioxidant BHT	Gula, susu bubuk, kacang mete, kakao massa, lemak kakao, lemak nabati, pengemulsi lesitin kedelai PGPR, garam, perisa vanili, antioksidan BHT

The results of data collection what has been summarized above, the researcher can conclude that there are still many students who do translation using dictionary, meaning of the text is and the lack of vocabulary that they know in the text, besides that many students are lazy to open the dictionary, so that it requires them to complete the text using the standard language.

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

**Table 4.4**  
**The Students Percentage in food product Text**

No	Frequency	Percentage
1.	5 students	35%
2.	6 students	40%
3.	4 students	30%
Total	15 Students	100%

### C. Discussions

Based on the data analysis, the score of the students in translating food product text was still less, about 15 students, they can not reach the maximal percentage. Just a few students got the standard percentage from the translation test. Furthermore, from the percentage, the researcher conclude that the students have difficulties on it.

After observing the result of the data analysis in students difficulties in translating text on food product classified into 2 factors: linguistic factor and nonlinguistic factor.

In linguistic factors, The students difficulties adjusting sentence patterns that have been translated from English into Indonesian sentence patterns with 5 of 15 students (35%) in option 1 (often), the students difficulties trouble finding the meaning of a word that isn't in the dictionary, with 6 of 15 students (40%) in option 2 (sometime), the students having difficulties in multiple meanings making it difficult for me to determine which meaning is correct, with 6 of 15 students (40%) in option 3 (seldom), the

students having difficulty translating very long English sentences with 10 of 15 students (70%) in option 1 and 2 (often and sometime), in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand, with 6 of 15 students (40%) in option 2 (sometime).

In non-linguistic factors, The students have difficulty translating words related to ideological values with 6 of 15 students (40%) in option 2 (sometime), the students have difficulty translating words related to cultural values with 8 of 15 students (65%) in option 2 (sometime), the students have difficulty translating words related to historical values with 5 of 15 students (35%) in option 3 (seldom), the students have difficulty in translating related to socio-political values with 7 of 15 students (60%) in option 2 (sometime), the students have difficulty translating words related to chemical values with 12 of 15 students (85%) in option 1 and 4 (often and never).

The researcher found that the students encountered more difficulties in the nonlinguistic factors. Based on the percentage, they were approved by the data analysis showed that the students had the low percentage of students difficulties was in linguistic factor with percentage 22,5%, the next students difficulties was in highest percentage in non- linguistic factor with percentage 28,5%.

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

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

1. The score of the students in translating text of food product was still less, about 8 students, they cannot reach the maximal percentage. The mean percentage of the students percentage was 22,5% and it was still less to reach the maximal percentage. Furthermore, from the percentage, the researcher concluded that the students difficulties on translating the text.
2. It was found that the students at SMAN 1 Melinting had difficulties in translating text of food product that were more influenced by the non-linguistic factors. was the most prominent factors that caused the students have difficulties in translating the text with the highest percentage was 28,5%.
3. Although the non-linguistic factors were the most prominent factors that appeared the students SMAN 1 Melinting in translating Food Product text the linguistic factors also contributed in minor way to the difficulties in the translation that the students encountered especially dealing with difficulties in translating.

Linguistic Factors, Linguistic variables have a direct and significant impact on translation. Any linguistic, lexical, syntactic, or textual issue might cause translation to fail. It may be inferred that the major cause of problems in

the translation process is interlingua discrepancies. However, there are other issues, such as the large amount of effort required, as evidenced by the number of rules and dictionary entries required by a realistic system, and the fact that many constructions' grammar is poorly understood, in the sense that it is unclear which rules should be used to describe meaning in the process.

## **B. Suggestion**

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

### 1. For the students

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

### 2. For the lecturer

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

### 3. For the other researcher

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

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# **APPENDICES**

### 1. Blue print of Documentation Sheet

No	Aspect
1	Profile of SMAN 1 Melinting
2	The building condition and institute facilities in SMAN 1 Melinting
3	The quantity of students at SMAN 1 Melinting
4	Organization structure of SMAN 1 Melintig
5	Location

### 2. Blue Print of Observation Sheet

No	Aspect	Observation Result
1.	What types of difficulties are most faced by students at SMAN1 Melinting?	<ul style="list-style-type: none"><li>- Lack of understanding of the meaning of the translated text.</li><li>- Lack of vocabulary.</li><li>- Lack of understanding of the correct translation material.</li></ul>
2.	What are the appropriate efforts to do in minimizing the difficulties in the translation process faced by students at SMAN 1 Melinting?	<ul style="list-style-type: none"><li>- Explaining the translation material with a good and correct method.</li><li>- Provide a little stimulation to students when they are about to start teaching and learning activities of translation.</li></ul>

### 3. Blue Print of Qetioner Sheet

#### a. Students Activity

Guide in filling out the answer sheet:

- 1) Read carefully the content and meaning of the question.
- 2) Put a check mark (√) in the column to be selected.
- 3) Collect if all the columns are filled in properly and correctly.

**Have a great time doing it!!!!**

**Questioner Sheet of Students at SMAN 1 Melinting in (Linguistic Factor)**

Alternative answer					
No	Item Questioner	Often	Sometime	Seldom	Never
1.	I have difficulty in adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	(5 Students)	(4 Students)	(4 Students)	(2 Students)
2.	I'm having trouble finding the meaning of a word that isn't in the dictionary.	(6 Students)	(4 Students)	(2 Students)	(3 Student)
3.	I find words that have multiple meanings making it difficult for me to determine which meaning is correct.	(4 Students)	(5 Students)	(6 Students)	(0 Students)
4.	I have difficulty translating very long English sentences.	(5 Students)	(5 Students)	(3 Students)	(2 Students)
5.	I have difficulty in arranging words in English so that it produces sentences that are confusing and difficult for readers to understand.	(4 Students)	(6 Students)	(4 Students)	(1 Student)

**b. Students Activity**

Guide in filling out the answer sheet:

- 1) Read carefully the content and meaning of the question.
- 2) Put a check mark (√) in the column to be selected.
- 3) Collect if all the columns are filled in properly and correctly.

**Have a great time doing it!!!!**

**Questioner Sheet of Students at SMAN 1 Melinting in Non- Linguistic Factor**

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

**4. Blue Print of Interviews Sheet**

**Interview Sheet of Students at SMAN 1 Melinting**

Nama : Anggi Fatika Sari

Kelas : 11/ ipa

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring a meaning
2	What do you think is the easiest text to translate?	I mean text food product
3	Why did you choose this text?	I chose the text because for me the text is easier than other texts.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes, I have difficulties in translating.
5	How do you overcome these difficulties?	Learn to memorize vocabulary.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	I think yes.
7	What method do you think is appropriate and suitable to be used as	I think by reading method.

	reference material in explaining translation lessons?	
8	Give reasons why you chose this method?	Because it is easier to understand.

Nama : Anggun Puspita

Kelas : 11/ IPA

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring the meaning of a text from the source language to the target language
2	What do you think is the easiest text to translate?	Procedure text.
3	Why did you choose this text?	Because this text to easier.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes! And the factor is vocab.
5	How do you overcome these difficulties?	For now have to add vocabulay.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes of course!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	writting method.
8	Give reasons why you chose this method?	Yes, so that it is easier for me to understand the material presented.

Nama : Bagas Ferdianto

Kelas : 11 / ipa

No	Question	Answers
1	What do you think about translation?	Translation is something that is done to get a meaning without having to change the previous meaning.
2	What do you think is the easiest text to translate?	Procedure text
3	Why did you choose this text?	Because easier to understand.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have difficulties, and the factor is vocabulay.
5	How do you overcome these difficulties?	Learn to memorize vocab.

6	In your opinion, in explaining material about translation, should a teacher use a good method?	yes!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	To memorize method.
8	Give reasons why you chose this method?	Because to make eassier to explain.

Nama : Danil savana

Kelas : 11 / ipa

No	Question	Answers
1	What do you think about translation?	Translation is a process of transferring meaning from the source language to the target language.
2	What do you think is the easiest text to translate?	Food product text.
3	Why did you choose this text?	Because for me the text is easy.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes! The factor is sometimes I'm lazy to add vocabulary.
5	How do you overcome these difficulties?	To study harder.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Story telling.
8	Give reasons why you chose this method?	The reason is so that students in the class can more easily understand the material.

Nama : Dedi Saputra

Kelas : 11 / ipa

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring a text from the source language to the target language.
2	What do you think is the easiest text to translate?	Narative text.
3	Why did you choose this text?	I chose that text, because I think it's the easiest text from the others, this text only asks the reader to believe what the author wrote.
4	Are you having difficulty in translation? what are the factors that make it difficult for you?	Yes I have, the factor is lack of vocabulary.
5	How do you overcome these difficulties?	I have to understand first the content of the text that I will translate.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes .
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Story telling method.
8	Give reasons why you chose this method?	I mean here is that the student when explaining the material to easier.

Nama : Eka Lestari

Kelas : 11 / ipa

No	Question	Answers
1	What do you think about translation?	Translation is a process of transferring a language meaning from the mother tongue to the target language.
2	What do you think is the easiest text to translate?	I mean procedure text.
3	Why did you choose this text?	Because procedure is easier than others.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have. The main factor is the lack of memorizing new vocabulary.

5	How do you overcome these difficulties?	Looks like I have to memorize more vocabulary in order to reduce my difficulty in translating.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes of course.
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	Maybe telling.
8	Give reasons why you chose this method?	Because I think that method can make it easier for us to understand the lesson being delivered

Nama : Intan Ima Melati

Kelas : 11 / ipa

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

Nama : Intan Permatasari

Kelas : 11 / ipa

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring a meaning.
2	What do you think is the easiest text to translate?	Food product text.
3	Why did you choose this text?	I mean that is easy to learn.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have, There are two factors, the first I don't understand and the second I laz to learn.
5	How do you overcome these difficulties?	Add vocabulary.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Yes!
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	I think that writing method.
8	Give reasons why you chose this method?	The reason is to make it easier to understand and to make it clear.

Nama : Irda Nurdian

Kelas : 11 / ipa

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

6	In your opinion, in explaining material about translation, should a teacher use a good method?	I think it is necessary to use the method when teaching in class.
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	I prefer the storytelling method.
8	Give reasons why you chose this method?	Because so that students can better understand what is being conveyed.

Nama : Kholifah

Kelas : 11 / ipa

No	Question	Answers
1	What do you think about translation?	Translation is the process of transferring meaning from the mother tongue to the target language.
2	What do you think is the easiest text to translate?	I choose food product text.
3	Why did you choose this text?	Why I chose the text, because for me the text is very easy to understand.
4	Are you having difficulty in translation? If so, what are the factors that make it difficult for you?	Yes I have. I am weak in vocabulary and do not understand the content of the text.
5	How do you overcome these difficulties?	To overcome difficulties I usually look for new vocabulary in the text with a dictionary or google.
6	In your opinion, in explaining material about translation, should a teacher use a good method?	Really need .
7	What method do you think is appropriate and suitable to be used as reference material in explaining translation lessons?	I think it's better to use the teacher method.
8	Give reasons why you chose this method?	Because the explanation is easier to understand if use that method.

## **5. Blue Print of Text that will be tested for Students at SMAN 1**

### **Melinting**

#### **Composition In Food Product ( Silverqueen Dark Chocolate)**

Sugar, milk powder, cashew nuts, cocoa mass, cocoa butter, vegetables fat, emulsifier soy lecithin PGPR, salt, vanilla flavour, antioxidant BHT.

#### **Composition In Food Product (Noodles)**

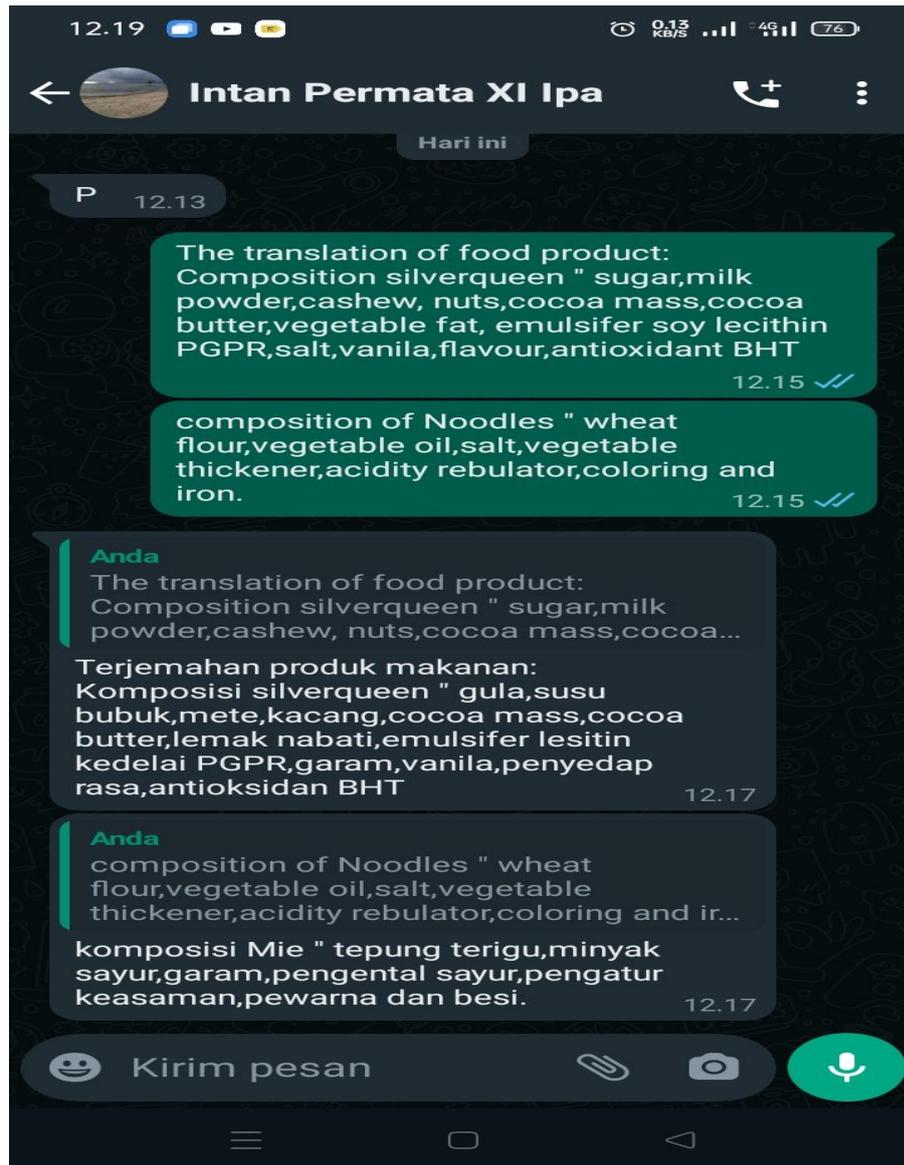
Wheat flour, vegetable oil, salt, vegetable thickener, acidity rebulator, coloring (tartrazine C1 19140) and iron.

SEASONINGS: salt, sugar, flavour enhancer, (monosodium glutamate), garlic flavouring, chicken flavouring, paper powder.

OIL: vegetable oil and shallots

## 6. Blue Print Of Documentation

### Documentation With Students During Interviews



12.26

3.00 KB/S 4G 75



**Kholifah XI Ipa**  
12.26



Hari ini

P 12.24

The translation of food product:  
Composition silverqueen " sugar,milk  
powder,cashew, nuts,cocoa mass,cocoa  
butter,vegetable fat, emulsifer soy lecithin  
PGPR,salt,vanila,flavour,antioxidant BHT

12.24 ✓✓

composition of Noodles " wheat  
flour,vegetable oil,salt,vegetable  
thickener,acidity rebulator,coloring and  
iron.

12.24 ✓✓

**Anda**

The translation of food product:  
Composition silverqueen " sugar,milk  
powder,cashew, nuts,cocoa mass,cocoa...

Terjemahan produk makanan:  
Komposisi silverqueen " gula,susu  
bubuk,mete,kacang,cocoa mass,cocoa  
butter,lemak nabati,emulsifer lesitin  
kedelai PGPR,garam,vanila,penyedap  
rasa,antioksidan BHT

12.25

**Anda**

composition of Noodles " wheat  
flour,vegetable oil,salt,vegetable  
thickener,acidity rebulator,coloring and ir...

komposisi Mie " tepung terigu,minyak  
sayur,garam,pengental sayur,pengatur  
keasaman,pewarna dan besi.

12.25



Kirim pesan



12:30

0.25 KB/s 4G 74



Ima XI Ipa  
online



Oce 09.15

Yoi 09.15 ✓✓

composition of Noodles " wheat flour,vegetable oil,salt,vegetable thickener,acidity rebulator,coloring and iron.

12.10 ✓✓

The translation of food product: Composition silverqueen " sugar,milk powder,cashew, nuts,cocoa mass,cocoa butter,vegetable fat, emulsifer soy lecithin PGPR,salt,vanila,flavour,antioxidant BHT

12.10 ✓✓

Anda

The translation of food product: Composition silverqueen " sugar,milk powder,cashew, nuts,cocoa mass,cocoa...

Terjemahan produk makanan:  
Komposisi silverqueen " gula,susu bubuk,mete,kacang,cocoa mass,cocoa butter,lemak nabati,emulsifer lesitin kedelai PGPR,garam,vanila,penyedap rasa,antioksidan BHT.

12.28

Anda

composition of Noodles " wheat flour,vegetable oil,salt,vegetable thickener,acidity rebulator,coloring and ir...

komposisi Mie " tepung terigu,minyak sayur,garam,pengental sayur,pengatur keasaman,pewarna dan besi.

12.29



Kirim pesan



21.48

0.23 KB/S 4G 55



Deni Saputra XI I...

21.42



The translation of food product:  
Composition silverqueen " sugar,milk powder,cashew, nuts,cocoa mass,cocoa butter,vegetable fat, emulsifer soy lecithin PGPR,salt,vanila,flavour,antioxidant BHT

20.01 ✓✓

composition of Noodles " wheat flour,vegetable oil,salt,vegetable thickener,acidity rebulator,coloring and iron.

20.01 ✓✓

Ke indonesia pak? 20.28

Komposisi Silverqueen:  
Gula, bubuk susu, kacang mente, perisa cokelat, mentega cokelat, minyak makan, garam, vanila, perasa.  
Yang soy lecithin, PGPR, Antioxidant BHT nya tetep

20.31

Soy lechitin = Lesitin kedelai 20.32

Komposisi mie:  
Tepung padi, minyak makan, garam, pengental makanan, pewarna dan zat besi, rebulator keasaman.

20.34

P 21.47 ✓✓

P 21.47 ✓✓

P 21.47 ✓✓

P 21.47 ✓✓



Kirim pesan



21.49

0.04 KB/S 4G 55



**Marliana XI Ipa**

21.36



The translation of food product:  
Composition silverqueen " sugar,milk powder,cashew, nuts,cocoa mass,cocoa butter,vegetable fat, emulsifer soy lecithin PGPR,salt,vanila,flavour,antioxidant BHT

12.40 ✓✓

composition of Noodles " wheat flour,vegetable oil,salt,vegetable thickener,acidity rebulator,coloring and iron.

12.40 ✓✓

**Anda**

The translation of food product:  
Composition silverqueen " sugar,milk powder,cashew, nuts,cocoa mass,cocoa...

Komposisi silverqueen "gula, susu bubuk, kacang mede, kacang<sup>2</sup>an, coklat bubuk, margarin coklat/coklat cair, minyak sayur, pengemulsi kedelai, garam, perisa vanila, antioksidan BHT

12.43

**Anda**

composition of Noodles " wheat flour,vegetable oil,salt,vegetable thickener,acidity rebulator,coloring and ir...

Komposisi Mie "tepung, minyak sayur, garam, pengental sayur, pengatur keasaman, pewarna, besi apa zat besi tuh maksudnya wkwk

12.45

P 21.49

P 21.49 ✓



Kirim pesan









30/8/2021

IZIN PRASURVEY



**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

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-3418/In.28/J/TL.01/08/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH SMAN 1  
MELINTING  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **AHMAD ALI MUDAKIR**  
NPM : 1701070063  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS DIFFICULTIES IN  
TRANSLATING TEXT ON FOOD PRODUCT AT THE  
ELEVENTH GRADE STUDENTS OF SMAN 1  
MELINTING

untuk melakukan prasurvey di SMAN 1 MELINTING, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Agustus 2021  
Ketua Jurusan,



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



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 MELINTING**



Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199  
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id

Nomor : 420/ 045 /11.SMAN/04/VI/2020

Melinting, 29 AGUSTUS 2021

Lamp : -

Perihal : Izin Penelitian

Kepada Yth :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro

Di Metro

Dengan hormat,

Menindaklanjuti surat permohonan pra-survei penelitian mahasiswa atas nama

Nama : AHMAD ALI MUDAKIR

NPM : 1701070063

Prodi : Tadris Bahasa Inggris

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

Demikian surat ini disampaikan atas perhatiannya kami ucapkan terima kasih.

Kepala Sekolah



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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ahmad Ali Mudakir  
NPM : 1701070063

Jurusan : TBI  
Semester : IX/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Senin 19 April 2021	✓	- Konsultasi Penulisan Proposal - Konsultasi prosedur bimbingan skripsi.	
2.	Rabu 30 Juni 2021	✓	- Penambahan data Prasurey. - memperbaiki kalimat objektif	
3.	Kamis 8 Juli 2021	✓	Acc bab I	
4.	Rabu 14 Juli 2021	✓	Bimbingan bab II	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing,

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503,1 001



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

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

Nama : Ahmad Ali Mudakir  
NPM : 1701070063

Jurusan : TBI  
Semester : IX/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
5.	Sabtu 24 Juli 2021	✓	- Dokumen apa ? - apa yg: diobservasi untuk data apa ? - siapa yang diinterme dan data apa ? - memperbaiki letak gambar .	
6.	Senin 2 Agustus 2021	✓	Acc bab II Lanjut bab III	
7.	Jumat 6 Agustus 2021	✓	Acc Seminar	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing,

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503,1 001



**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

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

Nomor : B-4334/In.28.1/J/TL.00/11/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **AHMAD ALI MUDAKIR**  
NPM : 1701070063  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING  
TEXT ON FOOD PRODUCT AT THE ELEVENTH GRADES  
STUDENTS OF SMAN 1 MELINTING**

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, 03 November 2021  
Ketua Jurusan,



**Andianto M.Pd**



**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-4870/In.28/D.1/TL.00/11/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 1 MELINTING  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4871/In.28/D.1/TL.01/11/2021, tanggal 29 November 2021 atas nama saudara:

Nama : **AHMAD ALI MUDAKIR**  
NPM : 1701070063  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 MELINTING, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT ON FOOD PRODUCT AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MELINTING".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 November 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



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



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

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

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

**SURAT TUGAS**

Nomor: B-4871/In.28/D.1/TL.01/11/2021

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

Nama : **AHMAD ALI MUDAKIR**  
NPM : 1701070063  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 MELINTING, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT ON FOOD PRODUCT AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 MELINTING".
  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 : 29 November 2021

Mengetahui,  
Pejabat Setempat

SUNARIYANTO, S.Pd

Wakil Dekan Akademik dan  
Kelembagaan,



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



- PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 MELINTING**



Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199  
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id

Nomor : 420/044/11.SMAN/04/XII/2021  
Lampiran : -  
Prihal : Pemberian Izin

Kepada Yth.  
Bpk/Ibu Wakil Dekan Akademik dan Kelembagaan IAIN Metro  
Di –  
Metro

Sehubungan dengan Surat Permohonan Izin Research Nomor : **B-4870/In.28/D.1/ TL.00/11/2021**,  
tanggal 29 November 2021 atas nama saudara :

Nama : **AHMAD ALI MUDAKIR**  
NPM : 1701070063  
Semester : 9 (Sembilan)  
Jurusan : Tardis Bahasa Inggris

Maka dengan ini kami sampaikan kepada Bpk/Ibu Wakil Dekan Akademik dan Kelembagaan IAIN Metro, bahwa kami mengizinkan mahasiswa tersebut untuk melakukan research di SMAN 1 Melinting, guna menyelesaikan Tugas Akhir / Skripsi dengan judul “AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT ON FOOD PRODUCT AT THE ELEVENTH GRADE STUDENTS OS SMAN 1 MELINTING”

Demikian surat ini kami buat agar dapat digunakan sebagaimana mestinya. Atas perhatian Bpk/Ibu kami mengucapkan terima kasih.



Melinting, 08 Desember 2021  
Kepala Sekolah,

**YUNANTO PUTRO, S.Pd, M.LM.Pd**  
NIP. 19690226 199802 1 001



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

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

Nama : Ahmad Ali Mudakir  
NPM : 1701070063

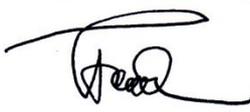
Jurusan : TBI  
Semester : IX/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Rabu, 24/4/2021	✓	Bimbingan APD	
2	Jum'at 26/4/2021	✓	ACC APD	
3	Rabu 16/12/2021		Bimbingan Bab IV dan v	
4	Rabu, 29/12/2021	✓	ACC Munagasyah	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing,

  
**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001



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

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-993/ln.28/S/U.1/OT.01/10/2021**

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

Nama : Ahmad Ali Mudakir  
NPM : 1701070063  
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 1701070063

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Oktober 2021  
Kepala Perpustakaan

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



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

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

---

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Ahmad Ali Mudakir  
NPM : 1701070063  
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, 06 Januari 2022  
Ketua Jurusan TBI

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

AN UNDERGRADUATE THESIS  
**AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING**  
**TEXT ON FOOD PRODUCT AT THE ELEVENTH GRADES STUDENT**  
OF SMAN 1 MELINTING

By:  
AHMAD ALI MUDAKIR  
Student Number: 1701070063



TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2021 M

*Handwritten signature or mark.*

AN ANALYSIS OF STUDENTS  
DIFFICULTIES IN TRANSLATING  
TEXT ON FOOD PRODUCT AT  
THE ELEVENTH GRADES  
STUDENT OF SMAN 1  
MELINTING

by Ahmad Ali Mudakir 1701070063

---

**Submission date:** 07-Jan-2022 12:48PM (UTC+0700)

**Submission ID:** 1738403514

**File name:** SKRIPSI\_FOR\_TURNITIN\_AHMAD\_ALI\_MUDAKIR.docx (92.49K)

**Word count:** 9494

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# AN ANALYSIS-OF STUDENTS DIFFICULTIES IN TRANSLATING TEXT ON FOOD PRODUCT AT THE ELEVENTH GRADES STUDENT OF SMAN 1 MELINTING

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## **BIOGRAPHY**



Ahmad Ali Mudakir was born in Wana village, Melinting subdistrict, East Lampung, on July 30, 1998. He is the second of four children, from Mr. Asnawi and Mrs. Toyibah. His Kindergarten education was taken at Wana, Melinting graduated in 2006, then he continued his study at SDN 2 Wana, Melinting and graduated in 2011. He continued his studies at SMPN 1 Melinting and graduated in 2014. He continued his education to SMAN 1 Melinting and graduated in 2017. In 2017 he continued his education at IAIN Metro, majoring English Education Department of the faculty of Tarbiyah and Teachers Training.