

ANALYZING STUDENTS' VOCABULARY DIFFICULTIES IN TRANSLATING INDONESIAN NARRATIVE TEXT TO ENGLISH

THESIS

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S. Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program



By:

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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JULY 2025**

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ANALYZING STUDENTS' VOCABULARY DIFFICULTIES IN TRANSLATING INDONESIAN NARRATIVE TEXT TO ENGLISH

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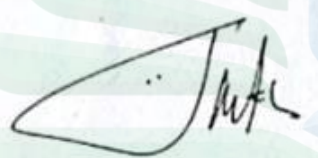
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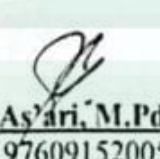
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MOTTO

Qur'an Surah Al-Hujurat: 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَا ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning:

13. O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has as-Taqua [i.e. he is one of the Muttaqun (the pious. See V.2:2)]. Verily, Allah is All-Knowing, All-Aware.¹

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¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fahd Complex, 1404).

DEDICATION

I proudly dedicate this thesis to:

1. Allah SWT, the lord of the world that by His grace, I could live and pass through various memorable moments in life such accomplishing this thesis in my undergraduate education.
2. My beloved parents who become the source of my boost and motivation. My dad Mulyadi, who be my inspiration to pass many things in life, he is the one always supporting me to go hiking higher on education ladder. My mom Miswati who always burned my spirit up to undergo and complete my education, she is such an oasis in the middle of my desert life. No words can replace the infinite love I have for them.
3. My beloved siblings. My older brother Ahmad Walid Saifillah who becomes the figure I adore, and my younger brother Ahmad Fadlan Saifillah who becomes my reason to be a better figure for him to follow. I love them with all my heart.
4. Myself, Khairun Auliyatun Nisak. As an imperfect woman with so many laxities, thank you for never giving up on what you've started, thank you for standing till the last stage of this education process, thank you for not needing anyone except your family and friends, and thank you for always being you and yourself every time. Your sweat and tears are the absolute proofs behind the struggle you are fighting in.

ACKNOWLEDGEMENT

In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

1. Prof. Dr. Hepni, S.Ag., M.M., CPEM., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the writer an opportunity to study in this university.
2. Dr. Abdul Mu'is, S.Ag., M.Si., as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the writer approval signature for this undergraduate thesis.
3. Dr. Nuruddin, S.Pd. I, M.Pd.I., as the Head of Islamic Studies and Language Education Department who has given the permission to do this research.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as the Head of English Education Department who has approved this research title.

5. Mr. Ihyak Mustofa, S.S., M.Li., as the writer greatest advisor of this undergraduate thesis preparation who has supported, motivated, advised, and guided the writer during writing this undergraduate thesis.
6. All lecturers of English Education Department who has given the writer precious knowledge and experience during the entire semesters of study.
7. All instructors and students of Foreign Language Development Institute who have given the writer helpful contributions for this undergraduate thesis completion.
8. All staffs of main library of State Islamic University of Kiai Haji Achmad Siddiq Jember who have given the writer help to find many references used in this undergraduate thesis

The writer realizes that without the helps from those mentioned figures above, the writer could not finish this undergraduate thesis well. The writer also realizes that this undergraduate thesis is far from the word of perfect, but still hopes that this undergraduate thesis would be useful for readers and other researchers who face the similar phenomenon discussed in this research.

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ABSTRACT

Khairun Auliyatun Nisak, 2025: *Analyzing Students' Vocabulary Difficulties in Translating Indonesian Narrative Text to English*

Keywords: Students' Vocabulary Difficulties, Narrative Text, Translating Indonesian to English.

Translating as a foundation required to understand foreign language is not an ability that can be easily learned by people, it needs many aspects that must be early mastered to produce better and qualified results. As happened to the students of Foreign Language Development Institute, one of factors influencing their result in translation is the vocabulary difficulties they face in translating the text, especially the narrative text containing of complicated element in term of the word equivalent used and written in the text.

Due to previous paragraph, this recent research had an objective to analyze and investigate the students' vocabulary difficulties in translating Indonesian narrative text formulated by the following research questions: 1) what are the vocabulary difficulties faced by Foreign Language Development Institute students in translating Indonesian narrative text to English?, and 2) what are the reasons of vocabulary difficulties of Foreign Language Development Institute students in translating Indonesian narrative text to English?

This research used qualitative as the approach and descriptive design. The chosen participant to be the research subjects were 5 students and 2 instructors of Foreign Language Development Institute. The data was collected through three technique kinds, covering: interview, observation, and documents review. The obtained data were the analyzed by the help of data analysis belongs to Miles *et al.*, containing of activities such as data condensation, data display, and conclusion drawing and verification. Source and technique triangulation used for validating the data in data validity.

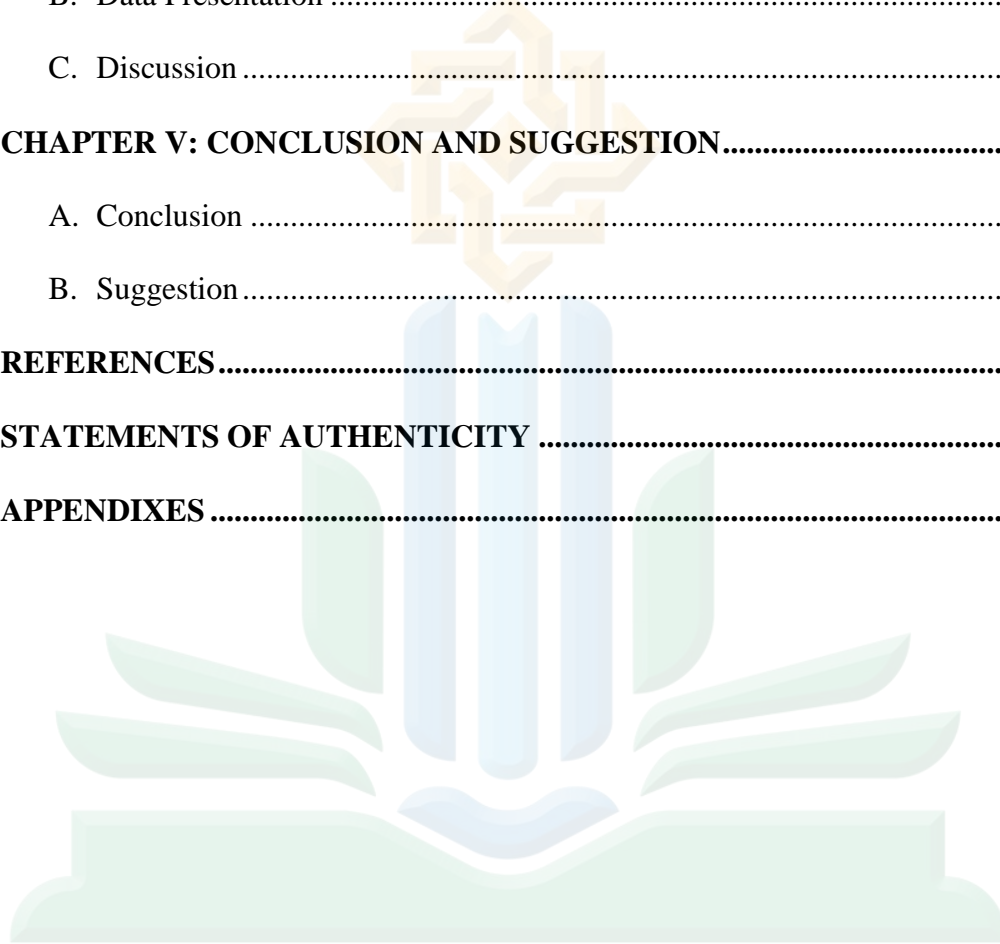
In the end of research, the obtained findings revealed that: 1) the students' vocabulary difficulties involved: a) the difficulty to translate the vocabularies that the students had previously never met, and b) the difficulty to determine several past forms of the vocabularies such an irregular changing word like verb and noun. 2) The reasons of vocabulary difficulties referred to: a) students' less vocabulary and low understanding on the vocabularies, and b) students' tendency not to be motivated to learn new and more various vocabularies that will be used to translate the Indonesian narrative text to English.

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CHAPTER I

INTRODUCTION

The introduction of the current research exists in this chapter, several sub-chapters of introduction, such as; Background of Study, research focus, research question, research objective, research significance, and key terms definition are included.

A. Research Background

English has become a foreign language that is overwhelmingly recognized and used by even non-English speaking country like Indonesia.² In Indonesia, English is classified into a foreign language; it has been learned by the students since elementary school level until the university level. However, people and students who have not mastered English can get real problems in understanding and getting messages from the English text, and here is when translation holds the significant position that paves the way of communication across languages in nowadays living.³ Translation can be meant as the fundamental process of communicating, once the people or students want to communicate in foreign language such English, they must be willing to translate their

²Ardina Prafitasari and Ferida Asih Wiludjeng, "Organisasi Kepemudaan Yang Efektif Dan Efisien Dalam Meningkatkan Partisipasi Masyarakat Desa Darungan Kecamatan Wlingi," *Jurnal Translitera (Jurnal Kajian Komunikasi Dan Studi Media)* 4, no. 2 (2016): 31–48, <https://doi.org/https://doi.org/10.35457/translitera.v4i2.351>.

³Anam Sutopo and Harun Joko Prayitno, "The Influence of Vocabulary Mastery, Reading Interest, and Learning Motivation toward Translation Skill," *Universal Journal of Educational Research* 8, no. 1 (2020): 297–303, <https://doi.org/10.13189/ujer.2020.080136>.

native language into the target language, translating the text word for word or phrase for sentence.⁴

Moreover, with the existence of a lot of written media, such as books, modules, novels, magazines, and learning sources which are translated into English language, then in order to understand it as well, people and students need to be able to translate or even master the translation skill.⁵In other words, translation to English language as one of Indonesian foreign languages becomes a key to open the door of knowledge sources written in English dictions, so the people especially Indonesians are able to understand and add their knowledge.

The importance of knowing and understanding various languages are uttered in the Holy Qur'an, in Surah Ar-Rum verse 22, as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ ضَوْأً خِلَافًا لِّسِنَتِكُمْ وَالْوَانِكُمْ تَوَيْذًا لِّكَلَامِكُمْ لِيَتِلَّعِلِمِينَ ٢٢

The meaning: And among His Signs is the creation of the heaven and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge.⁶

The verse of Ar-Rum shown above implies several points which are essential for Moslem to learn and understand foreign languages. The importance covers: being grateful for what has been given by the God

⁴Icha Rauzatul Jannah et al., "An Error Analysis of Students' Translation In Narrative Text," *JETLEE: Journal of English Language Teaching, Linguistics, and Literature* 2, no. 1 (2022): 1–10, <https://doi.org/10.47766/jetlee.v2i1.202>.

⁵Art Tsang, Amos Paran, and Wilfred W. F. Lau, "The Language and Non-Language Benefits of Literature in Foreign Language Education: An Exploratory Study of Learners' Views," *Language Teaching Research* 27, no. 5 (2020): 1120–41, <https://doi.org/https://doi.org/10.1177/1362168820972345>.

⁶Al-Hilali and Khan, *Translation of the Meanings of the Noble Qur'an in the English Language*.

meaning that language differences is one of signs of God's authority and singleness, knowing various cultural differences meaning that different language implies different culture of residences, and using the language as media of preaching meaning that the Moslem understanding is required to be the bridge of uttering the rightness of Islam values.⁷ Hence, these mentioned significant points of knowing differ language highlight the importance of knowing and understanding foreign languages. Meanwhile, understanding foreign language cannot be obtained with low ability of translation; moreover, translation is fundamental ability that is required to understand foreign language and is not a skill that can be easily learned by people.

Cited from Sutopo and Prayitno, Sutopo in previous research mentioned that translation was not an easy task,⁸ it underlines that translation is not only crossing the two languages or more, but it required some factors influencing the result or quality of translation. The influencing factors are vocabulary acquisition, learning motivation, reading ability, writing skill, and the background knowledge of the text to be translated.⁹ It can be meant that translation requires many aspects that must be early mastered to produce better and qualified translation results,

⁷Salwa Nuril Istiqomah, "NILAI-NILAI MOTIVASI BELAJAR BAHASA ASING DALAM TAFSIR SURAT AR-RUM AYAT 22," *Aisyah Journal of Intellectual in Islamic Studies* 1, no. 2 (2023): 67–72.

⁸Sutopo and Prayitno, "The Influence of Vocabulary Mastery, Reading Interest, and Learning Motivation toward Translation Skill."

⁹Suzanne Hidi, "Interest, Reading, and Learning: Theoretical and Practical Considerations," *Educational Psychology Review* 13, no. 3 (2001): 191–209, <https://doi.org/https://doi.org/10.1023/A:1016667621114>.

by not mastering the aspects previously mentioned, the translation might seem difficult and be completed correctly.

As the place of particularly learning foreign language, FLDI is one of the informal educational institutions under the auspices of Nurul Jadid Islamic Boarding School. As informal educational institution, FLDI takes the focus of teaching and developing senior high school students' interest and skill in a foreign language such English.¹⁰ FLDI is a place where the students are faced with so many activities related with English, the students speak English for 24 hours, the students get an activity such showing opinion, debate, composition, and translation which are also done in English, and still many others. However, specifically in translation activity, even with the environment that has been surrounded with English, not even a few numbers of students still face several difficulties in translation. They make various mistakes in translating their native Indonesian to English.

Moreover, it is true that translating is not easy activity that learners could deal with, and translator faced various difficulties in translation.

Linguistically, difficulty refers to situation steaming from relation link among between two factors or more findings situation that bewilder.¹¹

Then, students' difficulties can be meant as situation and condition discovered by the students that steam two factors or more situations

¹⁰Roby Tolhairi, "The Students' Perspective on Learning English Integrative Motivation and Instrumental Motivation of English Foreign Language: Case Study of LPBA Nurul Jadid Paiton Probolinggo" (Islamic University of Malang, 2024).

¹¹Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English*, ed. Jonathan Crowther (Oxford: Oxford University Press, 1995).

avoiding the students to reach the goal that has been early determined. Related with the study context, a translator will face the complexity or difficulties of translation work in the side of lexicon study, grammatical structure, cultural circumstances, and both source and target language contexts.¹²

Translation is actually able to be undergone in either written or spoken form. In written translation, the students should carefully keep attention for every word that wants to be translated because it influences the equivalence meaning between source language and target language on its translation.¹³ Moreover, in written translation, the students also need to deal with many kinds of text including the narrative, descriptive, exposition, and argumentative text, therefore the students' understanding on the characteristics of text types are also required.¹⁴ This recent study takes a focus on narrative text especially which is widely spread in Indonesia as the text that will be translated to English by students.

Cited from Hasibuan, narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems, the story itself can be in the form of fiction, non-fiction, or fable in which most the stories aim to amuse the readers. Also, narrative text is presented

¹²Nira Juniati Hasibuan, "The Students' Difficulties in Translating Narrative Text at Garde X of SMA Negeri 1 Sibabangun Tapanuli Tengah" (State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2019).

¹³Laela Fitriyani and Wennyta, "An Analysis of Students' Narrative Text Translation from English to Indonesian at the Tenth Grade Students of SMA N 3 Kota Jambi Academic Year 2018/2019," *Jelt: Journal Of English Language Teaching* 3, no. 2 (2019): 125–38, <https://doi.org/http://dx.doi.org/10.33087/jelt.v3i2.40>.

¹⁴Afi Nuris Anggraeni, "An Analysis of Students' Difficulties in Translating Narrative Text at Madrasah Aliyah Miftahul Ulum Kalisat" (State Islamic University of Kiai Haji Achmad Siddiq Jember, 2022).

in past time situation where the stories are told to be like the past moment that ever happened in certain location located in Indonesia. Further, actions plot usually becomes the backbone of narrative series of events. The one of the events is usually third person or first person, that is, the narrator tells about the things which happened to someone else or to himself.¹⁵

As cited from Herman, Catford stated that translation was the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).¹⁶ Especially in this study, as written to be the research variable, the researcher chooses the Indonesian to English translation as the determination of Source Language (SL) and Target Language (TL) that the researcher wanted to research, the source language was Indonesian as a language that was translated and the target language was English as the language where the source language was translated into. Also, the researcher used Indonesian narrative text to be the material that was translated to English by the students, based on several considerations that narrative text became the most often used kind of text given by the instructor in the translation activity conducted in the institution and the students who still often made various mistakes in translating that kind of text.

Thus, based on the preliminary observation that the researcher had conducted in the research location, even with the fact that the students had

¹⁵Hasibuan, "The Students' Difficulties in Translating Narrative Text at Garde X of SMA Negeri 1 Sibabangun Tapanuli Tengah."

¹⁶Herman Fukada, "Shift in Translation from English into Indonesia on Narrative Text," *International Journal of European Studies* 1, no. 3 (2017): 72–77, <https://doi.org/10.11648/j.ijes.20170103.12>.

lived in an environment where foreign language used as the daily language for communication, instead of having accurate and flawless translation, the researcher found that most FLDI students still got the various kinds of difficulties in translating Indonesian narrative text to English, thus becoming the fundamental reason of this research appearance.

However, the researcher only wanted to focus on one difficulty kind especially the vocabulary difficulties that the students faced in translation with consideration that vocabulary is the foundation of learning foreign language, hence the researcher wanted to analyze students' vocabulary difficulties so that the students and probably the educators could find a way solving the students' difficulties in translation especially in vocabulary side, by conducting a research entitled with: **Analyzing Students' Vocabulary Difficulties in Translating Indonesian Narrative Text to English.**

B. Research Question

Thus, in attempt to simplify and limit the research discussion, the researcher has formulated some questions that become the discussion guidance of this recent research. These determined questions will also be the boundaries of the research in order to obtain specific discussion on the chosen focus, the research questions are as follow:

1. What are the vocabulary difficulties of students in translating Indonesian narrative text to English?

2. What are the reasons of vocabulary difficulties of students in translating Indonesian narrative text English?

C. Research Objective

Regarding to the research questions above, then the researcher determined the statements that will be the aim or objective of the recent research, these are:

1. To analyze the vocabulary difficulties of students in translating Indonesian narrative text to English.
2. To investigate the reasons of vocabulary difficulties of students in translating Indonesian narrative text to English.

D. Research Significance

With the recent compiling, the researcher expects that it would give some useful output both in theoretical and practical significances for the readers, especially in the side of analyzing students' difficulties in translating Indonesian narrative text to English. Theoretically, this recent research is expectedly able to strengthen English educators awareness especially in Foreign Language Development Institute to the problems or difficulties faced by the students of Foreign Language Development Institute itself in translation Indonesian narrative text to English.

Further, practically, this recent research result is considered of being beneficial for English instructors in specific environment of English learning, English teachers in formal education, and next further researchers who are interested to conduct the similar further research with the recent

research. For English teachers, this research will be beneficial in the side of providing avoidance points for the difficulties the students face in translating Indonesian to English text, so they can prepare for some earlier solutions to overcome the difficulties faced by the students. Besides, for further researchers, this research will be beneficial sources of reference, but in case, the upcoming further researchers should be in line with the recent research in the side of variables being discussed that cover the students' vocabulary difficulties in translation and Indonesian narrative text to English translation.

E. Research Scope

The scope of this study was limited on the attempt to analyze the students' vocabulary difficulties in translating Indonesian narrative text to English and further investigate the reasons standing behind the difficulties faced by the students. This research was took a place in Foreign Language Development Institute with elementary level students as the research participants. As previously mentioned, the text genre used in the research was narrative text because it was the most used kind of text in the conducted translation activity. All the used data was sourced from the statements of students and tutors/ administrators, actual condition of translation activity, and the translation results of the students.

F. Key Terms Definition

Key terms definition are where the comprehension on the essential terms that becomes the core points existing in the research is further

discussed. Key terms definition are discovered in the objective of avoiding misunderstand toward content interpretation that the researcher means in the research, here, the key terms definition of the recent research variables are as follow:

1. Students' Vocabulary Difficulties

Students' vocabulary difficulties can be understood as various problems and obstacles which are faced by the students especially in the side of vocabulary avoiding the activity that the students want to accomplish. Also, it can be meant as several aspects that block the students' way of achieving either the dreamed or ideal goals of the activity the students do.

2. Narrative Text

Narrative text is a type of text that consists of story that tells the readers about an activity happened to certain character that happened in the past. The story mostly refers to kinds of legend, tale, and myth which are created by the native society oriented to the region where the society lives in. So, narrative text can be simplified as a type of text that tells certain activity referring to tale, legend, and myth which are oriented to the region where the stories are told.

3. Translation

Translation can be understood as an activity of changing the language that is used in the source into the target language. In other

words, translation can be meant as an activity of transforming chosen language that is placed as source language into a language that is placed as target language or language that is translated.

4. Foreign Language Development Institute

Foreign Language Development Institute that is also known as FLDI is an informal educational institution located in Nurul Jadid Islamic Boarding College, in Probolinggo. Regarding to the institution name, FLDI focuses on foreign languages (English and Arabic) teaching and learning for specific students in Senior High School strata, with the requirement that the students must be the students of Nurul Jadid Islamic Boarding College.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is the review of related literature of the current research, consisting of the previous researches, in term of the previous researches' both similarities and differences with the current research. Also, this part consists of the theoretical framework underlining the variables becoming the focus of the current research.

A. Previous Research

Systematically, this part provided the brief and simple explanation of every previous study used as the points of previous conducted researches, and then the research will highlight the similarities and differences between the previous researches with the current research and present it in the form of simple tables after each previous research description. This part aimed to ease the readers' understanding and curiosity on the current research gap with the previous conducted research with almost similar topics and variables; here are the chosen previous researches:

- 1. “Students’ Difficulties in Translating Narrative Text from English into Indonesia at Grade VII of SMP Negeri 9 Pematangsiantar,” a journal article compiled by Pasaribu, B., Herman, & Hutahaean, D. T. in 2020”¹⁷**

¹⁷Basariya Pasaribu, Herman, and David Togi Hutahaean, “Students’ Difficulties in Translating Narrative TExt from English into Indonesia at Grade VIII of SMP Negeri 9 Pematangsiantar,” *Acitya: Journal of Teaching and Education* 2, no. 1 (2020): 12–18, <https://doi.org/https://doi.org/10.30650/ajte.v2i1.1311>.

This first previous research was intended to seek for the truth of kinds of students' difficulties in translating narrative text from English into Indonesian in SMP Negeri 9 Pematangsiantar. Thus, the researcher formulated a question as the boundaries; such as: "what are the students' difficulties in translating narrative text from English into Indonesia of SMP Negeri 9 Pematangsiantar?" The researcher used the qualitative research design. To deal with the formulated focus, the researcher used the 8th grade students of SMP Negeri 9 Pematangsiantar as the population and used 31 students as the sample. The researcher used the instrument of narrative text, while the data were collected by the use of video recording of mobile phone then to be analyzed the result of students translation and correction.

The result of this previous research then conveyed that students had difficulties in translating English narrative text into Indonesian, with specific classification as follow: 32% of using the appropriate tense, 25.4% of sentence difficulty, 16,6% for phrase difficulty, 15,4% for the clause difficulty, 8,2% for the attribute difficulty, and 2,4% for the article difficulty. In sum, the researcher then assumed that students had difficulties in translating English narrative text into Indonesian, and the difficulties cover the (1) tenses, (2) sentences, (3), phrase, (4) clause, (5) attribute, and (6) indefinite article.

2. “An Analysis of Students’ Difficulties in Translating Narrative Text at Madrasah Aliyah Miftahul Ulum Kalisat,” an undergraduate thesis compiled by Afi Nuris Anggraeni in 2022.”¹⁸

This second previous research aimed at describing tenth grade students of MA Miftahul Ulum Kalisat in translating narrative text, describing the aspects standing behind the students’ difficulties in translating narrative text, and describing the strategies used to solve the problems of students’ difficulties in translating narrative text. Simply, the researcher focused on the side of (1) discovering difficulties, (2) findings the causes of difficulties, and (3) finding out the solutions to overcome the difficulties. Practically, this previous research was conducted with qualitative descriptive method of research. The research employed the observation, interview, and documents review as the data collection technique, and the researcher analyzed the obtained data with the model of data analysis belongs to Miles, Huberman, Saldana consisting of three steps, including; data condensation, data display, and conclusion drawing.

At last, the research resulted findings revealing that there were several difficulties of translation felt by the students which were classified into five types, these are; (1) grammatical

¹⁸Anggraeni, “An Analysis of Students ’ Difficulties in Translating Narrative Text at Madrasah Aliyah Miftahul Ulum Kalisat.”

difficulties, (2) vocabulary difficulties, (3) difficulties to understand the meaning, and (4) sentence arrangement difficulties. Then, the second findings on the causes of difficulties were discovered as follow; (1) motivation encourages laziness and boredom, and (2) teaching technique. At last, the third findings on the solutions cover; (1) crosschecking the inputted word in dictionary, and (2) self-initiation to freely ask and share with teachers and friends.

3. “The Students’ Difficulties in Translating Narrative Text at Grade X of SMA Negeri 1 Sibabangun Tapanuli Tengah,” an undergraduate thesis compiled by Niral Juniati Hasibuan in 2019.¹⁹

This third previous research focused about the difficulties felt by students attempting to translate Indonesian narrative text to English. The objective of this research was to find out students’ difficulties in translating narrative text at SMA Negeri 1 Sibabangun Tapanuli Tengah, and to identify students’ difficulties in translating narrative text from Indonesian into English. This research was conducted through qualitative research method. the data source in this research was the students of SMA Negeri Sibabangun Tapanuli Tengah especially the 10th grade MIA 3 with the total of 30 students. Test instrument that was employed was the

¹⁹Hasibuan, “The Students’ Difficulties in Translating Narrative Text at Garde X of SMA Negeri 1 Sibabangun Tapanuli Tengah.”

narrative text. The data then was processed to read the students' result of translating, find out the students' difficulties, counting the students' score, and took research result and arrange conclusion.

As the result of this previous research, it showed that students' difficulties in translating cover the difficulties on grammar proven with the fact that the students could not arrange the grammar appropriately, then the students also had difficulties in lack of vocabulary especially for some vocabularies existing the narrative that were strange to them, so the students could not arrange the sentence correct because they did not know the English version of vocabulary they wanted to translate.

4. “The Influence of Vocabulary Mastery, Reading Interest, and Learning Motivation toward Translation Skill,” a journal article compiled by Anam Sutopo & Harun Joko Prayitno in 2020.²⁰

This fourth previous research was intended to know whether there was a positive and significant influence of vocabulary mastery, reading interest, and learning motivation toward translation skill or not. This previous research applied the quantitative research approach with correlation study, the researcher reason of employing the correlation study of quantitative research method because the researcher wanted to know the

²⁰Sutopo and Prayitno, “The Influence of Vocabulary Mastery, Reading Interest, and Learning Motivation toward Translation Skill.”

influence of every variable on other variables, with 285 total number of population, and 175 students who were chosen by cluster random sampling to be the research samples. The collected data were then analyzed by the use of SPSS version 21.0, with several testing process such as; Descriptive Statistic, Classic Assumption Test, and Multiple Regression Test.

At last, with the obtained results of processing the data, the result of the research then appeared, and showed that vocabulary mastery, reading interest, and learning motivation has a positive and significant influence on the translation skill of students, it was proven from the result of F-test that was higher than F table ($38.422 > 2.68$) and significant value that was lower from the standard of significance ($0.000 < 0.05$) that meant the students' vocabulary mastery, students' reading interest, and students' learning motivation simultaneously toward students' translation skill.

5. “An Error Analysis of Students’ Translation in Narrative Text,” a journal article compiled by Icha Rauzatul Jannah, *et al.*, in 2022.²¹

This fifth previous study was held based on a consideration that students still made several errors in telling the meaning from Indonesian to English, covering; the lack of vocabularies, facing an

²¹Jannah et al., “An Error Analysis of Students’ Translation In Narrative Text.”

ambiguity from Indonesian to English, word, phrase, and sentence. Hence, the research was aimed at (1) finding out types of errors created by students in narrative text translation, and (2) finding out the causes of errors created by the students in narrative text translation. Qualitative research with case study design was applied in this study. Then, the researcher employed documentation and interview as the data collection technique. Nine students were selected purposively as subject being classified as high, middle, and low levels. Further, the researcher then analyzed the obtained data by using Miles, Huberman, and model of data analysis covering the process of; condensing data, displaying data, and concluding/ verifying data.

Finally, the result of this research discovered that (1) there were four types of errors made by students in the eleventh grade, such as; omission, additions in simple addition, misinformation in regularization and alternating form, and disordering. Then, in the cause of it, the researcher discovered that those errors caused by the carelessness, language interference, and translation. Due to it, the researcher expected that the students could learn Indonesian and English more seriously with the aim of increasing their awareness in both two languages. It was also considered important that the English teachers could provide some creative strategy in learning to avoid any boredom in teaching process.

Table 2.1
Similarities and Differences between Previous and Current Researches

No.	Research Titles	Similarities	Differences
1.	<p>“Students’ Difficulties in Translating Narrative Text from English Into Indonesia at Grade VIII of SMP Negeri 9 Pematangsiantar”</p> <p><i>A journal article compiled by Basariya Pasaribu, Herman, and David Togi Hutahaeen in 2020.</i></p>	<p>1) Both researches have similar focus of discussion that “students’ difficulties in translating narrative text.”</p> <p>2) Both researches are arranged with similar design of research, qualitative research design.</p>	<p>1) The previous research conducted the translation from English to Indonesia, while the current research will focus on translating the Indonesia to English.</p> <p>2) The previous research focused on more general difficulties faced by students in translation, while the current research will only focus on students’ difficulties in vocabulary side.</p> <p>3) The previous research used content analysis design of qualitative, while this current research will use the descriptive qualitative research.</p> <p>4) The data were collected by video recording and translation test being corrected, besides, this current research will use the descriptive data from interview, observation, and documents review.</p> <p>5) For the analysis, the previous</p>

			<p>research used the narrative text analysis model to analyze the translation result of the students, while this current research will use the data analysis model of Miles, Huberman, and Saldana.</p> <p>6) The previous research was conducted in formal Junior High School, while the current research will be conducted in an informal institution, namely Foreign Language Development Institute (FLDI).</p>
2.	<p>“An Analysis of Students’ Difficulties in Translating Narrative Text at Madrasah Aliyah Miftahul Ulum Kalisat”</p> <p><i>An undergraduate thesis compiled by Afi Nuris Anggraeni in 2022.</i></p>	<p>1) Both researches are conducted through the similar approach and design of descriptive qualitative research design.</p> <p>2) Both researches have similar focus of research discussion “Students’ difficulties in translating narrative text.”</p> <p>3) Both researches use</p>	<p>1) The previous research was conducted in formal school of MA Miftahul Ulum Kalisat, while this current research will be conducted in informal language institute (different length of English learning time).</p> <p>2) The previous article discussed general difficulties in translating narrative text in more general point of view, meanwhile this current research will only focus on students’ difficulties in vocabulary side.</p>

		<p>similar techniques of data collection; observation, interview, and document review.</p> <p>4) Both researches use similar model of data analysis; Miles, Huberman, and Saldana model; data condensation, data display, and drawing/ verifying conclusion.</p> <p>5) Both researches use similar data validity of technique triangulation.</p> <p>6) Both researches have similar focus of discussion, covering; (1) translation difficulties, (2) causes of difficulties, and (3) difficulties solutions.</p>	
3.	“The Students’ Difficulties in Translating	1) Both researches have similar focus of discussion	1) The previous research was conducted in formal educational institution school,

	<p>Narrative Text at Grade X of SMA Negeri Sibabangun Tapanuli Tengah”</p> <p><i>An undergraduate thesis compiled by Nira Juniati Hasibuan, 2019.</i></p>	<p>“Students’ difficulties in translating narrative text”.</p> <p>2) Both researches have similar techniques of data collection covering; observation, interview, and translation -test for document review.</p> <p>3) Both researches have similar model of data validity; triangulation technique.</p>	<p>the current research will be conducted in informal institution focusing on English learning.</p> <p>2) The previous research got the investigation in general points of difficulties in translating narrative. Besides, the current research will only focus on specific difficulty in translation that is vocabulary.</p> <p>3) The previous research used Creswell model of data analysis, while the current research will use Miles, Huberman, and Saldana model.</p>
4.	<p>“The Influence of Vocabulary Mastery, Reading Interest, and Learning Motivation toward Translation Skill”</p> <p><i>A journal article compiled by Anam Sutopo and Harun Joko Prayitno in 2020.</i></p>	<p>1) Both researches have one similar variable that is the translation skill.</p>	<p>1) The previous brought the variables of vocabulary mastery, reading interest, and learning motivation toward translation skill. Besides, this current research will take a focus on the students’ translation difficulties in vocabulary side, exactly on narrative text type.</p> <p>2) The previous research didn’t take special focus of translation skill on exact text type, while this current</p>

			<p>research will specifically bring the discussion on narrative text.</p> <p>3) The previous research tried to take a research about the correlation of vocabulary, reading interest, and learning motivation variables on translation skill, while this current research just focuses on the difficulties of students in translating narrative text, with special case of vocabulary problem.</p> <p>4) The previous research was conducted with English education department students as the samples, while this current research will take informants from senior high school students.</p> <p>5) The previous research was conducted with quantitative approach, while this current research will use the qualitative research approach.</p> <p>6) The previous research employed the correlation study, while the current research will employ the descriptive study.</p>
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			<p>7) The previous research collected the data through questionnaire and test, while this current research will use interview, observation, and document review as data collection technique.</p> <p>8) The previous research data were analyzed and processed with the help of SPSS 21.0 software, while this current research obtained data will be processed manually by using the data analysis technique from Miles, Huberman, and Saldana. Then technique and data source triangulation for data validity.</p>
5.	<p>“An Error Analysis of Students’ Translation in Narrative Text”</p> <p><i>A journal article compiled by Icha Rauzatul Jannah, Cut Yenni, Taufikur Rahmi, and Alimnur in 2022.</i></p>	<p>1) Both researches have similar focus of discussion that is difficulties / errors of students in translating narrative text.</p> <p>2) Both researches employ the qualitative research approach.</p> <p>3) Both researches collect the data</p>	<p>1) The previous research discussed about the general errors which were then analyzed. Meanwhile, this current research will just focus on discussing the probability of errors in vocabulary side.</p> <p>2) The previous study employed the case study design of qualitative; besides, this current research will employ the qualitative approach in descriptive design.</p>

		<p>from interview and documentation.</p> <p>4) Both researches have similar method of data analysis by using the data analysis model of Miles, Huberman, and Saldana.</p>	<p>3) The previous research focused on the errors and its causes made by students in narrative text translation, then this current research will focus on discovering the difficulties felt by the students in translating narrative text.</p> <p>4) The previous research just took the data from two kinds of data collection technique; interview and documents review, while this current study will also take the data from observation.</p>
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In regard to the described several previous researches presented above, it can be highlighted that the current research had some points of similarity and differences with previous researches previously conducted. Particularly, the similarity between this current research and previous researches involve several important points of the research including; (1) similar variables becoming the focus of research owned by the current research and previous researches in the form of students' difficulties in translating narrative text, and (2) similar research methodology in the side of similar research approach and design, technique of data collection, technique of data analysis, data sources, technique of data validity, and etc.

However, both the current research and previous researches still have several differences, including; (1) different specific focus of research

as stated that the previous researches only focused on general difficulties felt by the students during translation while the current research focused on specific difficulty kind of vocabulary, (2) different research methodology in the side of research subjects – object, (3) different data collection technique, (4) different data analysis technique, (5) different data validity technique, and (6) different research settings. Hence, these differences became the basis of uniqueness had by this current research among other previous conducted researches.

In sum, compared to other previous researches, the uniqueness owned by this current research were (1) the specific difficulty kind of translating narrative text in form of vocabulary difficulty, and (2) different research subjects and setting, while the previous researches were conducted in a formal educational institution such school, while this current research was conducted in an informal educational institution focusing on foreign language learning namely Foreign Language Development Institute. Therefore, the researcher aimed to discuss it further with the underlining reason that there have been still limited researchers brought this topic to be deeper discussed in their research.

B. Theoretical Framework

1. Translation

a. Description of Translation

In Herman, Catford defined translation as “the changing of textual material written with a certain language (Source Language) into textual material written in another targeted language (Target Language) while considering its equivalence.”²² It was added by the statement of Nida and Taber revealing that translation was an activity attempting to recreate equivalent meaning written from source language (SL) into the target language (TL) as natural as possible.²³ In Nord, Nida and Taber also added that translation consisted of an activity attempts reproducing in the receptor language toward the closest natural equivalent of the source language messages.²⁴

Additionally, Newmark as another translation expert mentioned that translation was the process of rendering the text meaning into another language on path the author had intended the text.²⁵ Also, cited from Jannah *et al.*, As-Safi stated that translation was the process of expressing in a target language the

²²Fukada, “Shift in Translation from English into Indonesia on Narrative Text.”

²³Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, volume 8 (Brill Leiden Boston: United Bible Societies, 1982).

²⁴Christiane Nord, “Translating as a Purposeful Activity: A Prospective Approach,” *TEFLIN (Teaching English as a Foreign Language in Indonesia)* 17, no. 2 (2006): 131–43, <https://doi.org/http://dx.doi.org/10.11606/issn.2317-9511.tradterm.2005.49673>.

²⁵Peter Newmark, *A Textbook of Translation*, Shanghai Foreign Language Education Press (New York: Prentice Hall International, 1988).

closest natural equivalent of source language.²⁶ Simply, translation can be understood as the process of changing one language (source language) to another language (target language).²⁷ Thus, the process of conveying meaning from the source language (SL) to the target language (TL) is called translation.²⁸

In Narulita, Brisilin described that one of definition of translation was (1) the presentation of a text in a language other than the one in which it was originally written; (2) translation was the substitution of textual material in one language with equivalent material in another; and (3) translation was frequently regarded as a code-switching operation, meaning that a series of symbols in one language is swapped out for a series of symbols in another.²⁹

Similar with the statement previous mentioned, Hasibuan explained translation can be defined as the process of conveying meaning from one language (the source) to another (the target), the act of transferring words or text from one language to another, or the act of moving something from one location to another.

²⁶Jannah et al., "An Error Analysis of Students' Translation In Narrative Text."

²⁷Herman Fukada, *The Method of Translation and Practices* (Saarbrücken: LAP: Lambert Academic Publishing, 2016).

²⁸Pasaribu, Herman, and Hutahaeen, "Students' Difficulties in Translating Narrative TEXT from English into Indonesia at Grade VIII of SMP Negeri 9 Pematangsiantar."

²⁹Srikandi Narulita, "Error Analysis on Student's Narrative Text in Translation Class of English Department of Kutai Kartanegara University," *Intelegensia: Jurnal Pendidikan Dan Pembelajaran* 1, no. 1 (2016): 13–29.

Writing information from one language into another is referred to as translation.³⁰

Additionally, In Yessy, Munday stated that translation was the communication of a process carried out in a language, a process that modified a text in its source language. Munday added that translation was also the act of giving the meaning of the source language to the target language. Further he added that translation was about the language that had been altered referring to the target language, whereas the original version was known as the sources language. The translation process was finished. In case, even if the receptor language may differ greatly from the source language form, a translator who focused on conveying meaning will discover that it has a method to represent the intended meaning.³¹

In sum, from the explanation presented above, it can be discovered that translation was a method used to determine the target text's meaning equivalency and to convey the same idea across many text forms. The term of equivalence that is strengthened by all experts' definition on translation refers to its important position in translating a language into another language. Equivalence becomes the crucial part of translation in order the

³⁰Hasibuan, "The Students' Difficulties in Translating Narrative Text at Garde X of SMA Negeri 1 Sibabangun Tapanuli Tengah."

³¹Gusti Yessy and Erika Sinambela, "An Analysis of Students' Ability in Translating the Analytical Exposition Text in Eleventh Grade Of SMKN 11 Medan," *The Episteme Journal of English Literature and Linguistics* 4, no. 2 (2018): 1–31.

literal and implied meaning of the text being translated will not get any misleading meaning that causes misunderstanding.

As happening in Foreign Language Development Institute, translation is actually done in every day activity undergone by the students. Moreover, the institution supposes the students to speak English, making the students indirectly translate the Indonesian words they want to utter orally. Besides, Foreign Language Development Institute also has specific students' activity of translation that is conducted once in a week. This activity is intended to measure the translation ability of every student in foreign language development.

b. Type of Translation

Translation can be done through two ways, translating the similar language or from a language into another certain language. That is the reason of translation classification into some types based on several characteristics stick on it. Jakobson, in Rumiaty, classified that there were three kinds of translation, such as:³²

- 1) Intralingual, meaning that translation is done with one certain language, like: rewording or paraphrasing.
- 2) Interlingual, meaning that translation is done through involving two kinds of different language.

³²Rusmiati, "Grammatical Equivalence in the Indonesian Translation of J.K Rowlings Novel: Harry Potter and the Deathly Hallows" (Universitas Negeri Semarang, 2010).

- 3) Intersemiotic, meaning that translation that is done through two different codes, such a translation that is done from words to picture, to numbers, or to non-verbal voice.

Translation types can also be found from the list discovered by Catford, such as:³³

1) Word to word translation

In this type of translation, the source language lexicon includes multiple meanings, it must be carefully and accurately analyzed in order to determine which words are equivalent in the target language.

2) Group to group translation

This kind of translation is more thorough than a word-for-word translation; it will make it simpler to understand that an English phrase has a fixed equivalent in another language. Therefore, as long as we understand the meaning of sentence well, translating it will not be difficult at all.

3) Sentence to sentence translation

In this kind, translation is done by changing lexical (word by word) and grammatical analysis. The information content of the sentence is then analyzed using the principle of dynamic natural equivalence. The message

³³John Cunnison Catford, *Language and Language Learning a Linguistic Theory of Translation*, Oxford University Press (London, 1965).

is then constrained and an equivalent translation is ultimately created.

4) Paragraph to paragraph translation

To do this fourth type of translation, the translator has to do the earlier mentioned rank from the first till the third one. Then, the translator continues doing those steps of transferring source language message content into target language equivalent.

In summary, by utilizing those mentioned types of translation above, translation can choose the translation type that might fit with the material that the translator has. Practically, if the researcher just wants to translate a word of source language to the target language, so the translator just needs to use the first type of translation, meanwhile, if the translation has a paragraph to translate, the translator could choose the second till the fourth type of translation previously mentioned.

Kind of translation, mentioned by Jakobson in Rumiati that is usually done by the students of foreign language institute, is the interlingual translation, the students are asked to transfer their daily used language of Indonesian to a foreign language such English. Additionally, on translation types discovered by Catford, most students of Foreign Language Development Institute usually just use two types of translation cover: the word to word

translation and group to group translation to translate complicated Indonesian or English Text, while they rarely use sentence to sentence translation, they just use it when the sentence which is translated is like simple sentence.

c. Process of Translation

According to Nida and Taher, the process of translating a source language to target language covers three main steps, these are:³⁴

1) Analysis of source language text

Every translation activity starts with the analysis of the source text, because the translator always faces the source language first. The translator must read them and then understand the content of the text. The analysis of the source language covers many aspects, such as sentences, clauses – phrases, and words. Another purpose is to help the translator transform complex sentences into simple sentences.

2) The transference of message

When the translator understands the meaning and structure of the source text, he / she can grasp the substantive information. Then, the next step is to translate the content, meaning, and information of the source

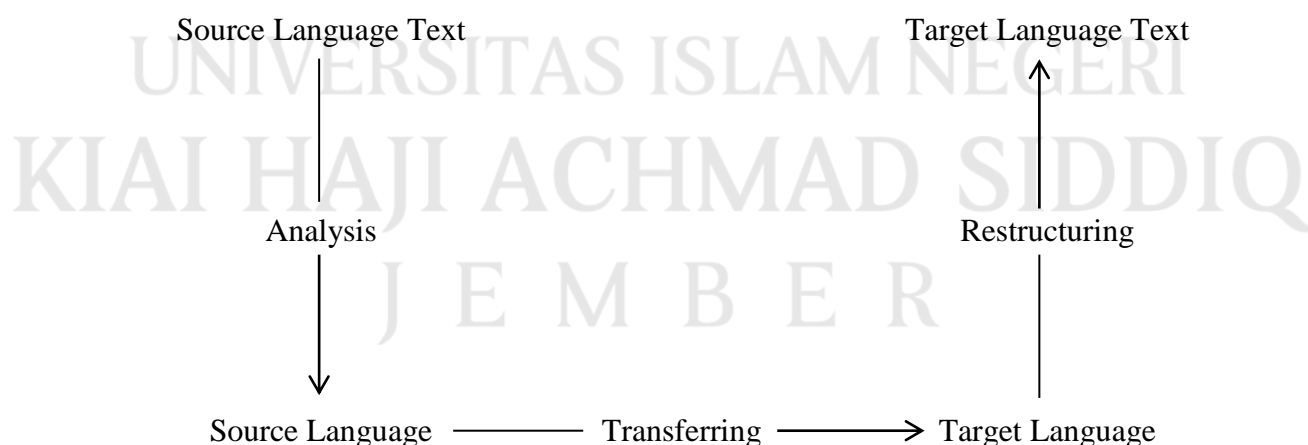
³⁴Nida and Taber, *The Theory and Practice of Translation*.

language into the target language. In this step, the translation must find out the meaning of the words in the source language.

3) Restructuring

Restructuring is the process of converting the message in the source language into an appropriate stylistic form in the target language. Hence, in this step, the translator must pay attention to the language style to determine the language style that is suitable for this type of text, and must also consider the target audience of the translation.

The process of translation can be illustrated as shown in the diagram below:



Practically, Foreign Language Development

Institute students have similarly done the translation based

on the theory discovered by Nida and Taher previously mentioned. FLDI students often start their translation by reading and analyzing the source language, then, they start to determine the meaning that the sentence means, and at last, they transfer or translate the source language in the given text to the language that is targeted.

d. Difficulties of Translation

According to Silviana, difficulties in translation are the moment when someone who wants to translate a text cannot understand how to use several important elements of English, such as adverb, verb, noun, so that the sentences which are translated are not correctly arranged.³⁵ Nofrian and Syafryadin, in their research about translation, revealed that the students should be equipped with a condition of owning various vocabularies and deep understanding of grammatical structure in order to accurately interpret the words being translated.³⁶ In previous research conducted by Hadrus, she revealed that there were four categories of students' difficulties in translation, including;³⁷

- 1) The difficulties to understand the meaning of word that cannot be found in dictionary

³⁵Erry Silviana, "An Analysis of Students' Difficulties in Translating Narrative Text," STKIP Siliwangi, 2008.

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³⁷Mei Sakriani Hadrus, "The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of SMA Negeri 1 Lappariaja Bone Regency," *Repository UIN Alauddin* (State Islamic University of Alauddin Makassar, 2017).

- 2) The difficulties to translate the idiomatic phrase and not aligned with the culture
- 3) The difficulties to translate long and complicated sentence.
- 4) The difficulties to compile the text in the form of target language.

Hence, the difficulties in translation could be classified into two types, these are: linguistic and cultural problem. Linguistic problem refers to English element such grammar, distinguished vocabulary, and each word meaning. Besides, the cultural problem is in the side of difference identity and lifestyle expression in communication.³⁸

Furthermore, highlighted in previous research conducted by Anggraeni, difficulties in translation cover several specific aspects, presented as follow:

1) Accuracy in Translation

The term "accuracy" is used to assess the translation. The degree to which a translation retains the same concept as its original form without adding or subtracting meaning from the source language to the target language is known as accuracy in translation quality

³⁸Pasaribu, Herman, and Hutahaean, "Students' Difficulties in Translating Narrative TEXT from English into Indonesia at Grade VIII of SMP Negeri 9 Pematangsiantar."

evaluation.³⁹ One could argue that when translating a text, the translator should also take into account the target readers' familiar language patterns. The primary factor in meaning equivalency is accuracy. An accurate translation conveys the same concept as the source material.

2) Grammatical Aspects in Translation

Grammar is the study of how sentences are put together using words. Grammar is the main rules that dictate how a language's units, such words and phrases, can be altogether combined.⁴⁰ Understanding grammar entails correctly interpreting the meaning of the text. No language is complete without its own grammar, and no one can learn a language without mastering its grammar.

3) Equivalence in Translation

Equivalence in translation is the situation of source language and target language text or items are related together to the same relevant features of situation substances.⁴¹ In other words, equivalence means being equal, so the structure of the sentence should be particularly similar, while not anymore moving even the

³⁹Yola Savitri, Ujang Suparman, and Hery Yufrizal, "An Analysis of Students' Translation Quality (Accuracy, Readability, and Acceptability) in Translating an Informative Text Entitled YSEALI to Indonesian" (University of Lampung, 2018).

⁴⁰Mona Baker, *In Other Words: A Coursebook on Translation*, 2nd ed. (London: Routledge, 2011).

⁴¹Raymond Van Den Broeck, "The Limits of Translatability Exemplified by Metaphor Translation," *Poetics Today* 2, no. 4 (1981): 73–87, <https://doi.org/10.2307/1772487>.

small element of sentences such as both the subject and object.

Moreover, Nation highlighted that students with low comprehension on the vocabularies including its equivalent distributed words that will be translated, the accuracy of source language translation result, and the changing form of the word based on the tenses are the things weakening the students' vocabulary mastery.

This previous theory was also supported with Input-Hypothesis theory of Krashen conveying that if the students could not understand the vocabulary well in terms of its meaning, changing form, and its usage, the students will be failed to acquire or obtain new words or vocabularies. Thus, the development of students' mastery on vocabulary could not be reached as well.

Based on the difficulties classification highlighted by Pasaribu *et al.*, most mistakes and difficulties faced by FLDI students in translation are in the form of both linguistic and cultural problems. In linguistic, the students are usually in mistake of correctly arranging the word classes/ part of speech, setting the correct tense, and using the appropriate verbs usage. In culture, the students are not able to adapt the natural language implied in

the source language, moreover, when it comes to the native or traditional language of the source language.

Furthermore, in the side of accuracy, grammatical aspects, and equivalence of translation, Foreign Language Development Institute students' results are also stick with the previously mentioned problems. The students are in common making less accurate translation, using incorrect grammar, and sometimes making a translation of target language that is not equivalent with the source language being translated.

2. Students' Vocabulary Difficulties

Difficulties can be understood as a condition and situation felt by someone that they will feel hard to do what they want to do and need to attempt more struggles to achieve what they want to get.⁴²

Difficulty can also be defined as challenges faced by several people in certain forum such learning process during the teaching and learning program causing problems to attain the determined objective.⁴³

Then, people know the term of difficulty as problems, troubles, obstacles, or avoidance felt by anyone in the process of completing their jobs, and become the reasons of more efforts which are required.⁴⁴To put it another way, difficulty is anything that has to

⁴²Tisa Angelina, "Student Teachers' Difficulties In Teaching Listening" (IAIN Batusangkar, 2020).

⁴³Ledy Mardiah, "Student Teachers' Difficulties in Teaching English as a Foreign Language during Teaching Practive" (IAIN Batusangkar, 2020).

⁴⁴Anisa Ulfa, "Prospective-Teachers' Difficulties in Teaching English during the COVID-19 Pandemics" (IAIN Batusangkar, 2022).

do with issues, barriers, problems, or avoidance that people experience while performing specific tasks. People will find it difficult to complete tasks and require more effort or struggle to obtain and accomplish their goals in the process. This difficulty can also disrupt the smooth operation of everything that is associated with human activities.

a. Students' Difficulties

While difficulty is implied to something hard to be undergone in the situation causing a problem, as the description of difficulties previously mentioned above. Students are able to be defined as an essential component of education system, which are then built in the education process, with the aim of becoming a qualified human being who is relevant with the objectives of national education.⁴⁵

Thus, the term of students' difficulties can be assumed as an unexpected avoiding situation and condition which are gotten by the students in the midst of doing certain activity the students do. Also, the students' difficulties are mostly in the form of problems that the students face on the objective the students want to achieve.

Ahmadi mentioned that there were two factors of learning difficulties which were classified into two groups; the internal and

⁴⁵Anggraeni, "An Analysis of Students' Difficulties in Translating Narrative Text at Madrasah Aliyah Miftahul Ulum Kalisat."

external factor. Then it was added with the statements of Smith on the same case of students' difficulties in the side of teaching factor, learning method, emotional, intelligence, and mental.⁴⁶

Here are several factors of students' difficulties, including:

1) Internal Factor

a) Cause of physiology factors

(1) Sick

Unhealthy body the students get when they are not healthily well will be the reason of their performance. Then, the effect of the received stimulus through their sensory cannot be in line with the brain. As happening in the research, most students feel that they cannot maximally absorb the materials being taught in the classroom or even memorizing new vocabulary they want to memorize when they feel sick, sickness just becomes the cause of how the students learn badly.

(2) Health less

People who are not really healthy will get the difficulty in learning, caused by their tiredness, dizziness, and concentration loss. So, they might not be able to understand the material which is presented and taught by their teacher maximally.

⁴⁶Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar*, 1st editio (Jakarta: Rineka Cipta, 2004).

Temporary bad health conditions such as being exhausted, tired, loss of concentration are also influential for the students' learning process. In the side of vocabulary difficulties, feeling those previously mentioned unhealthy conditions, the students are not also able to learn vocabulary and they tend to usually create common mistakes in translation.

(3) Physical defect

There are two types of physical defect that might affect people especially the students who learn at school, these are: a low physical defect such as less of hearing, less of sight, and psychomotor disturbance. Meanwhile, a serious physical defect such as blind, dumb, deaf, and lose hand or foot are the causes of students' learning activity which are considered to have to be seriously controlled.

It cannot be denied that defection is also a burden for the students to learn. In learning process, those students who are defective, such having a problem in hearing, tend to be not effective in listening to what the teachers say in front of the classroom, or in self-practice, the students with less hearing are not able to maximize their pronunciation, because they could not ensure their pronunciation by themselves.

b) Cause of Psychology Factors

Psychology preparation is necessary for a study since students may comprehend the content more readily when their minds are clear, content, and joyful. The four categories of psychology factors are as follow:

(1) Intelligence

Students with higher IQs typically solve problems more readily and comprehend the teachers' subject more quickly than their less intelligent peers. Level of intelligence owned by the students influences the way how the students comprehend, memorize, and remember about the materials that have been taught. Even in the real setting, those students with low level of intelligence feel the difficulty to memorize and understand any materials they have just learned.

(2) Aptitude

Aptitude is an innate talent that is present from birth. Each individual has a unique aptitude. Students can learn according to their aptitude. They will get dissatisfied and bored if they learn above their capabilities. It manifests when students disrupt their peers, make noise in class, and refuse to complete assignments in order to receive a low grade.

Aptitude can be also called as students' tendency in learning certain materials. Students who are not presented with

the aptitude of understanding a language, and just tending to be well absorbing any numeric materials, are not going to be fluent in learning the materials related to language learning such English, such as vocabulary, grammar, and structure.

(3) Interest

Interest can be defined as the desire to focus on something to get involved with something, or to learn more about something. Students will struggle to understand the lesson if they are not interested in it. Students' current level of interest can be determined by how they learn or react to the lesson.

Interest is strongly related with how the students learn, react, and do any activity related to learning process. Students who are just less interested in English learning would not have self-awareness to learn the English autonomously and the students who are less interested in English would not have high spirit of learning the materials of English. Therefore, memorizing English vocabulary and doing well in translation will not be able to be achieved by those people who are not really interested in English.

(4) Motivation

Probably the most commonly used general term to describe why almost any complicated endeavor succeeds or fails is motivation. Any task can be assumed to be the result of someone's motivation alone. Successful learning can be established through motivation. High-motivation pupils will take their studies seriously and never give up on achieving their objectives. However, unmotivated students will not concentrate on their studies.

The point of motivation might be considerably related with interest. Motivation also becomes the foundation on how the students react to learn something they want to know. Motivation can be merely defined as fundamental reason of students to do something, including learning a new language.

For students who are less motivated to learn language, are just also going to be lazy to memorize vocabulary and try to create acceptable translation between languages. Further, this point of motivation is also strengthened by Gardner mentioning that motivation is significant factor influencing the process of language learning, one of its branches called as integrative motivation moreover will actually be the foundation of the students' interested tendency in keeping to

engage to various input of vocabulary, so they will go learning new vocabularies more.

2) External Factor

a) Non-Social Factor

(1) Tool Factor

Teaching-Learning activities are impacted by fewer tool lessons, particularly in practicum classes. For instance, pupils cannot study as much as they could if there is no language laboratory. The teacher solely employs the speak approach as a result of that issue. As a result, the pupils become passive, and learning may become challenging for them.

Teaching-learning tools are also placed as influential factor in learning for students. Learning institution such Foreign Language Development Institute is still not equipped with very sophisticated tool such language laboratory or another thing, but it does have alternative tool such speakers for listening, projector for visual learning activity, and whiteboard for teacher oriented learning.

(2) Curriculum Factor

Students struggle to learn because of demanding curriculum. The curriculum should be based on the needs of the students. What also influences the students to learn is on

how the teaching learning is arranged and going to be implemented in the institution. The manners and matters on how the materials are distributed are also influential for the students, if the materials are given in boring and uninterested way, the students will not be interested to learn it as well.

In Foreign Language Development Institute, the materials such vocabulary is brought in very comfortable way, the teachers use instrumental to be the background of the vocabulary, or the vocabulary is just distributed in common way and the students are asked to memorize it.

(3) The Condition of the Classroom

Students must feel comfortable in the classroom, which included being clean, having adequate ventilation, and being far from the crowd. Classroom condition or management matters for the students' process of learning. Classroom that is in crowd just goes lowering the concentration of students, while classroom that is in silence just goes making the students boring, therefore classroom condition must be well managed by the instructor.

Even not relying on the term of fun learning, FLDI does not just simply conduct boring teaching learning activity, the students are supposed to be serious when it comes to materials presentation part and it comes to be fun when the

students are asked to practice or elaborate what they have learned.

b) Social Factor

(1) Family Factor

Students learn primarily and initially from their families, hence, the family is the focal point of their education. The way parents teach their kids matters because it affects how well the kids learn.

Background experience gained from the moment the students got when they were child affects their way of learning in the future. If the students got the experience of not being well taught by the parents, they will not tend to like learning. Moreover, when the students just got boring teaching-learning experiences when they were child, they will always think that teaching-learning is just boring activity wherever the teaching and learning process is implemented.

(2) Social Environment

Friends have a greater impact on students' learning. Students will be lazy if they hang out with an uneducated acquaintance since educated and uneducated individuals lead different lives. Students' learning is also influenced by the activities that take place in the social environment. For instance, the students' learning will be disrupted if they adhere

to certain organizations and are unable to manage their time well.

Social activity becomes crucial in teaching-learning, due to its disruption on students' mind of thinking. The social environment where the students always take a part and do interaction is the place that also influences their process of understanding the materials they have learned.

Hence, FLDI is ideal learning environment of foreign language, besides it gives the students various kinds of English materials, FLDI with its position as dormitory supposing the members and students to practice English for 24 hours is a kind of idealism to provide appropriate teaching-learning environment of English for the students.

(3) Technology

Everyone needs technology in this global age. Although it is secondary as well as primary, it is not really necessary. Using technology aids people in doing things, for instance, a laptop, computer, or cell phone.

Unfortunately, foreign language development students are not allowed to hold any technological tools such as laptop, mobile phone, and others. So the students use the conventional tools for learning the foreign language, such as printed dictionary and other printed materials.

b. Students' Vocabulary Difficulties

In regard to various ways of defining vocabulary, experts have proposed some appropriate terms of vocabulary that might be correctly used in defining the vocabulary. Hatch and Brown stated that vocabulary referred to a set of or a list of words for expressing particular language, or it can also be defined as a set of or a list of words that every speaker of language might use for both written and spoken communication.⁴⁷

Also, in side of vocabulary definition, other experts revealed that vocabulary was a core component of language proficiency providing much basis on how learners could listen, speak, read, and write. Without a large vocabulary and methods for picking up new words, students frequently reach their full potential and may become disinclined to take advantage of the opportunities for language learning that are all around them, such as listening to the radio, watching television, reading, or speaking with the native speakers.⁴⁸

Further, connecting it with the previous definition of students' difficulties, students' vocabulary difficulties might be understood as the moment where the students face several problems in determining the right, correct, and appropriate form,

⁴⁷Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995).

⁴⁸Jack C Richards, Willy A Renandya, and Zahra Farajnezhad, *Methodology in Language Teaching An Anthology of Current Practice* (Research Gate, 2022), <https://doi.org/10.13140/RG.2.2.36344.72962>.

spelling, and even the use of the vocabulary. In this case, the difficulty might come in the form of misspelling of a vocabulary, unstructured vocabulary usage based on the time signal, and inappropriate placement of the vocabulary in a sentence.

As the phenomenon happening in Foreign Language Development Institute, the students with their weekly activity of translation still make several mistakes in translating Indonesian to English. The common mistake and difficulty the students face are in the form of inappropriate and incorrect use of vocabulary in translating the source language. The problem also comes to the side of changing the form of vocabulary based on the used tenses. Even the students of Foreign Language Development Institute are rarely given the text indicating a narrative; the result of how they translate narrative text can be seen from their result of compiling their own story used for the story telling activity.

Hence, from the stated empirical data before, it can be assumed that the students of Foreign Language Development Institute also face several difficulties especially in the side of vocabulary that involves the usage of appropriate vocabulary based on the context, lack of vocabulary, and incorrect form of vocabulary alteration.

3. Narrative Text

a. Description

Fundamentally, narrative text is a kind of texts to tell specific story that happened in the past. Folklore, animal stories (fables), legends, short stories, and novels are examples of narrative texts. In narrative texts, there are several forms of conflict and social issues.⁴⁹ The narrative mode, or the collection of techniques used to convey the story through process narration, is a crucial component of narrative texts.

Regarding to above explanation, the research assumed that narrative text is a kind of texts to tell the story happening in the past, more referring to any fiction stories such as folklore, fable, legends, short stories, and novels which are built with the form use of past tense and telling the main target of braided and woven activities that occurred in a specific time in the past.

Among all the genres, narrative or narrating is one of the most read and least understood. There is a perception that students readily take up and write narrative because it has been and still is a popular genre. For instance, unlike certain other genres, narrative does not have a single generic goal. Beyond its use as a medium for

⁴⁹Hasibuan, "The Students' Difficulties in Translating Narrative Text at Garde X of SMA Negeri 1 Sibabangun Tapanuli Tengah."

entertainment, narrative also plays a significant social role of influencing societal attitudes and opinions is narrative.⁵⁰

From the explained terms of narrative text above, it can be summarized that narrative text is a kind of text that tells the readers about fictional stories that might not make sense in mind happening in the past, the kind of text is more probably intended to be the media for entertainment or the media of influencing the society attitudes and opinions in nowadays life.

However, even Foreign Language Development Institute students have the weekly activity of translation. The passage which is translated is just in the form of argumentative and descriptive text or passage. They are rarely given a chance to translate even Indonesian narrative text to English as the target language.

Therefore, this will also be an opportunity for the students of Foreign Language Development Institute to explore translating new passages they never previously touch.

b. Generic Structure

As the general structure of narrative text, Cited from Anggraeni, Siahaan revealed that narrative text generic structure just involved 3 important points, such as: character, setting, and time. Then, it was concluded by another researcher that the generic structure of narrative text involved the characters' distinct

⁵⁰Anggraeni, "An Analysis of Students' Difficulties in Translating Narrative Text at Madrasah Aliyah Miftahul Ulum Kalisat."

personalities and identities helping the reader to visualize the story and improve it.⁵¹

Further, different with the previous experts' statement, Rakhmi highlighted more specific generic structure of narrative text; she explained that narrative text consisted of the following structure:⁵²

- 1) Orientation : the text part presenting introduction toward the participants and information about the time and place.
- 2) Complication : the text part presenting the description about the existing crises where the character in the story should face.
- 3) Resolution : the text part presenting the way on how the character in the story solves the problems and crises existing in the story, whether it is better or worse.
- 4) Coda : the text part presenting the comment or moral based on what is implied from story completed with its plots.

By these, it can be concluded that the generic structure of narrative text covers 4 import points, including: orientation, complication, resolution, and coda. So, the author of narrative text has to basically arrange the text based on the mentioned points of generic structure.

⁵¹Anggraeni.

⁵²Annisa Rakhmi, *Let's Narrate a Text* (Jakarta: PT Balai Pustaka, 2022).

The presented generic structure above has been actually learned by the students of Foreign Language Development Institute. Meanwhile, the material is not taught deeply. The FLDI students know the structure based on their experience of writing their own text for story telling activity. Hence, it can be assumed that the students are also accustomed with generic structure of narrative as well.

c. Grammatical Aspect

As how other texts have specific kind of grammatical aspect, writing a narrative text should be also based on its grammatical aspect in order not to bother the readers to understand the timeline of when the story happened. Specifically, the grammatical aspects of narrative texts are:⁵³

- 1) Using specific and individualized participant as the character.
- 2) Using material processes (behavioral and verbal processes).
- 3) Using relational processes and mental processes.
- 4) Using temporal conjunctions, and temporal circumstances.
- 5) Using past tense.

Thus, the above aspects of grammatical are the core of building the narrative text, then it can be stated that the

⁵³Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, 1st ed. (Yogyakarta: Graha Ilmu, 2008).

grammatical aspects previously mentioned should definitely exist in every narrative text being written by an author.

In side of grammatical aspect, the students of Foreign Language Development Institute students are not in common with above grammatical aspects mentioned before, but the past tense usage for the sentences arrangement. The students have been taught with the material of past tense in a sentence, they have also tried to arrange past tense sentences for many times.

d. Genres

Narrative texts come in a variety of forms. Within each of these several categories, there may be a mix of tales. Occasionally, the types of narrative are referred to by the term genre. A genre can be thought of as a type of categorization. Generating tale ideas is aided by the concept of genre. These are a few instances of various story types (or genres) exhibiting common characteristics:⁵⁴

- 1) Humor
- 2) Romance
- 3) Crime
- 4) Real Life Fiction
- 5) Theoretical Fiction
- 6) Mystery
- 7) Fantasy

⁵⁴Rayendriani Fahmei Lubis, "Narrative Text," *English Education : English Journal for Teaching and Learning* 5, no. 2 (2017): 1, <https://doi.org/10.24952/ee.v5i2.1176>.

8) Science Fiction

9) Diary Novels

10) Adventure

Among all the shown types of narrative text, the students of Foreign Language Development Institute are accustomed with all the genres. The only genres such as humor, real life fiction, fantasy, diary novels, and adventures which are commonly known by them caused the activity of storytelling that supposes them to make their own story and the activity of audio-visual on watching movie that usually uses those genres in the movies.

e. Example

Table 2.2

Example of Indonesian Narrative Text (MalinKundang⁵⁵)

Title	Malin Kundang
Orientation	<p>Dahulu, di sebuah dusun nelayan, tepatnya di Sumatra Barat, hiduplah seorang anak laki-laki bernama Malin Kundang. Ia tinggal bersama ibundanya, Mande Rubayah. Sang ayah telah lama pergi meninggalkan ibu dan anak semata wayangnya itu.</p> <p>Malin tumbuh menjadi anak yang cerdas dan pemberani, tapi sedikit nakal. Mereka hidup serba kekurangan. Hingga suatu hari ketika Malin beranjak dewasa, ia tertarik dengan ajakan seorang nahkoda kapal dagang yang dulunya miskin sekarang sudah menjadi seroang yang kaya raya.</p> <p>Beberapa tahun berlalu, kini Malin telah menjadi seorang nahkoda yang mengepalai banyak kapal dagang. Ia pun berhasil memperistri salah seorang putri raja yang cantik jelita.</p>
Complication	Suatu ketika, sampailah kapal mereka di kampong tempat Malin dulu dibesarkan. Malin kundang pun turun dari kappal

⁵⁵Faulia Rahma, *Cerita Rakyat Nusantara Terpopuler Sepanjang Masa* (Jakarta: Cikal Aksara, 2016).

	<p>kemudian disambut oleh ibunya.</p> <p>Menanggapi pelukan ibunya, Malin Kundang justru malah melepaskan pelukan tersebut dan mendorong ibunya hingga terjatuh. Nyatanya, Malin berpura-pura tidak mengenal ibunya, karena malu melihat ibunya yang sudah tua dan memakai baju compang camping.</p>
Resolution	<p>Melihat tingkah Malin yang congkak di depan istrinya. Mande Rubayah sangat sakit hati. Ia melihat kapal anaknya yang bertolak dari pantai, sambil berdoa dalam hatinya agar Tuhan menghukum anaknya. Badai besar kemudian menerjang kapal Malin Kundang sampai seluruh isinya hancur berhamburan. Ternyata serpihan kapal ini berubah menjadi batu karang, termasuk sosok Malin Kundang yang sedang bersimpuh.</p>
Coda	<p>Kisah Malin Kundang kerap dikaitkan dengan keberadaan batu yang disebut-sebut sebagai jelmaan seorang Malin, tokoh utama dalam cerita tersebut. Daya tarik dari cerita rakyat satu ini yaitu pesan moral yang tersirat di dalam ceritanya, yakni tentang kewajiban anak untuk menghormati, menghargai, dan berbakti kepada orang tua.</p>

Table 2.3

Example of English Narrative Text (Aladdin and Magic Lamp⁵⁶)

Title	Aladdin and Magic Lamp
Orientation	Once upon a time, a mother and her kid, Aladdin, lived in Persia.
Complication	He encountered a magician one day after his father passed away, who pretended to be his uncles and convinced Aladdin to collect a magnificent lamp from a secret cave. The magician became furious and sealed the cave after Aladdin failed to give him the lamp before leaving Aladdin to die.
Resolution	Aladdin sobbed and wrung his hands in agony, letting out a genie from a ring the magician had given him. After being set free by the genie, Aladdin quickly learned that the lamp also emitted strong genies when it was rubbed. Aladdin finally

⁵⁶Suzie Chang, "Aladdin and the Magic Lamp," 2024, <https://storiesgrowby.org/story/aladdin-story-from-the-arabian-nights-bedtime-stories-folk-tales-for-kids/>.

	became extremely wealthy and wed the sultan's daughter after they have fulfilled all of his wishes. Both the magician and his malevolent brother were vanquished when they attempted to reclaim the lamp.
Coda	Aladdin had a long, consented life and succeeded the sultan to the throne after being freed from these adversaries.

These stories shown above are the common narrative texts known by all people including the students of Foreign Language Development Institute. The students know the stories from their activity of storytelling and watching movies conducted in the institutions. The shown story of Malin Kundang presented above could be the possible chosen story to be distributed for translation to the students. The decision of choosing Maling Kundang story is based on several considerations, instead of just knowing the story before, the students have also understood the implied meaning and values of the story. Therefore, the students might have been able to interpret all the explicit and implied meanings of the story.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is the current research methodology, consisting of research approach and design, research location, research subject, data collection technique, data analysis, data validity, and research procedure, thus, this section will become an overview on how the research will be carried out.

A. Research Approach and Design

In regard to some research elements previously mentioned in both chapter I and II, specifically shown in the research variables, research focus, question, objective, previous studies, and its similarities and differences with this previous researches, this current research clearly shows that it uses the qualitative research approach.

The qualitative research approach employed in a research highlights that reality is something measurable and objectively measurable by observation and experimentation. Being humanistic in natural setting, qualitative research approach highlighted that subjectivity, experiments, and individual basis of knowledge, science, and practical activity. Moreover, the holistic approach owned by qualitative research is also able to be used to emphasize the elucidation of certain significant actions and paths to do things happening in certain setting.⁵⁷ Further, Sugiyono added that qualitative research can be considered as naturalistic research, because

⁵⁷Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Research Methodology: A Training Manual* (United Kingdom: Write-Arm, 2012), <http://www.dfid.gov.uk/R4D/Output/188391/Default.aspx>.

qualitative research is often conducted in the natural setting where the phenomenon happens.⁵⁸

In more specific discussion, this current research employed descriptive study as the research design. Determining descriptive study to be the research design is suitable with its characteristics at deeply inquiring the what, where, and who of experiences moments as well as gaining the information from the informants about an unpopular phenomenon.⁵⁹ Then, qualitative descriptive study is considered suitable with this current research due to its tendency of method to provide exact descriptions of events which are required and based on the pure condition of happening phenomenon, with the aim of describing the experiences felt by individual on his actual own words.⁶⁰

In summary, connecting the above explanations about research approach and design with the current research condition, it can be assumed that the current research is indeed suitable to implement and employ the descriptive qualitative study, due to the aim of this research is to discover the students' vocabulary difficulties, investigate the students' vocabulary difficulties causes, and find out the solutions to overcome the problems of students' vocabulary difficulties which are based on the real situation in the happening phenomenon.

⁵⁸Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

⁵⁹Hyejin Kim, Justine S. Sefcik, and Christine Bradway, "Characteristics of Qualitative Descriptive Studies: A Systematic Review," *Research in Nursing and Health* 40, no. 1 (2017): 23–42, <https://doi.org/10.1002/nur.21768>.

⁶⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

B. Research Location

The research location where the researcher intends to conduct the research is located in one of Islamic boarding colleges in Probolinggo, namely Nurul Jadid. Foreign Language Development Institute as one of educational institutions focusing on foreign language learning is obviously located inside the Islamic boarding college. For the specific address, Foreign Language Development Institute is located in Nurul Jadid Islamic boarding college located on Kyai Haji Mun'im Street, Tanjung Lor Village, Karanganyar, Paiton District, Probolinggo Regency, and East Java, Indonesia.⁶¹

The researcher choice on this place as the research location is based on several important reasons; the first reason of the researcher goes to the place where the research will be conducted, Foreign Language Development Institute is an informal educational institute where it becomes a dormitory where all the students stay and get along together to learn and practice their English in everyday life, so English is such their daily language they always use to communicate among all Foreign Language Development Institute members.

The second reason is in the form of unique model of English teaching and learning happening inside the institution. Foreign Language Development Institute has daily English activities that must be joined by all members of the institution, the activities cover: showing opinion,

⁶¹Tolhairi, "The Students' Perspective on Learning English Integrative Motivation and Instrumental Motivation of English Foreign Language: Case Study of LPBA Nurul Jadid Paiton Probolinggo."

discussion, debate, storytelling, speech, composition, and translation, these activities will be conducted separately in seven days of a week. And, as the focus the researcher puts in the current research, translation is one of activities that is conducted weekly in the institution.

The third reason relies on the fact that translation is not significantly taught in formal school because it has been limited with several learning outcome that has been early set by the ministry. That's why; Foreign Language Development Institute would be appropriate and suitable location that the current research focusing on translation difficulties will be conducted.

Hence, with the mentioned reasons above, determining Foreign Language Development Institute to be the research location of a research focusing on translation difficulties is the best decision of the researcher to conduct the research there, with the aim of obtaining more actual and credible research data. The time that is required for conducting the research still cannot be determined. While the research activities cover preliminary observation, verifying research permission, conducting interview, doing observation, asking for documents for reviewing, rechecking all the required data, and asking for research letter completion, the research will probably be conducted in 6 days.

C. Research Participant

Research participants are some chosen people who will be the sources or informants of related data toward the discussed focus of this current research. It is important for the research participant to be relevant and suitable with the topic, in order that it will give credible information for answering the research question. Source or informants of data can be understood as the exact place where the researcher gains the required data.⁶² The participants who were chosen were 5 students of Foreign Language Development Institute and 2 English tutors that also became the administrator of the institution, just to ensure that the obtained data will be suitable to answer the research boundaries written in the research question, in the side of students' vocabulary difficulties in translation at Foreign Language Development Institute.

In qualitative research, the researcher used the sampling kind of purposive to select and choose the research participants, just in a consideration that the chosen participants will be pertinent with the current research focus.⁶³ Sugiyono stated that purposive sampling conducted procedure decisions based on several considerations.⁶⁴ Then, it can be assumed that the purposive sampling is a kind of appropriate technique to choose some people to be the research informants that will be functional in

⁶²Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, 4th ed. (Jakarta: Rineka Cipta, 2014).

⁶³John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th editio (London: Pearson, 2012).

⁶⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

knowing and comprehending the phenomenon happening in the chosen setting based on the information that will be provided by them.

In more specific description, regarding to the provided information above, the Foreign Language Development Institute student and the English tutors or administrator of the institution were the researcher's best choice to determine the research participants. The researcher assumed that the chosen participants were capable to provide any information the researcher needed to answer the research questions. Specifically, the research participants were chosen based on several considerations below:

1. Student of Foreign Language Development Institute

Being the students or members of Foreign Language Development Institute means being the ones who undergo the daily life in the institution. So, the students must also join all activities related with English conducted in the institution that one of those is translation. Regarding to it, the researcher thought that choosing Foreign Language Developments Institute students as the research participants was considerably able to fill the needs of data source from relevant individuals.

2. English Tutors or Administrator of Foreign Language Development Institute

Based on the researcher consideration, choosing English tutors as well as the administrator of Foreign Language Development Institute was also the appropriate way of gaining

useful information to be the research data. Moreover, the English tutors or administrator was the one correcting the students' translation result, giving feedback on it, and scoring it as well. Hence, the researcher put English tutors or administrator as one of the research participants of this current research, and there were 2 English tutors who were chosen to be the participants.

D. Data Collection

Fundamentally, data collection technique refers to some procedural activities employed to collect the required data for the conducted research. According to Sugiyono, since gathering data is the primary activity of a research, data collection technique becomes important sequences of strategic actions in the research process.⁶⁵ Several techniques of collecting data below will be the employed techniques of the researcher in collecting the data, such as:⁶⁶

1. Interview

When a researcher wants to gather information directly from participants or conduct preliminary research to identify issues that need to be looked into, they use interviews as a data collection method. This method of gathering data is self-reported, or at the very least, based on individual knowledge and conviction.⁶⁷

⁶⁵Sugiyono.

⁶⁶Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*.

⁶⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

In recent research, the researcher used semi-structured interviews. Because semi-structured interviews are defined as interviews that are conducted spontaneously, they are chosen to make the interview conditions more comfortable for the research respondents. This allows for the collection of more specific and natural data. Additionally, in semi-structured interviews, the researcher often merely drafts a rough overview of the questions that will be posed to the informants in relation to the study's main emphasis.⁶⁸

Practically, the researcher will conduct the interview to the research subjects one by one, so that every research subject will not be distracted by other subjects' answers. The interview questions will be uttered to 5 students and 2 English tutors or administrator in Foreign Language Development Institute, this is highlighted by the reason that the students of Foreign Language Development Institute are the ones who are directly involved in the translation activity, while the English tutors or administrator are the ones who correct, give feedback, and score the translation results of the students so it cannot be denied that the English tutors are accustomed to find any types of vocabulary difficulties made by the students in translation.

⁶⁸Sugiyono.

2. Observation

Observation is the process of observing individuals and locations at the research site in order to obtain open-ended, firsthand information from the research source of data.⁶⁹ In this current research, the researcher chose to use the non-participant observation to obtain the data of observations. The researcher will do the observation to gain the factual data of the real situation and condition happening in the translation activity undergone by the students of Foreign Language Development Institute. Further about the observation that will be conducted by the researcher, the researcher tends to conduct non-participant observation as one of kinds of observation where the researcher as the observer directly comes to the field and takes some important notes which are based on real condition being observed at that time, while not being involved in the activities undergone by the students as the research participants.⁷⁰

In practical activity, the observation done by the researcher will massively focus on the students' activities in Foreign Language Development Institute while they are translating the Indonesian narrative text to English, their confusion of vocabulary, their act of asking their friends and tutors about some vocabularies, and students' act of translating with dictionary or not will be

⁶⁹Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 21st ed. (Bandung: Alfabeta, 2015).

⁷⁰Sugiyono.

considered as the sources of observation in translation. This observation is aimed to find out the reflection of students in case of vocabulary difficulties in translating narrative text on how they look when they are translating.

3. Document Review

Reviewing document, usually referred to as documentation, is the act of learning about the participants' documents from a variety of written sources. Reviewing books, archives, records, numbers, and pictures that are in the form of reports with descriptions that can help the research, is the method used to obtain data and information.⁷¹

Some documents that will be taken by the researcher to gain the data from documents are as follow:

- a. Translation results of students from Indonesian to English
- b. Translation activity of students

The documents previously mentioned are the documents which will be used by the researcher to answer the research questions. First, the document of institution profile will give the researcher insight about the place where the research takes a part, second, the document of translation results of students from Indonesian to English will give the researcher data to answer the research question related with the students' difficulties in

⁷¹Sugiyono.

translation based on their result of it, and third, the document of previous similar related research will guide the researcher to set and make align the current research findings with the previous research findings.

E. Data Analysis

Data analysis, according to Sugiyono, is the process of systematically locating and compiling information from observation, interviews, and documentation in order to make the research findings more understandable and well-informed for others. Inductive analysis of qualitative data is predicated on the data that has been collected and then evolved into an assumption.⁷²

Additionally, this study will employ Miles, Huberman, and Saldaña's qualitative data analysis concept, emphasizing the analysis as three sequential flows of activity: The following are explained: 1) data condensation, 2) data display, and 3) conclusion drawing/verification.⁷³

1. Data Condensation

Data condensation is the process by which a researcher begins to refine, simplify, abstract, and modify the data from the topic they wish to investigate further as it is presented in field notes, interview transcripts, documentation, and other empirical

⁷²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

⁷³Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, SAGE Publications, Inc., 3rd ed. (California: Sage Publication, Inc, 2014)

materials by condensing those points in order to make it more credible.

So practically, the information obtained from the data collection regarding the students' vocabulary difficulties, its causes, and solutions to overcome it as well when the students do translation activity in the institution were summarized by the researcher in this study.

2. Data Display

A data display is a structured and efficient arrangement of data that makes it easier to draw conclusions and take action. The data is presented in a number of formats, such as tables, charts, graphs, and networks. In addition to those, the data supplied can also be used to create a concise explanation. Choosing which data, in what format, should be entered in the cells and determining the rows and columns of a matrix for qualitative data are examples of analytical tasks in data presentation where the researcher tries to construct a data display.

The data in this stage is organized by obtaining the previously gathered data. In order to draw a definitive conclusion, the researcher then gives an explanation of the data's contents descriptively.

3. Conclusion Drawing/ Verification

As previously mentioned; problems and research questions in qualitative research are transient and will be further developed once the research has been conducted in the field. Therefore, the process of drawing or verifying conclusions can be defined as the conclusion that can answer the research questions formulated in the research, but it may also not.⁷⁴

After the obtained data is presented and thoroughly analyzed, the researcher will verify the data by contrasting the newly collected data's conclusions with the previously provided data to determine the data relevance.

F. Data validity

Validity is the process of measuring the accurateness and acceptance of data which are obtained to answer the research question; validity is obtained by cross-checking the same data from multiple sources or techniques;⁷⁵ triangulation is commonly used in qualitative research to ensure data validity; triangulation of data source and triangulation of technique are two methods to evaluate the validity of data on triangulation.⁷⁶

In practice, the researcher uses data source triangulation to gather information from three distinct informants in order to address a specific

⁷⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

⁷⁵Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, ed. Chris Shortt et al., 8th editio (Wadsworth: Cengaged Learning, 2010).

⁷⁶Miles, Huberman, and Saldana, *Qualitative Data Analysis: A Methods Sourcebook*.

focus of the current study. If the three informants give similar responses to the question posed, the information will be deemed valid. Additionally, in the triangulation technique, the researcher will compare all of the data collected from all of the instruments, including non-participant observation, semi-structured interviews, and document reviews. If the data indicates similar facts related to the topic of the current study, the triangulation technique validates the data.

G. Research Procedure

Research procedure is fundamentally the plan the researcher follows to carry out the research, including planning, creating, and carrying out actual research, and publishing a report.

The researcher will carry out three steps in relation to the research process mentioned above, which are further explained below:

1. Pre-Field

Pre-field stage is early step that must be done before conducting the main research in work field, covering several activities, such as:

a. Research Design Development

Earlier in the research process, the researcher established the plan by establishing the research title, research justifications, research focus, research purpose, research importance, research object, and research strategy, among other things.

b. Research Field Choice

The researcher chooses research field, in this current research, the field goes to students' vocabulary difficulties in translating Indonesian narrative text to English at Foreign Language Development Institute.

c. Permission Process

Before beginning the research, the researcher created a research permission letter on the Faculty of Education and Teacher Training's (FTIK) private website. The researcher then went to the research site to inform the faculty and obtain permission to conduct the study.

d. Field Assessment

After receiving authorization, the researcher began delving deeper into the field to better understand the background of the research item and make it easier to gather the necessary data.

e. Research Instrument Preparation

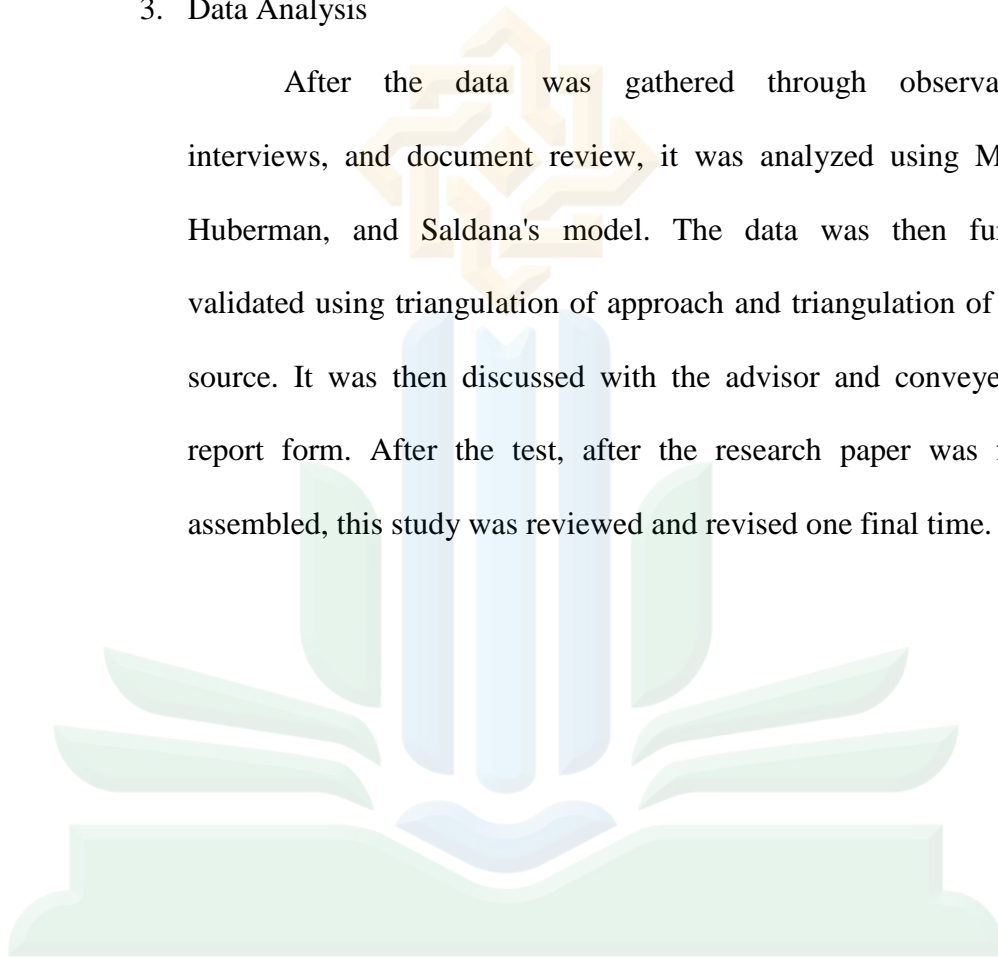
After the above steps were finished, the last step was to prepare the instruments before beginning the research.

2. Field Work

This phase shows how the required information was gathered. The researcher collected the data using three methods: document review, interviewing, and observation.

3. Data Analysis

After the data was gathered through observation, interviews, and document review, it was analyzed using Miles, Huberman, and Saldana's model. The data was then further validated using triangulation of approach and triangulation of data source. It was then discussed with the advisor and conveyed in report form. After the test, after the research paper was fully assembled, this study was reviewed and revised one final time.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is the research finding and discussion of the current research that consists of overview of the research object, presentation of obtained data that will discover the research findings, and discussion.

A. Overview of the Research Object

Foreign Language Development Institute that is as also known as Lembaga Pengembangan Bahasa Asing is an informal educational institution under the auspicious of Nurul Jadid Islamic Boarding College. By only reading the institution name, it has been able to be assumed that FLDI is a place focusing on foreign language learning, nowadays, it has only two kinds of language being focused, the first one is English and the other one is Arabic. By the foundation of building this institution, Foreign Language Development Institute has an important role to create a *santri* with the knowledge of not just knowing the religion materials, but also the competence of being able to speak and communicate a foreign language.

The objective of building this institution is mentioned in the vision of the institution conveying:

Vision:

Being a leading foreign language institution to conduct teaching and learning connected to foreign language learning, *da'wah* and studies based on Islamic boarding school values to produce graduates who are skilled in foreign languages

Foreign Language Development Institute is dormitory-based institution, the people who registered to the institution and they have passed the requirements of being the members should actually stay in the dormitory owned by the institution itself. This rule was made to totally create effective environment of learning language, supported by the rule of the institution prohibiting all the members of FLDI to speak other languages, but English. So instead of letting the students only do and learn written materials, FLDI supposes them to have a direct practice of utilizing English in everyday life, with other FLDI students.

As previously explained, Foreign Language Development Institute is an institution focusing on learning foreign language, such English. This institution conducts various kinds of activities to sharpen the students' ability to communicate with English. The activities conducted in FLDI cover both the oral and writing activities, the oral activities involve the speech presentation activities, discussion, showing opinion, and debate exhibition. Besides, the writing activities cover translation activities and composition.

B. Data Presentation

Research finding part here consists of the data presentation of the obtained data from the research methods and procedures previously described in Chapter III. This part is filled with the data description related with the topic based on the distributed research questions. The obtained instruments results are then analyzed to discover the research findings of

the current research. The finding may be in the form of category, classification system, and typology. Here are the data presentation and the research finding:

1. The Vocabulary Difficulties of Students in Translating Indonesian Narrative Text to English

To answer the research question of the current research, the researcher conducted three kinds of instruments, such as: interview, observation, and documentation to obtain the data directly from the students about their vocabulary difficulties in translating Indonesian narrative text to English, the obtained data from the instruments are as follow:

In the interview side, there were 5 students of Foreign Language Development Institute giving their response to the asked question. On student side, the first interviewee namely Ayeisha Salsabila was chosen because her result of translation in terms of the used vocabularies seemed monotonous and seemed avoiding the usage of several complicated words of the source language, in the interview she mentioned:

“Difficult vocabularies existing in the text, it makes me feel difficult to translate it”⁷⁷

The first interviewee admitted that the vocabularies she memorized are limited, there were some vocabularies that she

⁷⁷ Ayeisha Salsabila, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

didn't know and she couldn't translate. In addition, another interviewee who was chosen because her translation is distracted by some wrongly written vocabularies, namely Sindi Apriliya, stated:

*"I think that my vocabulary is too low, I couldn't translate the words that I never know"*⁷⁸

Being similar with the previous statement of the first interviewee, the second interviewee also said that she didn't know many vocabularies to translate the source language to the target language; she merely mentioned that she couldn't translate the words that she never knew. Then, the third interviewee, Hofifatun N., was chosen to utter her voice because her translation result seemed to contain of several mistakes in determining the past form used in past tense for narrative text, uttered:

*"Sometimes, the text consists of high (difficult) vocabularies"*⁷⁹

Also, the third interviewee strengthened similar statement as the previous interviewees; she mentioned that with the words or vocabularies she found in the translation text, she felt difficult to translate the text. Further, the fourth student as the interviewee, Alifna Hilma Nadhifa was chosen because of similar condition with the first interviewee, she often used common vocabularies and

⁷⁸ Sindi Apriliya, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁷⁹ Hofifatun N., interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

avoids translating the source language the way it is, her translation result also contained of some mistakes in the past form of the word, also said similar statement, she simply said:

“Difficult vocabulary in the text, and I sometimes also feel difficult in determining the past form of several vocabularies, especially when it comes to irregular verb”⁸⁰

Then, it was added by the answer of the last student, Holifatur Rosida who was chosen based on the mistakes she made in translating the word of the source language, she wrongly translate the word by word and also often made mistakes in using the word’s past form, she said:

“When I find strange or slang vocabulary, where I never see the vocabulary before”⁸¹

By the results of interviewee with 5 students of the Foreign Language Development Institute, it can be assumed that they have similar problem of vocabulary in translation. They feel difficult to translate the strange words they have just met, moreover, when it comes to vocabularies that they do not know the target language form of the vocabularies itself. Moreover, it was also admitted by the students’ instructor or administrators of the dormitory, these two instructor were chosen to be the source of information because they were the ones who were directly engaged with the translation

⁸⁰ Alifna Hilma Nadhifa, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁸¹ Holifatur Rosida, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

activity conducted in Foreign Language Development Institute in terms of providing the text that should be translated and correcting the translation of the students, they were also the figures guiding the students to learn English including the vocabulary learning activity, in the interview, the first tutor mentioned;

“They (the students) are less in exploring and arranging the vocabularies rightly, then, they are also less in knowing the grammatical structure of the vocabularies itself”⁸²

Further, it was also added by the second tutor, Nur Diana Kholishoh, by mentioning:

“The students can’t relate the Indonesia text to good English. They also often translate each word, with incorrect grammatical usage and syntaxes”⁸³

By these, it can be simplified that there were two kinds of vocabulary difficulties felt by the students in translating Indonesian narrative text to English, the first difficulty came to the fact that the students felt difficult to translate the vocabularies that they had previously never met, they felt difficult to determine the appropriate words to translate the words. The second difficulty was the students’ difficulty on determining several past forms of the vocabularies especially for the irregular changing word like a verb.

⁸² Siti Munawaroh, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁸³ Nur Diana Kholishoh, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

The results of the interview above were then further clarified by the results of observation the researcher did. The observation results showed 2 students' behaviors indicating their vocabulary mastery, the first one, the students seemed confused when they were asked to translate Indonesian narrative text without the help of dictionary, some students were sometimes asked their seatmate when they found a word that they didn't know the English form. Vice versa, the students were confident enough to translate the narrative text when in the middle of the translation activity, they were allowed to open their dictionaries, it was proven from their action to stop asking their friends about vocabularies that they didn't know.⁸⁴ Thus, the behaviors the researcher observed when the students translated the Indonesian narrative text to English could be considered aligned and supporting the findings from the interview results.

Furthermore, the results of the interview and observation which were previously conducted were also supported by the results of documentation in the form of the students' translation on narrative text. After being corrected in the side of vocabulary, students' translation mistakes were as follow:⁸⁵

⁸⁴ Observation of Translation Activity, done by Khairun Auliyatun Nisak, Probolinggo, March 1 2025

⁸⁵ Document of Students' Translation Result, obtained by Khairun Auliyatun Nisak, Probolinggo, March 1 2025

Table 4.1
Students' Mistakes in Translating Indonesian Narrative Text to English

No.	Source Language	Students' Translation Mistakes	Correction	Reason
Student 1 Translation				
1.	<i>Sekarang sudah menjadi seorang yang kaya raya</i>	But now <u>has</u> become a very rich person	But now had become a very rich person	Past tense for narrative text
2.	<i>Kini Malin telah menjadi</i>	Now Malin <u>has</u> become	Now Malin had become	Past tense for narrative text
3.	<i>Seorang nahkoda yang mengepalai</i>	A captain who <u>heads</u>	A captain who headed	Past tense for narrative text
4.	<i>Salah seorang putri raja yang cantik jelita</i>	One of the king's beautiful <u>daughter</u>	One of the king's beautiful <u>daughters</u>	Plural form of noun after "one of"
5.	<i>Malin dulu dibesarkan</i>	<u>Malin had grown up</u>	Malin was raised/ Malin was raised up	Inaccurate translation
6.	<i>Kapal Malin Kundang sampai</i>	Malin Kundang's ship <u>untill</u>	Malin Kundang's ship until	Miswriting the English word
7.	<i>Ternyata serpihan kapal ini</i>	It turned out that the <u>fragments</u> of this ship	It turned out that the debris of the ship	Inaccurate translated on context. For ship, it uses debris
8.	<i>Dan berbakti kepada orang tua</i>	And be devoted to <u>others</u>	And be devoted to parents	Wrong translation, • <i>Orang tua</i> = parents
Student 2 Translation				
9.	<i>Sang ayah telah lama pergi meninggalkan ibu dan anak</i>	<u>His father had left them a long time ago, only leaving</u>	His father had left the mother and his one and only son since	Inaccurate translation

	<i>semata wayangnya</i>	<u>Malin and his mother.</u>	long time ago.	
10.	<i>Malin telah menjadi seorang nahkoda</i>	Malin became a <u>successfull</u> captain	Malin became a successful captain	Miswriting the word
11.	<i>Malin justru malah melepaskan pelukan</i>	<u>But, Malin did not hug her back</u>	Instead of hugging her back, Malin took the hug off	Inaccurate translation
12.	<i>Karena malu melihat ibunya yang sudah tua dan memakai baju compang-camping</i>	Because he was <u>shy</u> by her old and ragged appearance	Because he was embarrassed by her old and ragged appearance	Embarrassed is more suitable to be used for a shy feeling caused by certain things.
13.	<i>Melihat tingkah Malin yang congkak di depan istrinya</i>	<u>Seeing her son act like that</u>	Seeing Malin's arrogant behavior in front of his wife	Inaccurate translation
14.	<i>Sambil berdoa dalam hatinya</i>	She prayed <u>for</u> God	She prayed to God	Incorrect preposition. For is object oriented and to is subject oriented
15.	<i>Badai besar kemudian menerjang kapal Malin Kundang sampai seluruh isinya hancur berhamburan</i>	<u>Suddenly, a big storm hit Malin's ship, destroying everything</u>	A big storm then hit Malin's ship until all its contents were shattered and scattered	Inaccurate translation
16.	<i>Sosok Malin Kundang yang sedang bersimpuh</i>	<u>Malin who was frozen like statue</u>	Malin Kundang's figure that was kneeling down	Inaccurate translation
17.	<i>Daya tarik dari cerita rakyat</i>	<u>This story teaches us an</u>	This folk tale interest is the	Inaccurate translation

	<i>satu ini yaitu pesan moral yang tersirat di dalam ceritanya, yakni tentang kewajiban anak untuk menghormati, menghargai, dan berbakti kepada orang tua.</i>	<u>important lesson that always respect and take care of your parent</u>	moral message implied in the story, about the obligation of a child to respect, appreciate, and be devoted to the parents.	
Student 3 Translation				
18.	<i>Sang ayah telah lama pergi meninggalkan ibu</i>	<u>His father had died since left his mother</u>	His father, since long time ago, had left the mother	Incorrect translation
19.	<i>Dan anak semata wayangnya itu.</i>	<u>And the only a child</u>	And his one and only son	Inaccurate translation
20.	<i>Malin tumbuh menjadi anak yang cerdas dan pemberani</i>	Malin grows up to be smart and brave son	Malin grew up to be smart and brave child/man	Inaccurate translation
21.	<i>Malin telah menjadi seorang nahkoda yang mengepalai</i>	Malin had become a captain who <u>included</u>	Malin had become a captain who headed	Wrong word translation. • <i>Mengepalai</i> = head, • <i>Include</i> = <i>meliputi</i>
22.	<i>Salah seorang putri raja yang cantik jelita</i>	One of beautiful <u>princess</u>	One of beautiful princesses	Plural form of noun after "one of"
23.	<i>Kampung tempat Malin dulu dibesarkan</i>	The village where Malin was <u>growing up</u>	The village where Malin was raised	Inaccurate translation. • <i>Membesarkan</i> = raise, • <i>Grow up</i> = <i>tumbuh</i> .

24.	<i>Malin Kundang justru malah melupakan pelukan tersebut</i>	Malin Kundang <u>take</u> the hug off	Malin Kundang took the hug off	Past tense for narrative text
25.	<i>Memakai baju compang-camping</i>	Wearing a <u>dull</u> clothes	Wearing a ragged clothes	Inaccurate translation. • Dull = <i>kusam</i> , • Ragged = <i>compang-camping</i>
26.	<i>Melihat tingkah Malin yang congkak</i>	Seeing Malin's arrogant <u>act</u>	Seeing Malin's arrogant action	Wrong form of word, • Act = verb, • Action = noun
27.	<i>Mande Rubayah sangat sakit hati</i>	Mande Rubayah was very <u>hurted</u>	Mande Rubayah was very hurt	The past participle/ v3 of hurt is hurt, not hurted
28.	<i>Badai besar kemudian menerjang kapal Maling Kundang sampai seluruh isinya</i>	A big storm hit Malin Kundang's ship <u>untill</u> all its contents	A big storm hit Malin Kundang's ship until all its ship contents	Miswriting the English word.
29.	<i>Tentunya</i>	<u>Willy nilly</u>	Certainly	Wrong translation
30.	<i>Serpihan kapal</i>	The <u>fragments</u> of the ship	The debris of the ship	Inaccurate translated on context. For ship, it uses debris

The above highlighted mistakes were the students' mistakes in translating Indonesian narrative to English. In vocabulary difficulties side, due to the data collected from documents review especially from the document of students' translation result, it indeed showed that the students really faced several difficulties, the

first difficulty covered the mistranslation the students made of the translated word, such as:

- a. The Indonesian word of *“mengepalai”*, instead of translating it into **“head”** as the appropriate translation, the students translated it into **“include”**.
- b. The Indonesian word of *“sampai”*, this word is actually translated into **“until”** with only one L letter in the last word, meanwhile, the students translated it into **“untill”**.
- c. The Indonesian word of *“serpihan”*, connecting it with the context, it actually refers to the *“serpihan kapal”* indicating that it should be translated into **“debris”**, not **“fragments”** as how the student translated the word.
- d. The Indonesian word of *“orang tua”*, this word has an English equivalent translation of **“parents”**; however the student translated it into **“others”**.
- e. The Indonesian word of *“malu”*, the student translated it into **“shy”**, meanwhile it is less suitable to just translate it that way because the text shows that the main character felt *“malu”* caused by certain thing, so the better translation should be **“embarrassed”**.
- f. The Indonesian word of *“dibesarkan”*, the student translated it into active words of **“growing up”**, whereas

the word is passive and it has better translation covers **“raised”**.

- g. The Indonesian word of **“compang-camping”**, instead of translating it into **“ragged”** that has appropriate meaning of the word, the students translated it into **“dull/ kusam”** that didn’t perfectly cover the meaning of the word.
- h. The Indonesian word of **“tingkah”**, it is clearly shown that the word is a noun; meanwhile the students’ translation of it is **“act”** that more refers to a verb; it should be translated actually into **“action or behavior”**.
- i. The Indonesian word of **“tentunya”**, the student translate the word into **“willy-nilly”** that has incorrect meaning of **“mau tak mau”**, where it should be actually translated into **“certainly”**.
- j. The Indonesian word of **“sukses/ berhasil”**, the student incorrectly translated into **“successfull”** with double L at the end of the word, whereas the correct spelling of the word is **“successful”** with only one L letter at the end.
- k. The Indonesian words of **“sakit hati”**, the student translated it into **“hurted”** with *-ed* at the end of the word, whereas the word **“hurt”** doesn’t have specific changing for its usage, whether it is going to be used as an adjective or verb in any tenses.

1. The Indonesian word of “*ke/ kepada/ pada (referring to a figure)*”, the students incorrectly translated it to be “**for**”, where it should be actually “**to**”, “*Berdoa pada tuhan*” should be translated “**Praying to God**”, not “**Praying for God**”.

Further, not only mistranslation the students made of the source language, the students also made several mistakes referring to their difficulty in determining the form of the several vocabularies when it is used in past tense, including:

- a. The students incorrectly translate the word “*sudah*” in past perfect tense into “**has**”, where it should be actually “**had**”.
- b. The word “*mengepalai*” that in past tense should be translated into “**headed**”, the student however translated it into “**heads**”.
- c. The word “*melepaskan*” that the student translated it to be “**take off**”, where in past tense, the verb should in past form, so the right translation is “**took off**”.
- d. The word “*tumbuh*”, in past tense it should be actually translated to be “**grew up**”, meanwhile the students translated to be “**grows up**”.

Also, out of the difficulties in both using the correct appropriate vocabularies to translate the source language word and

determining the correct form of vocabularies used in past tense for narrative text. The students tended to be difficult to use correct grammar materials and even accurately translate the source language both in phrase and sentence into the target language. The following explanations are the proofs for the students' mistakes previously mentioned, as follow:

a. In the phrase of *“salah seorang putri raja yang cantik”*, the students had correctly translated it to be **“one of the king’s beautiful daughter”** or **“one of the king’s beautiful princess”**. However, in using the word **“one of”** in a sentence, noun following that word should be in plural form. Therefore, the correct translation for that phrase should be **“one of the king’s beautiful daughters/princesses”**.

b. The phrase of *“Malin dulu dibesarkan”* was also inaccurately translated. The students translated the phrase to be **“Malin had grown up”** where in this translation the students changed the source language form as passive sentence into an active sentence. The word **“grown up”** also has different meaning with the source language of *“dibesarkan”*. Hence, the accurate translation for this phrase of the source language should be **“Malin was**

raised” with the word **“raise”** that means **“membesarkan”** and **“raised”** meaning of **“dibessarkan”**.

- c. In source language sentence of **“sang ayah telah lama meninggalkan ibu dan anak semata wayangnya”**. The students’ translation was inaccurate because they gave an additional object and verb just to express one sentence with two objects and single verb. The student’s translation was **“his father had left them a long time ago, only leaving Malin and his mother”**, this translation result was totally prodigal. The accurate translation of this sentence should **“his father had left the mother and his one and only son since long time ago”**.

- d. In the next inaccurate translated sentence of the source language that was **“Malin justru malah melepaskan pelukan”**, the students translated the sentence to be **“But, Malin did not hug her back”**. This translation was inaccurate because the students didn’t consider the word **“justru”** implying that the subject of the sentence did something opposite as how it commonly should be.

Therefore, the students should use the words **“instead of”** to express an opposite activity that the subject did differently with the expectation or common thing to what the subject should do at the time. The students also replaced

the source language word of *“melepaskan”* to a word of *“hug back”* that has a meaning of *“membalas pelukan”*. Hence, the correct translation for this source language sentence should be **“Instead of hugging her back, Malin took the hug off”**.

- e. Next inaccurate translation of students was source language phrase of *“melihat tingkah Malin yang congkak di depan istrinya”*. In this phrase, the student’s translation was **“seeing her son act like that”**, this translation was totally not accurate based on its form of reducing several important words expressing the situation happening in the source language. In that translation, the students missed several words such as *“congak”* and *“di depan istrinya”*. Moreover, to replace the missing words, the student just replaced it with the word **“like that”** having an ambiguous meaning that did not anymore represent the happening situation in the source language phrase. Thus, the correct and accurate translation of this phrase should be **“Seeing Malin’s arrogant behavior in front of his wife”**.

- f. The next sentence that was inaccurately translated was *“Badai besar kemudian menerjang kapal Malin Kundang sampai seluruh isinya hancur berhamburan”*. On that sentence, the student just translated it to be **“suddenly, a**

big storm hit Malin's ship, destroying everything". The student's translation was inaccurate due to several missing words existing in the source language sentence, the missing words were "*kemudian*", "*sampai*", and "*isinya hancur berhamburan*", the student's translation was considered not representing then condition of all the ship's contents after the storm hit it. The student also added non-required word such "**suddenly**" that was not mentioned in the source language sentence. Hence, the accurate translation of the sentence should be "**A big storm then hit Malin's ship until all its contents were shattered and scattered**".

- g. Then, the next inaccurate translation of student was on phrase "*sosok Malin Kundang yang sedang bersimpuh*".

The student's translation of that phrase was "**Malin who was frozen like statue**", the student's translation once more did not cover all happening situation expressed in source language phrase. The student's translation missed some words such as "*sosok*" and "*bersimpuh*", and then it was added with words of "frozen like statue" which were not mentioned in source language. Thus, the inaccurate translation of the phrase should be "**Malin Kundang's figure that was kneeling down**".

- h. Another inaccurate translation the student made was in the last sentence of the source language, the sentence was *“daya tarik dari cerita rakyat satu ini yaitu pesan moral yang tersirat di dalam ceritanya, yakni tentang kewajiban anak untuk menghormati, menghargai, dan berbakti kepada orang tua”*. The student’s translation on that sentence was *“this story teaches us an important lesson that always respect and take care of your parent”*. The inaccuracy was in regard to so many missing words which were not involved in the target language translation, the students seemed simplifying the translated source language to target language. The missing words involved *“daya tarik dari cerita rakyat satu ini yaitu pesan moral yang tersirat di dalam ceritanya”, “yakni tentang kewajiban anak untuk”, “menghargai”, and “dan berbakti kepada orang tua”*. This kind of simplification could just cause inaccurate translation that causing incomplete interpretation by the readers. Hence, the accurate translation for the source language sentence should be **“this folk tale interest is the moral message implied in the story, about the obligation of a child to respect, appreciate, and be devoted to the parents”**.

- i. The next inaccurate translated phrase of the source language was *“dan anak semata wayangnya itu”*. For that phrase, the student’s translation was **“and the only a child”**, this translation was inaccurate because it did not represent the expression of the word *“semata wayangnya”* in the source language. Moreover, the suffix *“-nya”* in the source language refers to possession indicating that the *“anak”* is the subject’s belonging. The student’s translation was also mistranslated based on its meaning; the meaning of student’s translation is *“dan hanya seorang anak”* because the word **“only”** has a meaning of **“hanya”**, unlike the English words of “one and only” that has a meaning of *“satu-satunya/ semata wayangnya”*.

Thus, regarding to the explanation on the students’ vocabulary difficulties presented above, those vocabulary mistakes can be the credible proofs that the statements from the interview and the results of observation on students’ vocabulary difficulties were valid, because the shown vocabulary mistakes above became the examples of how the students incorrectly translate the text, or in other words that the students faced some vocabulary difficulties in translating Indonesian narrative text to English.

Therefore, based on the collected data from all the instruments that have been previously described, it can be

confirmed that the happening phenomenon of vocabulary difficulties in translating Indonesian narrative text to English felt by the students were in the form of: 1) difficulty to translate the vocabularies that the students had previously never met, and they also felt difficult to determine the appropriate words to translate the source language. And 2) the vocabulary difficulty was in students' difficulty to determine several past forms of the vocabularies especially for the irregular changing word like a verb or noun. Hence it can be simplified that the phenomena of students' vocabulary difficulties were truly happening at Foreign Language Development Institute.

2. The Reasons of Vocabulary Difficulties of Students in Translating Indonesian Narrative Text to English

In the side of reasons or reason determining the Foreign Language Development Institute Students difficulties in translating Indonesian Narrative Text to English, the researcher also determined similar procedure of instrument as the previous research question; the researcher conducted an interview, observation, and documents review toward the research subject. So there will several statements from the students admitting their own causes of not being able to translate the narrative text well.

In the interview, the first interviewee from the students' side uttered:

“I think it is because my less understanding about the words, and I never used the English form of that vocabulary, so I don’t know how to translate it”⁸⁶

The first interviewee told that she never an English form of the Indonesian vocabulary she found in the narrative text, therefore she didn’t know the English of the vocabulary and she just couldn’t translate it into the intended form of the English one. Having similar implication with the first interviewee, the second interviewee said:

“It is caused by my vocabulary is still less and sometimes I am just too lazy to learn any new vocabularies therefore it makes me difficult to make the translation of the text”.⁸⁷

The second interviewee uttered that vocabulary she mastered was still less, it indicated that she didn’t memorize many vocabularies. Moreover, she admitted that she was sometimes lazy to explore more English vocabularies making her not able to know the English form of several unknown Indonesian vocabularies she found in the translation text. Furthermore, the third interviewee stated:

“Because I’m less active and diligent to look for vocabularies that I don’t know in dictionary, because I’m usually lazy to memorize new vocabularies”⁸⁸

⁸⁶ Ayeisha Salsabila, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁸⁷ Sindi Apriliya, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁸⁸ Hofifatun N, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

The statement of the third interviewee was almost similar with the previous of the first and second interviewees, she specifically said that she was not really active and diligent to open her dictionary with the aim of learning new vocabularies; she also added that she was lazy to memorize vocabularies that she didn't know the meaning. Then, being similar with the previous statements, the fourth interviewee added:

“Because I don't think that I should learn new vocabularies, I'm also not that often to open up my dictionary and memorize new English vocabularies that I don't know”⁸⁹

From the confession of the fourth interviewee, the researcher also assumed that the interviewee was lazy to learn new vocabularies, in the same with what the previous interviewees told in the answer to the question. At last, the fifth interviewee simply stated:

“Maybe it's caused by I'm less in opening dictionary and often use common vocabulary”⁹⁰

By the answers to the given questions in the interview, based on the answers given by the interviewees from students, the researcher then simplified that the common factors determining the vocabulary difficulty of the students in translating Indonesian narrative text to English were less vocabulary owned or mastered

⁸⁹ Alifna Hilma Nadhifa, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁹⁰ Holifatur Rosida, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

by the students and their tendency of not being motivated to learn new vocabularies. It was also supported by the answers of the institution instructor who stated:

“It might be caused by the low understanding of the students toward the vocabularies existing in the text. They also don’t have initiatives to learn new vocabulary on their own”⁹¹

Further, the second instructor added:

“Their low understanding on the vocabularies, and most of them are not having a passion in translation making themselves not being active to explore other new vocabularies to improve their translation”⁹²

At last, it has been clearly and similarly stated by both the students and instructors that the reasons of the students’ vocabulary difficulties in translation were their less vocabularies and low understanding on the vocabularies itself, and further with that condition, the students were not also motivated to learn new vocabularies so the vocabularies they memorize were just monotonous (not various).

Furthermore, the results of the interview above were supported by the observation the researcher did on the research object. The observation results showed that the students felt difficult to translate the Indonesian narrative text to English without the help of dictionary, they were not sure to translate the

⁹¹ Siti Munawaroh, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025.

⁹² Nur Diana Kholishoh, interviewed by Khairun Auliyatun Nisak, Probolinggo, February 15 2025

text with the vocabularies they have mastered. Moreover, the observation revealed that the students didn't initiate their own vocabularies learning or memorization; it could be seen from their actions of not evaluating their translation results after being commented by their instructors, and they just kept making the similar mistakes on the next translation activity.⁹³ Therefore, the researcher then assumed that the actions of the students that were observed were just aligned with the reasons of both the students and teachers conveyed on the interview. Then, the observation results could be considered supporting the results of the interview conducted before.

The results of the interview and observation stating that one of the reasons of students' vocabulary difficulties in translating Indonesian narrative to English was their less and low understanding about the vocabularies they use to translate the Indonesian word as the source language to English as the target language. In documentation, the reason of students' vocabulary in the side of less and low understanding about the vocabularies was proven by the students' translation result. The translation result showed students' vocabulary difficulties as follow:⁹⁴

⁹³ Observation of Translation Activity, done by Khairun Auliyatun Nisak, Probolinggo, March 1 2025

⁹⁴ Document of Students' Translation Result, obtained by Khairun Auliyatun Nisak, Probolinggo, March 1 2025

Table 4.2
Highlighted Proofs of Students' Less and Low Comprehension
on Vocabularies

No .	Source Language	Students' Translation Mistakes	Correction	Reason
1.	<i>Sekarang sudah menjadi orang yang kaya raya</i>	but now <u>has</u> become a very rich person	But now had become a very rich person	Past form of <u>has</u> is <u>had</u>
2.	<i>Kini Malin telah menjadi</i>	now Malin <u>has</u> become	Now Malin had become	Past form of <u>has</u> is <u>had</u>
3.	<i>Serpihan kapal</i>	the <u>fragment</u> of this ship	The debris of the ship/ the ship debris	<ul style="list-style-type: none"> • <u>Fragment</u> means <i>bagian</i> • <u>Debris</u> means <i>serpihan</i>
4.	<i>Berbakti kepada orang tua</i>	be devoted to <u>others</u>	Be devoted to parents	<ul style="list-style-type: none"> • <u>Others</u> means <i>yang lainnya</i> • <u>Parent</u> means <i>orang tua</i>
5.	<i>Malin Kundang justru malah melapaskan pelukan tersebut</i>	Malin Kundang <u>take</u> the hug off	Malin Kundang took the hug off	In accurate translation of source language. To say "satu-satunya" / "semata wayangnya" in English, it should be the one and only
6.	<i>Yang mengepalai</i>	who <u>included</u>	Who headed	<ul style="list-style-type: none"> • <u>Include</u> means <i>meliputi</i> • <u>Head</u> means <i>mengepalai</i>
7.	<i>Dibesarkan</i>	<u>grown up</u>	Raised	<ul style="list-style-type: none"> • <u>Grow up</u> means <i>tumbuh</i> • <u>Raise</u> means <i>membesarkan</i>
8.	<i>Compang-camping</i>	<u>dull</u>	Ragged	<ul style="list-style-type: none"> • <u>Dull</u> means <i>lusuh</i> • <u>Ragged</u> means <i>compang-camping</i>
9.	<i>Tingkah</i>	<u>act</u>	Action	• <u>Act</u> means <i>bertindak/</i>

				<i>bertingkah (verbah)</i> • Action means <i>tindakan / tingkah/ tingkah laku</i> (noun)
10.	<i>Tentunya</i>	<u>willy-nilly</u>	Certainly/ turn out	Inaccurate translation of source language. • Willy-nilly means <i>mau tak mau</i> • Certainly/ turn out means <i>tentunya</i>

The highlighted mistakes shown above were the proofs of the students' less vocabularies and low understanding on vocabularies. More specific and separate explanations are as follow:

- a. Based on the table, in the first proof, the students wrongly put the right form of the auxiliary verb indicating the meaning of "*sudah*", that in past perfect tense, the correct form of the word should be "**had**" not "**has**", "**has**" is used when the applied tense is present perfect tense.
- b. The second proof is similar with the first one, that the student incorrectly translated the auxiliary verb of "**has**".
- c. In the third proof, the students are expected to write the appropriate translation of the word "*serpihan*", instead of translating it to be "**fragments**" that has a meaning of "*bagian*", the students could use the English word of "**debris**" that has accurate meaning of the source language word "*puing/ serpihan*".

- d. The fourth proof shows that students incorrectly translated the source language word of *“orang tua”*, this word has actually had an accurate and equivalent translation of English as the target language; the students should use the word **“parents”** to express that word.
- e. The fifth proof indicates the students’ mistake to determine the past form of a verb used in past tense. The word **“melepaskan”** is indeed translated to be **“take off”**, but in past tense, the verb should be changed into verb 2 that it must be written **“took off”**.
- f. In the sixth proof, being similar with the fourth one, the students incorrectly translate the source language word. The word *“mengepalai”* should not be translated to be **“included”** that has a meaning of *“meliputi”*, the translation should be actually **“headed”**.
- g. The seventh proof shows the students’ difficulty to determine the appropriate source language word of *“dibesarkan”*. In this word, the students translated it to be **“grown up”** that the meaning is less accurate *“menjadi dewasa/ tumbuh dewasa”* with the source language, the students should actually translate it to be “raised” that has accurate meaning of the word *“dibesarkan”*.

- h. Being similar with the seventh proof, the eight proof also shows the students' limited knowledge on various difficulties. The word "*compang-camping*" refers to a state the cloth worn by the character is not in a good condition, whether it is ripped or perforated. Meanwhile, the students just translated the word to be "**dull**" that has a meaning of "*kusam*", this word chosen by the students just refers to the color of the cloth that has been not as bright as before. Therefore, it should be actually translated to be "**ragged**".
- i. In the ninth proof, the students incorrectly translated the word in the part of speech term. The word "*tingkah*" is classified into noun, instead of translating it to be "**action or behavior**" which is truly noun; the students incorrectly translate the source language word to be "**act**" that is classified into verb that has a meaning of "*bertindak*".
- j. In the last proof, the students once again gave incorrect translation of the source language word. The word "*tentunya*" should be actually translated to be "**certainly/ definitely**". Meanwhile the students put the word "**willy-nilly**" that has opposite meaning with the source language word; it means "*mau tak mau*".

By the explanation of the highlighted proofs of students' vocabulary difficulties in translating Indonesian narrative text to

English, the reason of students' vocabulary difficulties as stated that the students were less in mastering vocabulary and didn't really understand about the used vocabularies were true.

Therefore, regarding to the obtained relevant data from all the instruments that had been previously distributed, it revealed that the phenomena in terms of reasons standing behind the students' vocabulary difficulties were: 1) their less vocabulary and low understanding on the used vocabularies. And for another reason, 2) students' low motivation to learn vocabulary also took apart to be one of the influencing factors for the vocabulary difficulties students' faced in translating Indonesian narrative text to English. Being different with the first reason, the second one could only be confirmed by the results of the interview and observation, because there was no written, typed, captured, and printed things that could represent and be the proof of students' low motivation in learning more and new vocabularies.

C. Discussion

Here is the part of the researcher's ideas on the connection between the stance of the recent research findings with the previous ones and the interpretations with the explanations of the current findings appeared from the field. In recent research, the researcher discovered three substantial focuses to discuss on the theme brought in this research; the vocabulary difficulties, and the reasons of vocabulary difficulties of vocabulary

difficulties faced by Foreign Language Development Institute students in translating Indonesian narrative text to English.

1. The Vocabulary Difficulties of Students in Translating Indonesian Narrative Text to English

The range of issues and barriers that prevent people from doing things the easy way is related to difficulties. Therefore, a number of issues that students encountered while carrying out their responsibility as learners to always learn more and more. In this instance, the challenges or difficulties lie in vocabulary especially for translating Indonesian narrative text to English of Foreign Language Developments Institute students.

Based on the findings above, it could be summarized that there are two kinds of vocabulary difficulties faced by the students in translating Indonesian narrative text to English, it covered: 1) the difficulty to translate the vocabularies that the students had previously never met, then they felt difficult to determine the appropriate words to translate the source language, and 2) the difficulty to determine several past forms of the vocabularies especially for the irregular changing words like verb or noun. On its relevance, the first finding is relevant with statements in the research conducted by Ahmad Nofrian and Syafryadin revealing that the students should be equipped with a condition of owning various vocabularies and deep understanding of grammatical

structure in order to accurately interpret the words being translated.⁹⁵ The previous research finding indirectly implied that the vocabulary mastery of students really influenced the process of translation, if the students are not equipped with wide and various vocabularies, they will deal with the difficulty of translating the source language to the target language.

Then, the second research finding referring to the difficulty to determine several past forms of the vocabularies especially for the irregular changing words like verb has been also relevant with the previous research finding conducted by Mona Baker, she stated that understanding grammar that included to understand the changing form of a word or vocabulary based on the applied tense entailed correctly interpreting the meaning of the text.⁹⁶ In other words, the difficulty of the students in determining several past forms of the vocabularies are really one of the vocabulary difficulties in translating narrative text, because translating a text with accurately correct grammar form of the vocabulary is also included into influential aspect of translation.

Furthermore, those two findings are actually relevant with the theory of Input Hypothesis discovered by Stephen Krashen

⁹⁵Ahmad Nofrian and Syafryadin, "Students' Difficulties in Translating Narrative Text," *PROJECT (Professional Journal of English Education)* 6, no. 3 (May 2023): 483–89, <https://doi.org/10.22460/project.v6i3.p483-489>.

⁹⁶Mona Baker, *In Other Words: A Coursebook on Translation, In Other Words: A Coursebook on Translation Third Edition*, 2nd edition (London and New York: Routledge, 2011), <https://doi.org/10.4324/9781315619187>.

stating that the students will be failed to acquire new words when they do not understand enough vocabulary sourced to the input they receive.⁹⁷ In this way, the theory strengthened about the importance of understanding vocabularies in regard to its meaning, usage, and various forms. If the students just simply know the vocabulary and its meaning without knowing other aspects such the changing form of the vocabulary when it is used in different tenses, the students will be difficult to memorize, master, and use it in every context they want to apply it. Therefore, the students are expected to understanding the vocabularies before they use it to translate a source language to the target language in order that the vocabularies they use are not in miss direction.

In summary, based on the obtained data shown and analyzed from all the research instruments, the researcher came to conclusion that the findings related with the first focus of the recent research covered; first, the difficulty to translate the vocabularies that the students had previously never met, then they felt difficult to determine the appropriate words to translate the source language is related with the knowledge of students on their vocabulary mastery, the more the students master vocabularies, the easier for them to translate the narrative text from the source language to the target language. In other words, this point is in line

⁹⁷ Stephen D. Krashen, *The Input Hypothesis: Issues and Implications*, 1st ed. (London: Longman, 1985).

with the importance of having a lot and various vocabularies of the target language, so the students could interpret the meaning implied in the source language really well and transfer it to good form of the target language

Second, the difficulty to determine several past forms of the vocabularies especially for the irregular changing words like verb and noun, this focus is strongly connected with the students' grammatical understanding, because the knowledge of students in memorizing and understanding changing words like verb and noun when it is used in different tense is classified into grammar materials. Therefore, with its important position in translation, learning and understanding grammar would usefully help the students to translate.

2. The Reasons of Vocabulary Difficulties of Students in Translating Indonesian Narrative Text to English

Reasons can be simply defined as an either true or invented reason that a subject gives to explain certain condition that is being felt. In other words, it can be understood as a reason why certain things happen to anyone. In this context, the reasons go to be the aspects standing behind the vocabulary difficulties faced by Foreign Language Development Students in translating Indonesian narrative text to English. Investigating the reasons of a condition

could be the fundamental steps to provide effective solutions to solve the problems.

According to above mentioned findings, it could be highlighted that the reasons of students' vocabulary difficulties involved: 1) the less vocabulary owned by the students and low understanding felt by them, and 2) the students' low motivation to learn more and new vocabularies. On the first finding, it is actually relevant with the findings discovered a previous research conducted by Arono and Nadrah revealing that most students found it difficult in doing translation because of lack of vocabularies, with the condition of being lack in vocabulary, the students couldn't do the translation well, because they need many vocabularies to express what is stated in the source language.⁹⁸ But not only that, the first finding is also related with the theory of Vocabulary Knowledge Framework belongs to Nation conveying that low comprehension of the students in deeply understanding various vocabularies, commonly weakens their overall mastery on the vocabulary.⁹⁹ This theory underlines that students' comprehension on vocabulary influence the vocabulary mastery of them, in other words, what makes the mastery of the students on the vocabulary better is how they actually understand about the

⁹⁸Arono and Nadrah, "Students' Difficulties in Translating English Text," *JOALL (Journal of Applied Linguistics & Literature)* 4, no. 1 (February 2019): 88–99, <https://doi.org/10.33369/joall.v4i1.7384>.

⁹⁹ I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd ed. (Cambridge: Cambridge University Press, 2001).

vocabulary itself. It also refers to how they translate a source language to the target, once their vocabularies vary there will be no reasons of being less in owning the vocabularies that will be used to translate the text.

Then, the second research finding focusing on the reasons of students' vocabulary difficulties was also found to be the students' lack of motivation to learn more and various vocabularies, this finding is connected with the research discovery presented by Abu Ahmadi and Widodo Supriyono mentioning that successful learning can be established through motivation; students with high motivation will take their studies seriously and never give up on achieving their objectives.¹⁰⁰ The previous research by Ahmadi and Widodo strengthened about motivation as the driver on how the students will learn, highly motivated students will not keep doing the same mistakes because when they have ever made the mistake they will always pay attention to and make betterment of it as well.

Moreover, the finding is also relevant with the theory of Socio-Educational Model of Second Language Acquisition uncovered by Gardner revealing that motivation is truly one of the most significantly influencing factors in language learning, especially the integrative motivation that is explained as the desire

¹⁰⁰Ahmadi and Supriyono, *Psikologi Belajar*.

to unite with the target language.¹⁰¹ In this case, it can be assumed that students with high integrative motivation will be more likely to engage in vocabulary-rich input, so there will be no more reasons for them not to learn new vocabularies. Further, this second finding relevance reflects that the students' motivation affects their progress in learning including their translation learning, it then implies that students with high motivation of learning translation could solve and keep evaluating the difficulties they face, in vocabulary sides, when they make vocabulary mistakes in translation, and then they will fix it in the next translation they make.

In conclusion, the reasons of the Foreign Language Development Institute students' vocabulary difficulties in translating Indonesian narrative text to English were in two kinds, it involved: 1) students' less vocabulary and low understanding on the vocabularies, and 2) the students' low motivation to learn vocabulary, these two findings are actually students'-oriented problems. On the first finding, it implied that the students' mastery and comprehension on vocabularies influenced their vocabulary difficulty especially in term of having limited vocabularies used to translate the source language. Because what made the students did not know the word to translate a word from source language was

¹⁰¹ R. C. Gardner, *Socio Psychology and Second Language Learning: The Role of Attitudes and Motivation*, 1st ed. (London: Edward Arnold, 1985), <https://doi.org/https://doi.org/10.1037/h0083787>.

their less or limited vocabularies itself, once the students were equipped with so many and various vocabularies, they would not face a kind of difficulty such a condition of not knowing the target language form of the source language vocabulary.

Moreover, the second finding is strongly related with self-motivation of the students to learn more about the vocabularies they need to know. Motivation is actually a foundation for the students to learn, a highly motivated student will be more serious in learning rather than those who are not. In this case, if the students do not have high learning motivation to solve their difficulties, so they will stick with the condition of not being improved. It is related with the phenomena that the students with high learning motivation will keep evaluating the vocabulary mistakes they have made in their translation and make their translation results better in the end of the day, while the opposite students will simply ignore it and always keep repeating the same mistakes again and again, hence, self-motivation is considered one of influencing factors of the vocabulary difficulties the students faced in translation.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter of the recent presents the conclusion of the research findings and suggestions, as follow:

A. Conclusion

The conclusion of the discussion and analysis explained and presented in the previous chapter involves the following points:

1. The vocabulary difficulties of Foreign Language Development Institute students in translating Indonesian narrative text to English cover two kinds of difficulties. First, the difficulty to translate the vocabularies that the students had previously never met, then they felt difficult to determine the appropriate words to translate the source language words, and second, the difficulty to determine several past forms of the vocabularies especially for the irregular changing words like verb and noun.

2. Further, the second focus of vocabulary difficulties reasons of Foreign Language Development Institute students in translating Indonesian narrative text to English are in two kinds. First, the students' less vocabulary and low understanding on the vocabularies causing their low mastery on vocabularies, and second the students' low motivation to learn new and more various vocabularies causing their low vocabulary mastery and low comprehension on several changing words like irregular verbs.

B. Suggestion

After all the steps of conducting a research had been accomplished by the researcher in the researcher focusing on vocabulary difficulties of Foreign Language Development Institute students in translating Indonesian narrative text to English. In this last part, the researcher would love to give some suggestions for several sites related with the recent research, including:

1. Foreign Language Development Institute

For Foreign Language Development Institute as the place where the research was conducted, as a learning institution, the institution is expected to have better preparation in teaching the students a foreign language. The preparation could be in the form of better facilities (dictionaries, reading books, English materials) that is provided for the students to learn, newer and more attractive activities for the students to join, and more comprehensible materials for the students to study, so that the better learning condition for the students could appear and help them to explore more about English and in the end definitely sharpen their foreign language skills.

2. English Teachers

As the teaching and learning practitioner, English teacher in all kinds of institution is expected to be innovative in teaching the students. Once a method doesn't work to ensure the students'

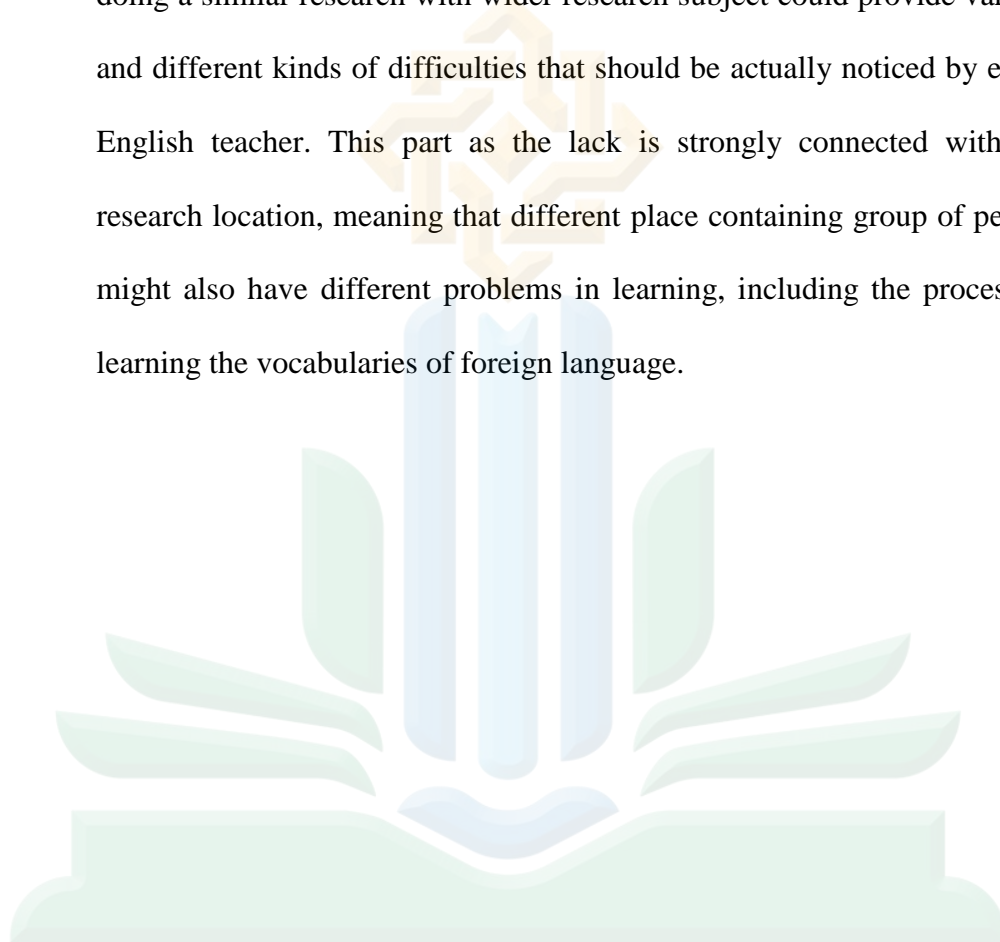
understanding on the given materials, the teacher should actually go exploring other methods for explaining the materials. Also, the English teacher is expected to be always available to provide the students with any answers of the questions the students ask. Keeping the students highly motivated to learn a foreign language is also the obligation of the teacher, therefore, being innovative, active, and attractive educator is the expectation for all English teachers.

3. Future Researchers

In order to obtain additional surprises connected to the recent research discussion, future researchers should be more critical in their pursuit of similar phenomena. Additionally, expanding the research's focus and object is crucial to determine the truthfulness of the linked concept under discussion. In fact, that learning vocabularies is a must for all foreign language learning, and it happens everywhere, so that wider subjects and object could help the researchers to discover new findings related with the vocabulary difficulties that the students feel.

As the research limitation, the researcher thought that several parts of this recent research could still be deeper explored with the aim of gaining better research findings. The first part comes to the side of wider range of research subjects, it is due to the fact that every human might have their own tendency in learning and so is the difficulty, therefore

doing a similar research with wider research subject could provide various and different kinds of difficulties that should be actually noticed by every English teacher. This part as the lack is strongly connected with the research location, meaning that different place containing group of people might also have different problems in learning, including the process of learning the vocabularies of foreign language.



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STATEMENT OF AUTHENTICITY

The undersigned below:

Name : Khairun Auliyatun Nisak
SRN : 214101060017
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

states that this undergraduate thesis entitled "Discovering Vocabulary Difficulties of Foreign Language Development Institute Students in Translating Indonesian Narrative Text to English" is truly the writer original work. It does not incorporate with any materials previously written by another person except those indicated in citation and references. In fact, the writer is the only person who is responsible for the thesis if there is any objection or claim from others.

Jember, May 22, 2025



Khairun Auliyatun Nisak
NIM. 214101060017

APPENDIXES

Appendix 1: Research Matrix

Title	Research Question	Variables	Indicator	Data Source	Research Methodology
Discovering Students' Vocabulary Difficulties of Nurul Jadid Foreign Language Development Institute in Translating Indonesian Narrative Text to English	<p>1. What are the vocabulary difficulties of Foreign Language Development Institute Students in translating Indonesian narrative text to English?</p> <p>2. What are the excuses of vocabulary difficulties of Foreign Language</p>	<p>1. Students' Vocabulary Difficulties</p> <p>2. Translating Indonesian to English</p>	<p>Students' Vocabularies Difficulties Indicators:</p> <ul style="list-style-type: none"> a. Spelling b. Grammar c. Meaning equivalence <p>Important aspects of good translation:</p> <ul style="list-style-type: none"> a. Transfer of message b. Accuracy of message disclosure c. Nature of language translation 	<p>1. Research Subject:</p> <ul style="list-style-type: none"> a. Students of Foreign Language Development Institute b. Instructors, teachers, or administrator of Foreign Language Development Institute <p>2. Review of Related Literature</p>	<p>1. Research Approach: Qualitative research</p> <p>2. Research Design: Descriptive qualitative</p> <p>3. Research Location: Foreign Language Development Institute of Nurul Jadid Islamic Boarding School Paiton, Probolinggo.</p> <p>4. Data Collection Technique:</p> <ul style="list-style-type: none"> a. Interview b. Observation c. Documents Review <p>5. Data Analysis: Miles, Huberman, and Saldana</p>

	<p>Development</p> <p>Institute students in translating Indonesian narrative text to English?</p>	<p>3. Narrative Text</p>	<p>Story Structure:</p> <ul style="list-style-type: none"> a. Characters b. Setting c. Plot d. Conflict <p>Language Features:</p> <ul style="list-style-type: none"> a. Action verbs b. Past tense c. Dialogue 	<p>Model:</p> <ul style="list-style-type: none"> a. Data Condensation b. Data Display c. Drawing and Verifying Conclusion <p>6. Data Validity:</p> <ul style="list-style-type: none"> a. Data Source Triangulation b. Technique Triangulation
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Appendix 2: Forms of Data Collection

INTERVIEW SHEETS

- **For Instructor/ Administrator of Foreign Language Development Institute:**

No.	Questions	Answers
1.	Does the institution have special or specific course that teaches the students about translation?	
2.	As the instructor/ administrator in the institution, what do you contribute for the translation activity of students?	
3.	What do you think about the translation results produced by the students? Both in the Indonesian to English or vice versa.	
4.	What kinds of text which are usually given to the students that they should translate?	
5.	What kinds of difficulties that the students face in translating both Indonesian to English or English to Indonesian texts?	
6.	In side of vocabulary difficulties, what are the common difficulties in form of vocabulary mistakes made by the students in translating Indonesian to English text? (More preferring to narrative text)	

7.	What do you think are the factors causing those vocabulary difficulties, you previously mentioned, that the students face in translation?	
8.	As the English instructor or the institution administrator, what have you done or have planned to solve the translation difficulties in form vocabulary problems that the students make in translating the given text? (More preferring to narrative text)	
9.	What activities do the students do to solve their own difficulties in form of vocabulary problems in translation?	

• **For Students of Foreign Language Development Institute:**

No.	Questions	Answers
1.	Does the institution have special or specific course that teaches the students about translation?	
2.	As the instructor/ administrator in the institution, what do you contribute for the translation activity of students?	
3.	What do you think about the translation results produced by the students? Both in the Indonesian to English or vice versa.	
4.	What kinds of text which are usually given to the students that	

	they should translate?	
5.	What kinds of difficulties that the students face in translating both Indonesian to English or English to Indonesian texts?	
6.	In side of vocabulary difficulties, what are the common difficulties in form of vocabulary mistakes made by the students in translating Indonesian to English text? (More preferring to narrative text)	
7.	What do you think are the factors causing those vocabulary difficulties, you previously mentioned, that the students face in translation?	
8.	As the English instructor or the institution administrator, what have you done or have planned to solve the translation difficulties in form vocabulary problems that the students make in translating the given text? (More preferring to narrative text)	
9.	What activities do the students do to solve their own difficulties in form of vocabulary problems in translation?	

OBSERVATION SHEET

No.	Description	True	False	Note
1.	The instructor or administrator gives comment on the translation results of the students, on every mistake the students make.			
2.	The instructor or administrator provides the text for the translation activity.			
3.	The instructor or administrator provides printed dictionary (Indonesian to English/ English to Indonesian) for the students to look up the words they haven't known.			
4.	The institution is equipped with some English textbooks for the students to read.			
5.	The instructor or administrator gives oral suggestion on the translation mistakes made by the students.			
6.	The students seem difficult to translate the text without the help of dictionary (lack of vocabulary).			
7.	The students feel more confident to translate the text with the help of written grammar materials and dictionary.			

8.	The students evaluate their translation.			
9.	The students initiate their own better results of translation based on the mistakes they make in translating the text.			
10.	The students share with other students about their translation, on the mistakes and problems they make in translation.			
11.	The students question the mistakes they have gotten, in the teaching and learning activity to the instructor.			

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TRANSLATION TEXT

Malin Kundang

Dahulu, di sebuah dusun nelayan, tepatnya di Sumatra Barat, hiduplah seorang anak laki-laki bernama Malin Kundang. Ia tinggal bersama ibundanya, Mande Rubayah. Sang ayah telah lama pergi meninggalkan ibu dan anak semata wayangnya itu.

Malin tumbuh menjadi anak yang cerdas dan pemberani, tapi sedikit nakal. Mereka hidup serba kekurangan. Hingga suatu hari ketika Malin beranjak dewasa, ia tertarik dengan ajakan seorang nahkoda kapal dagang yang dulunya miskin sekarang sudah menjadi seroang yang kaya raya.

Beberapa tahun berlalu, kini Malin telah menjadi seorang nahkoda yang mengepalai banyak kapal dagang. Ia pun berhasil memperistri salah seorang putri raja yang cantik jelita.

Suatu ketika, sampailah kapal mereka di kampung tempat Malin dulu dibesarkan. Malin kundang pun turun dari kappal kemudian disambut oleh ibundanya.

Menanggapi pelukan ibunya, Malin Kundang justru malah melepaskan pelukan tersebut dan mendorong ibunya hingga terjatuh. Nyatanya, Malin berpura-pura tidak mengenalibunya, karena malu melihat ibunya yang sudah tua dan memakai baju compang camping.

Melihat tingkah Malin yang congkak di depan istrinya. Mande Rubayah sangat sakit hati. Ia melihat kapal anaknya yang bertolak dari pantai, sambil berdoa dalam hatinya agar Tuhan menghukum anaknya. Badai besar kemudian menerjang kapal Malin Kundang sampai seluruh isinya hancur berhamburan. Ternyata serpihan kapal ini berubah menjadi batu karang, termasuk sosok Malin Kundang yang sedang bersimpuh.

Kisah Malin Kundang kerap dikaitkan dengan keberadaan batu yang disebut-sebut sebagai jelmaan seorang Malin, tokoh utama dalam cerita tersebut. Daya tarik dari cerita rakyat satu ini yaitu pesan moral yang tersirat di dalam ceritanya, yakni tentang kewajiban anak untuk menghormati, menghargai, dan berbakti kepada orang tua.

Appendix 3: Letter of Instruments Validation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3687/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Menjadi Validator**

Yth. Isnadi, S.S., M.Pd.

Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Isnadi, S.S., M.Pd. untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM	: 214101060017
Nama	: KHAIRUN AULIYATUN NISAK
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS
Judul Skripsi	: DISCOVERING STUDENTS' VOCABULARY DIFFICULTIES IN TRANSLATING INDONESIAN NARRATIVE TEXT TO ENGLISH

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 27 Mei 2025

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 4: Instruments Validation Sheets

INTERVIEW VALIDATION SHEET

Validator Name : Isnadi, S.S., M.Pd.
 NIP : 197106102014111004
 Proficiency : Language Translation
 Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember
 Thesis Title : Discovering Students' Vocabulary Difficulties in Translating Indonesian to English Narrative Text

A. ASSESSMENT FOR THE INTERVIEW SHEET CONSTRUCTION

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The interview sheet is clearly formulated						
2	The interview sheet covers the aspects of the research, including: <i>a. Instructors' contribution in students' translation activity</i>						
	<i>b. Students' translation activity</i>						
	<i>c. Students' vocabulary difficulties in translation</i>						
	<i>d. Excuses standing behind the students' vocabulary difficulties in translation</i>						
3	The limits of interview sheet can answer the research questions						

B. ASSESSMENT FOR THE INTERVIEW SHEET LANGUAGE USE

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The interview sheet is arranged with a good language of English based on the correct and appropriate linguistic rules						
2	The interview sheet uses the understandable and comprehensible language						
3	The interview sheet uses communicative language						
4	The interview sheet is free from statements emerging the double interpretation						

C. ASSESSMENT FOR THE INTERVIEW SHEET MATERIAL

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The interview sheet can find the information related with students' translation difficulties						

2	The interview sheet can find the information to discover the students' vocabulary difficulties in translating Indonesian to English narrative text						
3	The interview sheet can be the relevant data source for the research discussion focus						

This interview guidance is generally:
(Please give the checklist sign based on your scoring result)

PU : Proper to use ()

PUR : Proper to use with revision ()

IPS : Improper to use ()

Jember, 28 Mei 2025
 Validator,

Isnadi, S.S., M.Pd.
NIP. 197106102014111004

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 J E M B E R

OBSERVATION VALIDATION SHEET

Validator Name : Mr. Isnadi, S.S., M.Pd.
 NIP : 197106102014111004
 Proficiency : Language Translation
 Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember
 Thesis Title : Discovering Students' Vocabulary Difficulties in Translating
 Indonesian to English Narrative Text

A. ASSESSMENT FOR THE OBSERVATION SHEET CONSTRUCTION

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The observation sheet is clearly formulated						
2	The observation sheet covers several aspects of the research, including: <i>a. Instructors' contribution in students' translation activity</i>						
	<i>b. Students' translation activity</i>						
	<i>c. Students' vocabulary difficulties in translation</i>						
	<i>d. Excuses standing behind the students' vocabulary difficulties in translation</i>						
3	The limits of the observation sheet can answer the research questions						

B. ASSESSMENT FOR THE OBSERVATION SHEET LANGUAGE USE

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The observation sheet uses the good language of English based on the correct and appropriate linguistic rules						
2	The observation sheet uses the understandable and comprehensible language						
3	The observation sheet uses communicative language						
4	The observation sheet is free from statements emerging the double interpretation						

C. ASSESSMENT FOR THE OBSERVATION SHEET MATERIAL

Please give a checklist sign in the available space based on your scoring result;

1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Scoring Scale					Suggestion
		1	2	3	4	5	
1	The observation sheet can find the information related with students' translation difficulties						

2	The observation sheet can find the information to discover the students' vocabulary difficulties in translating Indonesian to English narrative text					
3	The observation sheet can be the relevant data source for the research discussion focus					

This interview guidance is generally:

(Please give the checklist sign based on your scoring result)

PU : Proper to use ()

PUR : Proper to use with revision ()

IPS : Improper to use ()

Jember, 28 Mei 2025
Validator,

Isnadi, S.S., M.Pd.
NIP. 197106102014111004

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Appendix 5: Interview Result

• Instructor 1: Siti Munawaroh

No.	Questions	Answers
1.	Does the institution have special or specific course that teaches the students about translation?	Yes we do, this is conducted at SMP Nurul Jadid especially at night
2.	As the instructor/ administrator in the institution, what do you contribute for the translation activity of students?	We don't contribute to much, we just contribute when we are correcting their text
3.	What do you think about the translation results produced by the students? Both in the Indonesian to English or vice versa.	They do it well
4.	What kinds of text which are usually given to the students that they should translate?	Narrative text
5.	What kinds of difficulties that the students face in translating both Indonesian to English or English to Indonesian texts?	Less in knowing high vocabularies
6.	In side of vocabulary difficulties, what are the common difficulties in form of vocabulary mistakes made by the students in translating Indonesian to English text? (More preferring to narrative text)	They are less in exploring the vocabularies rightly, then, they are also less in knowing grammatical structure of the vocabularies itself
7.	What do you think are the factors causing those vocabulary difficulties, you previously mentioned, that the students face	It might be caused by the low understanding of students toward the vocabularies existing in the text. They also don't have initiatives to learn new

	in translation?	vocabulary on their own
8.	As the English instructor or the institution administrator, what have you done or have planned to solve the translation difficulties in form vocabulary problems that the students make in translating the given text? (More preferring to narrative text)	Giving of facilitate something for their teaching learning
9.	What activities do the students do to solve their own difficulties in form of vocabulary problems in translation?	Keep trying and studying hard

• **Instructor 2:** Nur Diana Kholishoh

No.	Questions	Answers
1.	Does the institution have special or specific course that teaches the students about translation?	Yes, we do have specific course that teaches translation. Specifically in SMP Nurul Jadid and our dorm
2.	As the instructor/ administrator in the institution, what do you contribute for the translation activity of students?	We don't contribute too much because the teacher has taught them in the course
3.	What do you think about the translation results produced by the students? Both in the Indonesian to English or vice versa.	They proceed very well as a student because they grow up step by step from elementary level to intermediate
4.	What kinds of text which are usually given to the students that they should translate?	They might translate news paper or text given by mentor
5.	What kinds of difficulties that the students face in translating both	Less in exploring new vocabularies or proper vocabulary used for a good

	Indonesian to English or English to Indonesian texts?	translation
6.	In side of vocabulary difficulties, what are the common difficulties in form of vocabulary mistakes made by the students in translating Indonesian to English text? (More preferring to narrative text)	The students can't relate the Indonesia text to good English. They also often translate each word, with incorrect grammatical usage
7.	What do you think are the factors causing those vocabulary difficulties, you previously mentioned, that the students face in translation?	Their low understanding on the vocabularies, and most of them are not having passion in translation making themselves not being active to explore other new vocabularies to improve their translation
8.	As the English instructor or the institution administrator, what have you done or have planned to solve the translation difficulties in form vocabulary problems that the students make in translating the given text? (More preferring to narrative text)	We always try to facilitate what they need to support their teaching learning process
9.	What activities do the students do to solve their own difficulties in form of vocabulary problems in translation?	Keep trying and always working hard to repair the mistake

• **Student 1:** Ayeisha Salbila

No.	Questions	Answers
1.	In Foreign Language Development Institute, are you taught with specific materials of translation in any course?	Yes, I am

2.	Do you get any activity related with translation?	Yes, I do. The activity is conducted on Tuesday
3.	What kinds of text you are usually given to translate?	News paper, book, short story, story book, etc
4.	What do you know about narrative text? Do you ever translate the text in the translation activity?	Yes, I do
5.	What do you think about the translation you have done? Has it been good enough, still worse, or totally correct?	It has been good enough because here I am taught to have good translation
6.	What are the difficulties in translation you commonly make?	The high vocabularies that never I hear and I should look for the meanings
7.	What are the vocabulary difficulties you usually make when translating a text? (More preferring to narrative text)	Difficult vocabularies existing in the text, it makes me feel difficult to translate it
8.	What do you think are the factors that cause the vocabulary difficulties you make when translating a narrative text?	I think it is because my less understanding about the words, and I never used the English form of that vocabulary, I don't know how to translate it
9.	What are you doing to solve the difficulties you face in side of vocabulary problems in translating narrative text?	Reading dictionaries, English books and etc
10.	Is there any solutions given by your English instructor or administrator to solve the vocabulary difficulties you face in translation?	Reading English books and News paper

• **Student 2:** Sindi Apriliya

No.	Questions	Answers
1.	In Foreign Language Development Institute, are you taught with specific materials of translation in any course?	Of course we are taught that materials in our course and our teacher teaches us well
2.	Do you get any activity related with translation?	Yes I do
3.	What kinds of text you are usually given to translate?	Narrative text, Newspaper text, etc
4.	What do you know about narrative text? Do you ever translate the text in the translation activity?	Narrative text is exist with a story that created by the maker of it. Yes I ever translate that text
5.	What do you think about the translation you have done? Has it been good enough, still worse, or totally correct?	I think it has been good enough because we have been usually to get translation activity, but sometimes there are some wrong things exist
6.	What are the difficulties in translation you commonly make?	Compost text is difficulties because we should think about the text then we translate it directly, I feel that my vocabulary is too low
7.	What are the vocabulary difficulties you usually make when translating a text? (More preferring to narrative text)	I think my vocabulary is too low, I couldn't translate the words that I never know
8.	What do you think are the factors that cause the vocabulary difficulties you make when translating a narrative text?	It is caused by my vocabulary is still less and sometimes I am just lazy to learn any new vocabularies, therefore it makes my difficult to make the translation of the text

9.	What are you doing to solve the difficulties you face in side of vocabulary problems in translating narrative text?	Looking up the meaning in dictionary and ask more about the difficult vocabulary to our upper level and teacher
10.	Is there any solutions given by your English instructor or administrator to solve the vocabulary difficulties you face in translation?	We have to read a lot of English book, exercise to translate any text every day and implement all vocabulary we learn in daily life

• **Students 3: Hofifatun N.**

No.	Questions	Answers
1.	In Foreign Language Development Institute, are you taught with specific materials of translation in any course?	Yes I am
2.	Do you get any activity related with translation?	Yes I do
3.	What kinds of text you are usually given to translate?	News paper, books, and leaflet
4.	What do you know about narrative text? Do you ever translate the text in the translation activity?	Narrative text is some text that same like short story. Yes I do
5.	What do you think about the translation you have done? Has it been good enough, still worse, or totally correct?	Still worse
6.	What are the difficulties in translation you commonly make?	To understand the high vocabulary in that text

7.	What are the vocabulary difficulties you usually make when translating a text? (More preferring to narrative text)	Sometimes, the text consists of high (<i>difficult</i>) vocabularies
8.	What do you think are the factors that cause the vocabulary difficulties you make when translating a narrative text?	Because I'm less active and diligent to look for vocabularies that I don't know in dictionary, because I'm usually lazy to memorize new vocabularies
9.	What are you doing to solve the difficulties you face in side of vocabulary problems in translating narrative text?	I will read more and we can use other vocabularies to translate
10.	Is there any solutions given by your English instructor or administrator to solve the vocabulary difficulties you face in translation?	We can look up our dictionary as well

• **Student 4:** Alifa Hilma Nadhifa

No.	Questions	Answers
1.	In Foreign Language Development Institute, are you taught with specific materials of translation in any course?	Yes I am
2.	Do you get any activity related with translation?	Yes I do
3.	What kinds of text you are usually given to translate?	News paper, books, leaflet
4.	What do you know about narrative text? Do you ever translate the text in the translation activity?	Short story, and there is no the dialogue

5.	What do you think about the translation you have done? Has it been good enough, still worse, or totally correct?	It still worse
6.	What are the difficulties in translation you commonly make?	The high vocabulary in that text
7.	What are the vocabulary difficulties you usually make when translating a text? (More preferring to narrative text)	Difficult vocabulary in the text, and I sometimes also feel difficult in determining the past form of several vocabularies especially when it comes to irregular verb
8.	What do you think are the factors that cause the vocabulary difficulties you make when translating a narrative text?	Because I don't think that I should learn new vocabularies, I'm also not that often to open up my dictionary and memorize new English vocabularies that I don't know
9.	What are you doing to solve the difficulties you face in side of vocabulary problems in translating narrative text?	I will read the vocabulary and look for what is the meaning of the vocabulary
10.	Is there any solutions given by your English instructor or administrator to solve the vocabulary difficulties you face in translation?	Understand the text as well

• **Students 5:** Holifatur Rosida

No.	Questions	Answers
1.	In Foreign Language Development Institute, are you taught with specific materials of translation in any course?	No I'm not

2.	Do you get any activity related with translation?	Yes, certainly!
3.	What kinds of text you are usually given to translate?	Science book, history book, etc
4.	What do you know about narrative text? Do you ever translate the text in the translation activity?	Narrative text is some text that use simple past, retell about last tragedy. Yes I do
5.	What do you think about the translation you have done? Has it been good enough, still worse, or totally correct?	It has been good enough I think
6.	What are the difficulties in translation you commonly make?	High vocabulary that I never know before
7.	What are the vocabulary difficulties you usually make when translating a text? (More preferring to narrative text)	When I find strange or slang vocabulary, where I never see the vocabulary before.
8.	What do you think are the factors that cause the vocabulary difficulties you make when translating a narrative text?	Maybe it's cause by I'm less opening dictionary and often use common vocabulary
9.	What are you doing to solve the difficulties you face in side of vocabulary problems in translating narrative text?	I will be more diligent to open dictionary and learn from some difficult songs
10.	Is there any solutions given by your English instructor or administrator to solve the vocabulary difficulties you face in translation?	Of course! By listening conversation, opening dictionary or English book often, etc

Appendix 6: Observation Result

No.	Description	True	False	Note
1.	The instructor or administrator gives comment on the translation results of the students, on every mistake the students make.	√		In every translation activity that was conducted in Foreign Language Development Institute, the instructor is obligated to correct the translation result of the students
2.	The instructor or administrator provides the text for the translation activity.	√		For the text that should be translated by the students in translation activity, the instructor or administrator is the one providing the text, with the aim of ensuring that the translated text is well understood
3.	The instructor or administrator provides printed dictionary (Indonesian to English/ English to Indonesian) for the students to look up the words they haven't known.	√		Each student of Foreign Language Development Institute has owned their own dictionary. The used dictionary is the version of John M. Echols and Hassan Shadily
4.	The institution is equipped with some English textbooks for the students to read.	√		Besides providing the every student of the institution with dictionary. The institution also has special room for library containing various English reading textbooks
5.	The instructor or administrator gives oral suggestion on the translation mistakes made by	√		After the translation activity conducted, in the later activity, the instructor gives comments

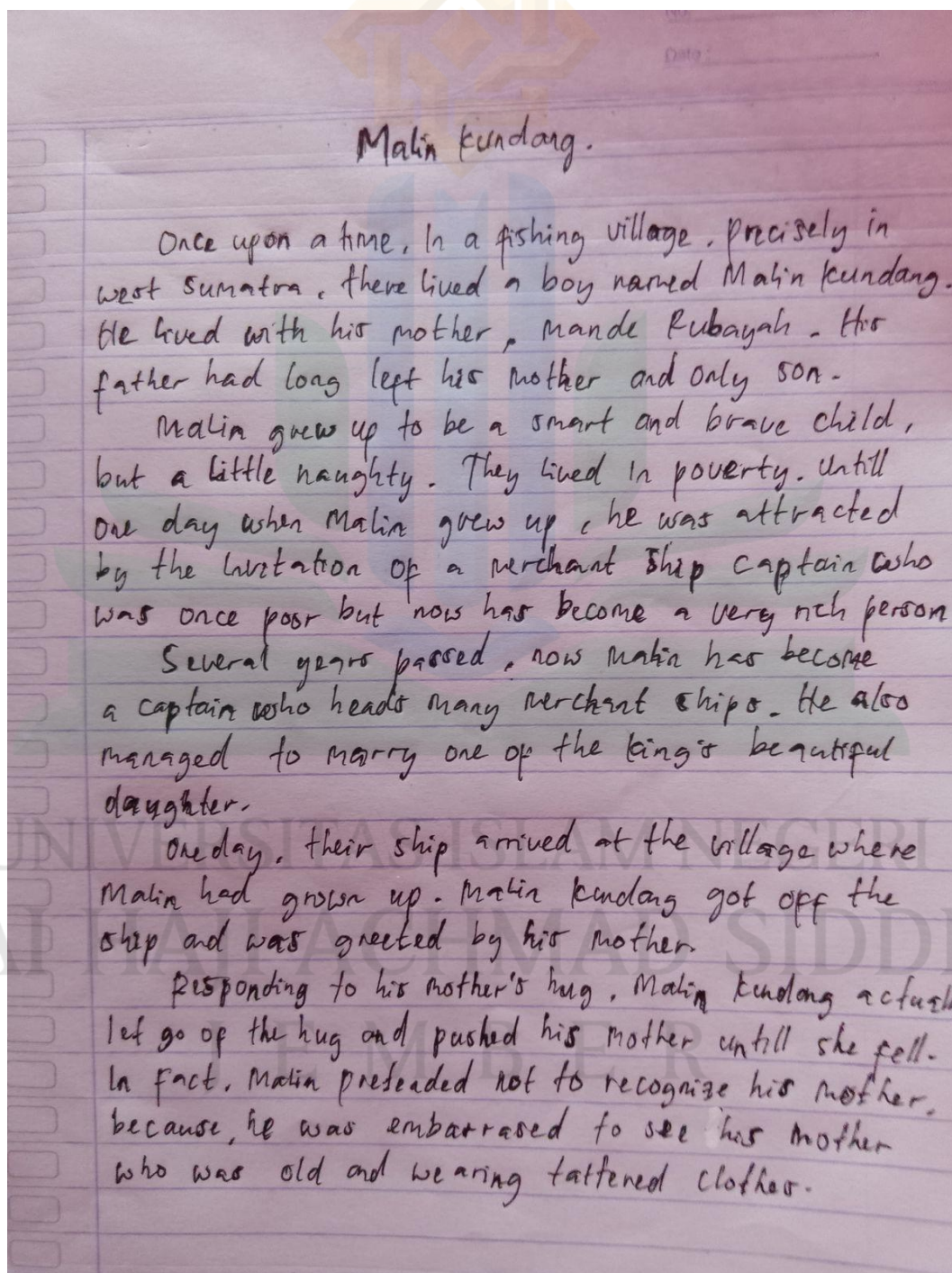
	the students.			to the mistakes the students made in previous meeting. Both the instructor and the students then discussed the mistakes together
6.	The students seem difficult to translate the text without the help of dictionary (lack of vocabulary).	√		By the rule the researcher proposed of prohibiting the students to open dictionary in first early 30 minutes when the translation activity started, the students looked confused when they translated the given text that must be translated
7.	The students feel more confident to translate the text with the help of written grammar materials and dictionary.	√		After 30 minutes passed, when the students had been allowed to use dictionaries, they didn't look confused in translating the text. It implies that the students were in lack of vocabularies supposing them to always seek for the unknown word they didn't know the meaning
8.	The students evaluate their translation.		√	When they had discussed the translation mistakes they made with the teacher. The students just put away their translation paper, while not even rechecking the translation mistakes they made
9.	The students initiate their own better results of translation based on the mistakes they		√	It just happened in the middle of the translation activity

	make in translating the text.			
10.	The students share with other students about their translation, on the mistakes and problems they make in translation.	√		There were no further discussion among students about their translation results, out of the translation activity
11.	The students question the mistakes they have gotten, in the teaching and learning activity to the instructor.	√		The students asked several materials regarding the vocabulary mistakes they made. The question was like: “What is the verb 2 of “has” Ms?” and <i>etc.</i>

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J E M B E R

Appendix 7: Documents Review/ Documentation

- Students' Translation Results



No. _____
Date : _____

Seeing Mahin's arrogant behavior in front of his wife. Mande Pabayah was very hurt. She saw her son's ship leaving the beach, while praying in her heart that God would punish her son. A big storm then hit Mahin Kundang's ship until all its contents were destroyed and scattered. It turned out that the fragments of this ship turned into rocks, including the figure of Mahin Kundang who was kneeling.

The story of Mahin Kundang is often associated with the existence of a stone that is said to be the incarnation of Mahin. The main character in the story. The attraction of this folk tale is the moral message implied in the story, namely about the obligation of children to respect, appreciate and be devoted to others.

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JEMBER

"Malin Kundang"

No. _____

Date: _____

Long time ago, in small fishing village in West Sumatra, there lived a boy named Malin Kundang. He lived with his mother named Mande Rubayah. His father had left them a long time ago, only leaving Malin and his mother.

Malin grew up to be a smart and brave boy, but he was also a bit naughty. They were poor and had a tough life. One day, when Malin got older, he met a rich ship captain who used to be poor. The captain invited him to join and work on his trading ship. Malin hoped for a better life and decided to go with him.

Year by year, Malin became a successful captain himself. He had many ships and even married with a beautiful princess.

One day, his ship stopped at the village where he was born. When Malin got off the ship, his mother ran to hug him. But, Malin did not hug her back. Malin pushed her away. He pretended not to know her because he was shy by her old and ragged appearance.

Seeing her son act like that, Mande Rubayah was broken heart. As Malin's ship left,

SIDU

No. _____

Date: _____

she prayed for God to punish him. Suddenly, a big storm hit Malin's ship, destroying everything on board and also Malin who was left frozen like a statue.

People say that even today, you can see a rock shaped like a kneeling man, believed to be Malin Kundang. This story teaches us an important lesson that always respect and take care of your parent.

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JEMBER

Malin Kundang

Once upon time, in a fishing village, precisely in West Sumatra, there lived a boy named Malin Kundang. He lived with his mother, Mande Rubayah. His father had died since left his mother and the only a child.

Malin grew up to be smart and brave son, but a little naughty. They lived in poverty, until one day when Malin grew adult, he was interested to the invitation of a merchant ship captain who was once poor but now had become a very rich person.

After several years, Malin had become a captain who headed many merchant ships. He also succeeded in marrying one of beautiful princess. One day, their ship arrived at the village where Malin was growing up. Malin Kundang got off the ship and was greeted by his mother.

In response to his mother's hug, Malin Kundang take the hug out and pushed his mother until she fell. In fact, Malin pretended not to recognize his mother, because he was embarrassed to see his mother who was getting old and wearing tattered clothes.

Seeing Malin's arrogant act in front of the wife Mande Rubayah was very hurted. She saw her sons ship leaving the beach, while praying to the God to punish her son. A minutes after, a big storm hit Malin Kundang's ship untill all its content were destroyed. Willy nilly the fragments of the ship turned into rocks, including Malin Kundang who was kneeling.

The story of Malin Kundang is often associated with the existence with the existence of a stone that is said to be Incarnation of Malin, as the main character in the story. The attraction of this folk tale is the moral message implred in the story, that was the obligation of respecting, appreciating, and devoting to the parents.

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KIAI HAJI ACHMAD SIDDIQ

J E M B E R

- Students' Facilities for Translation



- **Students' Teaching Learning Activity**



Picture. 1 Instructor commenting and explaining the students mistakes in their translation



Picture. 2 Students-Instructor discussion on students' translation result



Picture. 3 The researcher with the Students of Foreign Language Development Institute


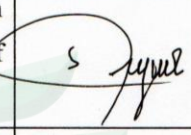
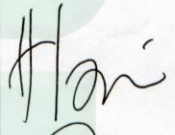
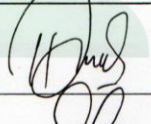
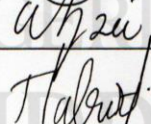



Picture. 4 The researcher with the Instructors of Foreign Language Development Institute

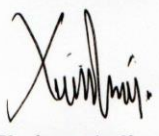
Appendix 8: Research Journal

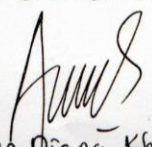
RESEARCH JOURNAL

Discovering Students' Vocabulary Difficulties of Foreign Language Development Institute in Translating Indonesian Narrative Text to English

No.	Date	Activity	Signature
1.	05 November 2024	The researcher conducted preliminary observation in research location to find out a phenomenon that can be a research main topic	
2.	13 November 2024	The researcher confirmed the research permission by giving the letter of research permission to the institute	
3.	15 Februari 2025	The researcher did an interview section to 5 students and 2 instructors or administrator who had been chosen to be the research subject	
4.	01 Maret 2025	The researcher observed the translation activity and students' daily learning	
5.	03 Mei 2025	The researcher completed the required data for the research	
6.	19 Mei 2025	The researcher asked for research completion letter to the institute	

Peneliti Jember, May, 2025
 Lembaga Pengembangan Bahasa Asing


Khairun Auliyatun Nisak


 (.....
 Nur Diana Kholishoh.....)

Appendix 9: Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-10481/In.20/3.a/PP.009/02/2025
 Sifat : Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Foreign Language Development Institute (FLDI)
 Jl. Kyai Haji Mun'im, Dusun Tj. Lor, Karanganyar, Kec. Paiton, Kabupaten Probolinggo,
 Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
 Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 214101060017
Nama	: KHAIRUN AULIYATUN NISAK
Semester	: Semester delapan
Program Studi	: TADris BAHASA INGGRIS


untuk mengadakan Penelitian/Riset mengenai "DISCOVERING STUDENTS'
 VOCABULARY DIFFICULTIES IN TRANSLATING INDONESIA NARRATIVE
 TEXT TO ENGLISH" selama 30 (tiga puluh) hari di lingkungan lembaga
 wewenang Ibu Ny. Hj umi haniah S. Thi.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Februari 2025
 Dekan,
 KHOTIBUL UMAM



Appendix 10: Letter of Research Completion



معهد نور الجديد الإسلامي للتربية والعلوم
مركز ترقية اللغة الأجنبية

NURUL JADID ISLAMIC INSTITUTE FOR EDUCATION AND SCIENCE
FOREIGN LANGUAGE DEVELOPMENT INSTITUTE

كراچ ايار بيطان برابانجا جلوي الشرقية، رقم الهاتف: 081334021367 البريد الإلكتروني: lpbaenje12@gmail.com
KARANGANYAR PAITON PROBOLINGGO EAST JAVA 67291 PHONE : 081334021367 EMAIL: lpbaenje12@gmail.com

Nomor : NJ-H/09/0025/A.II/05.2025
Lampiran : -
Perihal : **Keterangan Penelitian**

Kepada :
Yth. **Dekan Fakultas Tarbiyah dan Ilmu Keguruan**
Universitas Islam Negeri Kiai Haji Achmad Siddiq
di Tempat

Assalamu'alaikum War. Wab.

Salam sejahtera kami sampaikan semoga Bapak/Ibu tetap dalam naungan Taufiq dan Hidayahnya sehingga tetap mampu melaksanakan aktivitas sehari-hari.

Yang bertanda tangan dibawah ini adalah wakil direktur Lembaga Pengembangan Bahasa Asing PP. Nurul Jadid Paiton Probolinggo Menerangkan dengan sebenarnya bahwa :

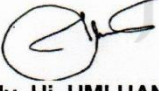
Nama : **KHAIRUN AULIYATUN NISAK**
NIM : **214101060017**
Prodi : **Tadris Bahasa Inggris**
Judul Skripsi : **"Discovering Students' Vocabulary Difficulties In Translating Indonesia Narrative Text To English"**

Telah melakukan kegiatan penelitian untuk menyelesaikan tugas akhir selama 30 hari di Lembaga Pengembangan Bahasa Asing (LPBA) PP. Nurul Jadid Paiton Probolinggo.

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum War. Wab.

Paiton, 17 Mei 2025
an. Direktur LPBA,
Wakil Direktur LPBA,



Ny. Hj. UMI HANIAH, S. Th. I

Appendix 11: Letter of Plagiarism Check



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Khairun Auliyatun Nisak
 NIM : 214101060017
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : Discovering Students' Vocabulary difficulties in Translating Indonesian to English Narrative text

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (16.6%)

1. BAB I: 28 %
2. BAB II: 30 %
3. BAB III: 21 %
4. BAB IV: 4 %
5. BAB V: 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 19 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

(ULFA DINA NOVIENDA S.Sos., M.Pd.)

- NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan
 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

Appendix 12: Researcher's Biography



Personal Information:

- Complete Name : Khairun Auliyatun Nisak
- SRN : 214101060017
- Gender : Female
- Place, Data of Birth : Situbondo, September 15th 2002
- Address : Kilensari, Panarukan, Situbondo
- Religion : Islam
- Faculty/ Study Program : FTIK/ English Education Department
- Phone Number : 0831-4666-5722
- Email Address : aulianisak15@gmail.com

Educational Background:

- Elementary School (2009-2015) : SD Muhammadiyah 1 Panarukan
- Junior High School (2015-2018) : SMP Nurul Jadid
- Senior High School (2018-2021) : SMK Nurul Jadid
- University (2021-2025) : UIN KHAS Jember

Organizational Experience:

- Member of Foreign Magazine Publication Council (BPMA) of Foreign Language Development Institute (LPBA) Nurul Jadid