

STUDENT PERSPECTIVE IN TRANSLATING DESCRIPTIVE AND NARRATIVE TEXT FROM ENGLISH TO INDONESIA AT SMAN 1 GEBANG

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Abstract

Translation plays an important role in English language learning, particularly at the high school level in Indonesia, where students are often tasked with translating descriptive and narrative texts. The purpose of this study is to analyze students' perspectives in translating descriptive and narrative texts from English to Indonesian at SMAN 1 Gebang. The research method used in this study is qualitative by using a questionnaire as a data collection tool to see students' perspectives in translating descriptive and narrative texts using a Likert scale to measure students' perspectives in translating. The location of the study was conducted at SMAN 1 Gebang using a sample of 20 students selected through random sampling. The findings showed that 50% of students often had difficulty in understanding vocabulary, maintaining the original meaning of the text, and reformulating sentences in Indonesian. Some 40% of students relied heavily on context and tools such as dictionaries or online translators due to lack of mastery of vocabulary and understanding of translation strategies. In addition, 40% of students experienced cultural and linguistic differences between English and Indonesian identified as the main factors affecting translation results.

Keywords: perspective, translating, descriptive text, narrative text

Abstrak

Penerjemahan memegang peranan penting dalam pembelajaran bahasa Inggris, khususnya pada jenjang sekolah menengah atas di Indonesia, di mana siswa sering kali ditugaskan untuk menerjemahkan teks deskriptif dan naratif. Tujuan dari penelitian ini adalah untuk menganalisis perspektif siswa dalam menerjemahkan teks deskriptif dan naratif dari bahasa Inggris ke bahasa Indonesia di SMAN 1 Gebang. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif dengan menggunakan kuesioner sebagai alat pengumpulan data untuk melihat perspektif siswa dalam menerjemahkan teks deskriptif dan naratif dengan menggunakan skala likert untuk mengukur perspektif siswa dalam menerjemahkan. Lokasi penelitian dilakukan di SMAN 1 Gebang dengan menggunakan sampel sebanyak 20 siswa yang dipilih melalui random sampling. Hasil penelitian menunjukkan bahwa 50% siswa sering mengalami kesulitan dalam memahami kosakata, mempertahankan makna asli teks, dan merumuskan kembali kalimat dalam bahasa Indonesia. Sekitar 40% siswa sangat bergantung pada konteks dan alat bantu seperti kamus atau penerjemah daring karena kurangnya penguasaan kosakata dan pemahaman strategi penerjemahan. Selain itu, 40% siswa mengalami perbedaan budaya dan bahasa antara bahasa Inggris dan bahasa Indonesia yang diidentifikasi sebagai faktor utama yang mempengaruhi hasil penerjemahan.

Kata Kunci: perspektif, penerjemahan, teks deskripsi, teks naratif

INTRODUCTION

The ability to translate text from one language to another is an important skill in learning foreign languages, especially English. In Indonesia, this ability is one of the focuses of learning at the senior

secondary school (SMA) level, considering the importance of English in global communication (Widodo, 2021). In the learning context, descriptive and narrative texts are often used to develop students' reading and translation skills. However, the

challenges faced by students in the translation process are still a concern that needs further research. Translation is a language skill that is increasingly crucial in the era of globalization. According to Larson (1984), translation is the process of transferring the meaning of a text from one language as a source language into another language as a target language. (Rohim & Putra, 2022). Translation is the activity of replacing words and sentence structures in one language with equivalent words and sentence structures in other languages, so that the meaning of the original text is maintained. Catford, defines translation as the replacement process of textual material in Source Language (SL) by equivalent textual material in Target Language (TL) (Wirentake, 2022). Wilss states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text, syntactic understanding is related to style and meaning. (Prayuda, Silalahi, & Almada, 2022). Newmark (1988), translation is the process of transferring the meaning of a text into another language in the manner intended by the author. (Simamora & Priyono, 2022). Another concept or definition of translation, Baker states Translation is a technique for conveying ideas, meanings, or messages from one language to another. (Anisah & Basri, 2023).

Perception is defined as a cognitive process that involves the interpretation and meaning of stimuli or information received by an individual (Rahmawati, 2023). In the learning context, students' perceptions of translation tasks reflect how they understand, feel, and give meaning to the process and results of text translation. This perception can be influenced by various factors, such as learning experience, language skills, and strategies used (Fadilah & Zain, 2022). Perspective, according to

Bandura (2021), includes an individual's interpretation of the situations and tasks they face, which are influenced by past experiences, knowledge and expectations. Furthermore, perspective theory also highlights the importance of metacognition, namely students' ability to be aware of and control their thinking processes when translating texts (Zimmerman & Schunk, 2022). Metacognition allows students to evaluate difficulties, design strategies, and monitor the success of their translation, ultimately influencing their perceptions and learning outcomes.

Descriptive and narrative texts have distinctive linguistic and structural characteristics. Descriptive text focuses on describing objects, places or people in detail, while narrative text aims to tell an incident or incident (Putri & Santoso, 2022). Gerot et. al. (2014) said that Descriptive text is a text that gives information about particular person, place, or thing. states that descriptive text is a kind of text with a purpose to give information. (Polotangi, Pasaribu, Manik, & Sinambela, 2021). Husna et al (2013) defined that descriptive text is a kind of writing that consists of description characteristics and definition of object or something. (Rizki, Iman, & Surayatik, 2024). Descriptive text is a text which purpose is to describe and reveal a particular person, place, or thing. Ulil Hadi Atma Saputra1 (2022) states To make a good descriptive text, they must be careful to choose the verb, structure, symbols, or word to arrange the sentences and paragraph to be a good text. (Panjaitan et al., 2023). While Herman (2017) states that narrative tells the activities or events in the past, shows problematic experiences and resolution means to amuse or to give a moral lesson to the readers. (Manao, Manik, Manurung, & Sinambela, 2024). Herman stated that narrative text is introduced to amuse or entertain the readers with actual or imaginary experience in different ways. (B. Pasaribu et al., 2020). These differences influence how students understand and translate the two types of text. Apart from

that, cultural differences and language structures between English and Indonesian often become obstacles in the translation process (Rahman, 2023).

Previous research various studies have been conducted to understand how students translate descriptive and narrative texts, as studied by Sulaiman et al. (2024) this research examines the problems students face in translating simple narrative texts from English to Indonesian. The results showed that distribution of meaning was the main problem for 63% of students, followed by lexical transfer of individual words (23%), tenses (26%), and word order (43%). Kembaren et al. (2024) this study identifies the difficulties students face in translating descriptive texts from English to Indonesian. Internal factors such as lack of motivation and cognitive abilities, as well as external factors such as the school environment and differences in language structure, are the main causes of these difficulties. Siregar (2021) this research evaluates the ability of sixth semester students in translating descriptive texts from English to Indonesian. The majority of students showed good abilities, but some still had difficulty understanding the source text before translating.

Although the studies above have examined various aspects of translating descriptive and narrative texts, there are several gaps that have not been widely explored, namely regarding students' perspectives. Most research focuses on analyzing errors and factors causing difficulties in translation. However, students' perspectives on the translation process, the challenges they experience, and the strategies they use have not been widely researched. Thus, it is hoped that this research can fill existing gaps in the literature and make a significant contribution to the field of translation studies, especially in the context of upper secondary education.

Based on initial observations at SMAN 1 Gebang, students showed various

perceptions regarding the translation of descriptive and narrative texts. Some students find it easier to translate descriptive text because its structure tends to be simple. However, others find it difficult because there is a lot of specific vocabulary that they are not familiar with. On the other hand, translating narrative texts requires understanding the story context, plot and emotional nuances, which is often a challenge for students.

The purpose of this study is to analyze students' perspectives in translating descriptive and narrative texts from English to Indonesian at SMAN 1 Gebang, focusing on the understanding, challenges, and strategies used by students in the translation process, as well as the factors that influence the translation results produced by students. Factors such as the level of English proficiency, learning experience, and translation strategies used by students can influence their perception of the translation task (Kurniawan, 2024). Apart from that, the teacher's role in providing guidance and translation strategies is also very important. Teachers need to understand the difficulties experienced by students and provide appropriate learning methods to help them overcome these challenges (Fadilah & Zain, 2022).

This research is important because it can provide an overview of students' perceptions of translating descriptive and narrative texts, as well as the factors that influence them. It is hoped that the results of this research can be a reference for teachers in designing learning strategies that are more effective and relevant to students' needs. This research can contribute to the development of the English language learning curriculum at the high school level. This research is also relevant to the challenges of education in the era of globalization, where English language skills are one of the basic competencies that students must have. In this context, translation is not only considered a technical skill, but also as a bridge to understanding cultural differences

and broadening students' horizons (Hartono, 2023).

METHOD

The research used is qualitative research, which allows researchers to understand students' views and experiences in depth (Creswell, 2020). Qualitative research is an approach that focuses on in-depth exploration of social or individual phenomena in a natural context. This approach is often used to understand how individuals give meaning to their experiences, resulting in rich, narrative data (Miles et al., 2020). In this context, qualitative research is used to reveal students' perspectives on the translation of descriptive and narrative texts.

The research sample consisted of 20 students selected through the random sampling method. Random sampling is a sampling method in which each member of the population has an equal chance of being selected. This technique is used to ensure that the samples taken can be fairly representative of the population, so that the results of the study can be generalized (Etikan et al., 2020). In this study, random sampling allows researchers to select students from various academic backgrounds to get a more comprehensive picture of their perceptions.

The instrument of collecting data using a questionnaire. Questionnaire designed to collect data related to students' perceptions, challenges, and strategies in translating the two types of texts. A questionnaire is a data collection tool in the form of a series of written questions designed to reveal certain opinions, perceptions, or information from respondents. This instrument can be in the

form of closed or open questions, so that it is able to combine quantitative and qualitative data (Roopa & Rani, 2021). In this study, the questionnaire included a Likert scale for quantitative data and open-ended questions to explore the students' experiences.

The scale used in this study is the Likert scale. The Likert scale is a scale developed by Likert (1932). This scale was developed because he wanted to develop a scale that was easier to compile and had the same good reliability as the Guttman Scale and the Thurstone Scale. The Likert-type scale begins with a series of statements, each of which expresses a clear attitude of good or bad. The Likert scale has five response categories for each statement item, namely strongly agree (SS), agree (S), don't know (TT), disagree (ST), and strongly disagree (STS). To determine the Likert Scale score, the response options are given a value of 5, 4, 3, 2, or 1. The scores are sorted according to the type of item statement, if the item statement supports the attribute being measured, a value of 5 is used for the strongly agree response (SS) and so on. If the item does not support the attribute being measured, a value of 5 is used for the strongly disagree response (STS).

Researchers employ a descriptive qualitative analysis to examine the data. The data was analyzed by using Miles and Huberman with the three phases of data analysis. The phases were data reduction, data display, and conclusion drawing or verification. (Jannah et al., 2022)

RESULTS AND DISCUSSION

Questionnaire Data Results: Student Perception in Translation

No.	Question	Choice of Answer	Number of Students (Frequency)	Percentage (%)
1.	How often do you have difficulty translating descriptive and narrative texts from English to Indonesian?	a. Very often	2	10%
		b. Often	8	40%

		c. Sometimes	5	25%
		d. Rarely	4	20%
		e. Never	1	5%
2.	How often do you find it difficult to maintain the meaning of the original text when translating narrative and descriptive text into Indonesian?	a. Very often	3	15%
		b. Often	7	35%
		c. Sometimes	6	30%
		d. Rarely	3	15%
		e. Never	1	5%
3.	How often do you have difficulty understanding the vocabulary in narrative and descriptive English texts when translating them?	a. Always	1	5%
		b. Very often	6	30%
		c. Sometimes	8	40%
		d. Rarely	4	20%
		e. Never	1	5%
4.	How often do you rely on context to determine the exact translation of a descriptive or narrative text in English?	a. Very often	10	50%
		b. Often	6	30%
		c. Sometimes	3	15%
		d. Rarely	1	5%
		e. Never	0	0%
5.	How often do you have difficulty understanding vocabulary in English narrative texts when translating them?	a. Very often	3	15%
		b. Often	5	25%
		c. Sometimes	7	35%
		d. Rarely	4	20%
		e. Never	1	5%
6.	How often do you use the help of a dictionary or online translation tool when translating descriptive or narrative text?	a. Very often	8	40%
		b. Often	7	35%
		c. Sometimes	4	20%
		d. Rarely	1	5%
		e. Never	0	0%
7.	How often do you feel that cultural differences between English and Indonesian affect your translations?	a. Very often	4	20%
		b. Often	7	35%
		c. Sometimes	6	30%
		d. Rarely	3	15%
		e. Never	0	0%

8.	How often do you use strategies such as reading the entire text first before translating it?	a. Very often	12	60%
		b. Often	6	30%
		c. Sometimes	2	10%
		d. Rarely	0	0%
		e. Never	0	0%
9.	How often do you use the strategy of translating text word-for-word?	a. Always	0	0%
		b. Very often	2	10%
		c. Sometimes	8	40%
		d. Rarely	6	30%
		e. Never	4	20%
10.	How often do you find it difficult to rephrase appropriate sentences in Indonesian after translating from English?	a. Very often	3	15%
		b. Often	7	35%
		c. Sometimes	6	30%
		d. Rarely	3	15%
		e. Never	1	5%

Difficulties in Translating Descriptive and Narrative Texts As many as 50% of students (very often + often) admitted to having difficulty translating descriptive and narrative texts, while 25% said they sometimes had difficulty. This shows that translation is not an easy task for most students. The main factors causing this difficulty could be differences in language structure, lack of understanding of grammar, or understanding that is unfamiliar to them.

Difficulties in Maintaining the Original Meaning of the Text. As many as 50% of students often or very often experience difficulty in retaining the original meaning of the text, while 30% say they sometimes experience this difficulty. This shows that many students are still not used to translating while maintaining the overall meaning, and may tend to translate word-by-word without paying attention to context.

Understanding vocabulary is one of the main challenges in translation. 35% of students often or very often experience difficulties, while 40% say they sometimes experience difficulties. This means that most students feel the need to improve their

vocabulary to be more confident in translating texts.

Most students understand the importance of context in translation. 50% of students use context very often, and 30% use it often. This shows an awareness that without understanding the entire text, translations can be inaccurate or even misinterpreted. Similar to the previous point, 40% of students often or very often experience difficulties in understanding vocabulary in narrative texts, while 35% say they sometimes experience difficulties. This can be caused by the use of more varied vocabulary in narrative texts, especially words related to emotional expression, setting, or character description.

As many as 40% of students very often and 35% often use dictionaries or online translation tools. This shows that students really need tools in understanding more complex texts. However, the use of this tool also needs to be accompanied by an understanding of grammar and context so as not to rely completely on automatic translation.

Strategies for Reading Text Before Translating

As many as 35% of students often felt that cultural differences affected their translation results, while 30% stated that they sometimes experienced this difficulty. This confirms that cultural aspects of language often become obstacles in translation, especially in narrative texts that contain idioms or expressions typical of certain cultures.

Most students use the strategy of reading the text before translating it. 60% of students use this strategy very often, and 30% use it often. This is a good approach because it helps students understand the overall context before starting to translate, thereby reducing errors in interpretation. As many as 40% of students sometimes use the word-by-word strategy, while 30% rarely use it. This shows that many students realize that this method is not always effective, because the results often feel stiff and less natural in the target language. Difficulty in reordering sentences in Indonesian after translating from English is still an obstacle for many students. 50% of students often or very often experience this difficulty, indicating that they still need to improve their skills in understanding more natural sentence structures in the target language.

DISCUSSION

Based on the results of the questionnaire, the majority of students experienced various difficulties in translating descriptive and narrative texts from English to Indonesian. The main difficulty faced is in understanding language structures and unfamiliar vocabulary. As many as 50% of students admitted that they often or very often experienced difficulties in translating texts, while 25% stated that these difficulties occurred occasionally. This difficulty can be caused by grammatical differences between English and Indonesian, as well as a lack of understanding of the meaning of words in certain contexts. Apart from that, maintaining the original meaning of the text

is also a challenge in itself, where 50% of students often experience difficulties in this aspect, which shows that many students still tend to translate word-by-word without paying attention to the overall context.

Understanding vocabulary is also one of the main factors influencing the quality of students' translations. As many as 35% of students often find it difficult to understand vocabulary in descriptive and narrative texts, while another 40% admit that they sometimes face similar obstacles. This difficulty especially occurs in narrative texts which often contain emotional expressions and detailed descriptions that may not have direct equivalents in Indonesian. To overcome this obstacle, most students rely on context to understand the meaning of a text, with 50% of students stating that they use this strategy very often. This shows that although students experience obstacles in understanding vocabulary, they realize the importance of understanding the text as a whole to get more accurate translation results.

In addition, as many as 40% of students very often and 35% of students often use dictionaries or online translation tools to help with the translation process. Although these tools can help in understanding the meaning of words, their excessive use without understanding grammar and context can lead to less natural translations. Another factor that influences the translation process is the cultural differences between the source language and the target language. As many as 35% of students felt that cultural differences often influenced their translation results, especially in narrative texts which often contain idioms or typical expressions that are difficult to translate directly into Indonesian.

Strategy in translating is also an important factor that students use to overcome difficulties. As many as 60% of students very often read the entire text first before translating, which is an effective strategy in understanding the context and

storyline before translating. However, there are still students who use the strategy of translating word-for-word, although most of them realize that this method is not always effective. As many as 40% of students admitted that they sometimes use this method, while the other 30% rarely apply it. This shows that most students understand that translating word-by-word can result in a translation that is stilted and less natural in the target language.

Lastly, the challenge of re-arranging sentences in Indonesian after translating from English is still an obstacle for many students. As many as 50% of students often or very often experience difficulties in this aspect, which shows that they still need to improve their skills in understanding more natural Indonesian sentence structures. Thus, a more effective approach is needed in translation learning, such as increasing vocabulary understanding, meaning-based translation strategies, and cultural understanding in both languages. With the right strategy, it is hoped that students can improve their ability to translate descriptive and narrative texts better and more accurately. **CONCLUSION**

The findings showed that 50% of students often had difficulty in understanding vocabulary, maintaining the original meaning of the text, and reformulating sentences in Indonesian. Some 40% of students relied heavily on context and tools such as dictionaries or online translators due to lack of mastery of vocabulary and understanding of translation strategies. In addition, 40% of students experienced cultural and linguistic differences between English and Indonesian identified as the main factors affecting translation results.

This research shows that the majority of students experience difficulties in translating descriptive and narrative texts from English to Indonesian, especially in understanding vocabulary, maintaining the original meaning of the text, and re-arranging sentences in the target language. Although many students rely on context

and use tools such as dictionaries or online translators, this does not always result in accurate translations. In addition, the translation strategies used vary, with most students choosing to read the entire text first before translating, while others still use the word-by-word method which is often less effective.

This research contributes to providing insight into the challenges faced by students as well as strategies that can be applied in translation learning. However, this research has limitations in terms of sample size and limited data collection methods. Therefore, it is recommended that future research involve more participants and use more in-depth methods, such as interviews or case studies, in order to further understand the factors that influence students' translation skills. With a more comprehensive approach, it is hoped that more effective learning strategies can be found to improve students' translation skills.

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