

## **The Descriptive Analysis of Students' Ability in Translating Analytical Exposition Text at the Eleventh Grade of SMA Negeri 1 Gunungsitoli in 2022/2023**

Agnes Jessica Lase<sup>1</sup>, Trisman Harefa<sup>2</sup>, Elwin Piarawan Zebua<sup>3</sup> Afore Tahir Harefa<sup>4</sup>

<sup>1,2,3,4</sup>English Education Study Program, Universitas Nias, Jalan Yos Sudarso Ujung No.118/E-S, Ombolata Ulu, Kec. Gunungsitoli, Kota Gunungsitoli, Sumatera Utara  
agneslase06@gmail.com

### **Abstract**

The purpose of this study is to analyze the students' ability in translating analytical exposition text at the eleventh grade of SMA Negeri 1 Gunungsitoli. This research used descriptive research approach. The data was students' translation analytical exposition text by eleventh grade of SMA Negeri 1 Gunungsitoli. The instrument that used to collect the data were test and questionnaire sheet. The data was analyzed by using translation scoring rubric that consist of three main aspect, namely: Accuracy, Readability, and acceptability. Furthermore, the researcher presented the data with percentage of scoring and described it into a description paragraph. The result of study showed that students' score in translating analytical exposition text was 44,8. From the questionnaire, this research showed the students difficulties in translating long sentences was the most prominent factors that caused the students have difficulties in translating the text with the highest percentage was 63,8%. Based on the result of this research, the researcher suggest that the teacher should give more exercise or practice in translation activity, so that the students can overcome the difficulties that students face and make a good translation without difficulties.

**Keyword :** Translating, Analytical Exposition Text

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis kemampuan siswa dalam menerjemahkan teks eksposisi analitis dikelas sebelas SMA Negeri 1 Gunungsitoli. Penelitian ini menggunakan pendekatan penelitian deskriptif. Data penelitian ini adalah hasil terjemahan teks eksposisi analitis siswa kelas sebelas SMA Negeri 1 Gunungsitoli. Instrumen yang digunakan untuk mengumpulkan data adalah tes dan lembar kuesioner. Data dianalisis dengan menggunakan rubrik penilaian penerjemahan yang terdiri dari tiga aspek utama, yaitu: Keakuratan, Keterbacaan, dan Keberterimaan. Selanjutnya, peneliti menyajikan data dalam bentuk persentase penilaian dan mendeskripsikannya dalam bentuk paragraf deskripsi. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dalam menerjemahkan teks eksposisi analitis adalah 44,8. Dari hasil kuesioner, penelitian ini menunjukkan bahwa kesulitan siswa dalam menerjemahkan kalimat-kalimat panjang merupakan faktor yang paling menonjol yang menyebabkan siswa mengalami kesulitan dalam menerjemahkan teks dengan persentase tertinggi yaitu 63,8%. Berdasarkan hasil penelitian ini, peneliti menyarankan agar guru memberikan lebih banyak latihan atau praktek dalam kegiatan penerjemahan, sehingga siswa dapat mengatasi kesulitan-kesulitan yang dihadapi siswa dan membuat terjemahan yang baik tanpa kesulitan.

**Kata kunci :** Menerjemahkan, Teks Eksposisi Analitis

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Corresponding author: Agnes Jessica Lase

Email Address: [agneslase06@gmail.com](mailto:agneslase06@gmail.com) (Jl. Diponegoro No. 391 Sifalaete Tabaloho, Kota Gunungsitoli, Sumatera Utara, Indonesia)

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## **INTRODUCTION**

Language is the main human communication tool. The role of language in daily life is very large, misinterpreting it means different things. If the use of language can be minimally understood according to the intent and purpose of the speaker then the language has achieved the goal of conveying a message in communication. People should master different languages other than mother tongue, especially the global language, English.

English has an important role in the world, being an international language. The use of English is an inseparable part of every field of life, we cannot deny that fluency in mastering English in this era is a must. By mastering English as an international language, we can easily find out about developments outside our own country such as in the fields of education, business, health, and many others. Therefore, the government's decision to establish English as one of the subjects at various levels of education is very reasonable, which aims to prepare the Indonesian generation to compete globally, especially in the field of language. In Indonesia, English language learning is a formal subject that is studied from elementary school to high school

Translation is one of things must to know by students for understand about English because this is a fundamental who learn foreign languages. In this era of globalization, the practice of translation has an important role and substantial benefits. Translation is one of the most important sub-skills. Kaddarudin (2016) says that, the effort to move the source language (SL) into the recipient language (TL) by firstly expressing the meaning and secondly expressing the language style. From this fact, we can know that a good translation is a translation that can really be understood by the listener. The translation does not deviate from the meaning and language style expressed in the source language (SL) into the receiving language (TL).

According to Lafevere (cited by Tabiati, 2017:2) translation is an activity to rewrite an original text without changing the original meaning. Tabiati also added that the result of rewriting must still have the same meaning and message from the original source, the translator must find the equivalent message from the source language into the target language. Hermawan and Sufriati (2018) states it is difficult to separate the different factors involved in translation, especially the linguistic system and cultural factors, as these two things make the translation inaccurate. Translation is the process of interpretation from one language to another without changing the linguistic system and cultural factors.

Analytical exposition text is a particular kind of writing that emphasizes in-depth topic study and persuasive argumentation to persuade readers or listeners to agree with the author's viewpoints. Garintama (2018) explain that analytical exposition text is the text that includes the author's viewpoint on a particular subject or phenomenon. The author of this essay successfully persuades the reader to accept the veracity of the information provided. According to Erlinda (2014) analytical exposition text is a type of text that provide in-depth justifications and analysis on a particular topic with the aim of convincing the reader about the views or opinions of the author.

Translation is very closely related to text, source text and target text. The type of text that will be used in the translation in this study is the type of analytical exposition text. This text is a type of text that is studied at the senior high school level in the 2013 curriculum syllabus used at SMA Negeri 1 Gunungsitoli. So, students are familiar with the structure of this text. Due to the large amount of information written in English which is still an obstacle for many people, the ability to translate is one

of the key alternatives to open up wider interaction spaces between users of different languages to master information, science and technology.

Regarding the explanation above the researcher investigates the eleventh-grade students' ability in translating analytical exposition text by using descriptive qualitative research entitled, "The Descriptive Analysis of Students' Ability in Translating Analytical Exposition Text at the Eleventh Grade of SMA Negeri 1 Gunungsitoli in 2022/2023"

## METHOD

This research used descriptive qualitative research. It aimed to describe about the students' ability and students' difficulty that faced by students' in translating analytical exposition text from Indonesia to English. The population of this will be 11<sup>th</sup> grade students academic year 2022/2023 of SMAN 1 Gunungsitoli. The sampel of this research is 36 students of XI Mipa 3. This research use test and questionnaire as the instrument, the test used to know the students' ability of translation then the questionnaire used to know the students' difficulties in translating analytical exposition text from Indonesian to English. The researcher used method by Nababan et al., (2019) categorized as accuracy, readable, and acceptable.

Table 1: Assessment rubric in translation test by Nababan et al., (2019)

### A. Accuracy

Translation Category	Score	Indication
Accurate	3	The meaning of words, technical terms, phrases, clauses, sentences or the source language text is accurately transferred to the target language; there is absolutely no distortion of meaning.
Less Accurate	2	The source language text has been transferred accurately to the target language. However, there are still distortions in the meaning or the translation of double meanings or the meaning is missing, which disturbs the integrity of the message.
Inaccurate	1	Sources are either inaccurately transferred to the target language or deleted.

### B. Readable

Translation Category	Score	Indication
Readable	3	Words, technical terms, phrases, clauses, sentences or translated texts can be easily understood by readers.
Less Readable	2	In general, the translation can be understood by the reader; however there are certain passages that must

		be read more than once to understand the translation.
Unreadable	1	Translation is difficult for readers to understand

### C. Acceptable

Translation Category	Score	Indication
Acceptable	3	Translation feels natural; technical terms used are commonly used and familiar to readers; The phrases, clauses and sentences used are in accordance with the rules of the Indonesian language.
Less Acceptable	2	In general, the translation feels natural; however, there was a slight problem with using technical terms or there was a slight grammatical error.
Unacceptable	1	Translation does not natural or feel like a translation work; technical terms used are not commonly used and are not familiar to the reader.

Researcher used mathematical formula to represent data in numerical form. The formula was proposed by Serasi et all (2021), as follows:

$$\text{Score} = \frac{\text{number of the students score}}{\text{score maximal}} \times 100$$

## RESULT AND DISCUSSION

### Research Finding

#### 1. Students' Translation Ability in Translating Analytical Exposition Text

The data from the test was used to know the students' ability in translating analytical exposition text. The test given to the students consisted of a kind of analytical exposition text. After the researcher collected the students' scores from the test, the researcher got the result of the students' score. In order to get the students score, the researcher used the following table, which consisted of the students score of the test.

Table 2: Students' score in translating analytical exposition text

No	Score	Frequency	Mean	Percentage
1.	33	23	21	64%
2.	66	13	23,8	36%
<b>Total</b>		<b>36</b>	<b>44,8</b>	<b>100%</b>

From the table above it could be seen that about 36 students who did the translation test were not able to reach the maximum score. It could be seen from the number of mean score of the students was 44,8 and it means that the students' ability in translating the text was poor. About 36 students,

thirteen students got the score 66 and twenty three students got the score 33. And it can be concluded that the students have difficulties in translating the text.

## 2. Students' difficulties in Translating Analytical Exposition Text

The questionnaire was used to find out the students' difficulties in translating analytical exposition text.. This questionnaire consisted of 10 items and has distributed by 36 students of XI MIPA 3. The following presentation describes the clear explanation about the questionnaire items:

Item questionnaire	Option (%) (frequency)			
	1 Often	2 Sometime	3 Seldom	4 Never
1. I had difficulty in adjusting the sentence pattern from the Indonesian translation to the English sentence pattern.	44,4% (16)	38,8% (14)	30,5% (11)	2,7% (1)
2. I had difficulty in finding the meaning of words that were not listed in the dictionary.	0	47,2% (17)	47,2% (17)	2,7% (1)
3. I had difficulty in translating very long English sentences.	63,8% (23)	13,8% (5)	22,2% (8)	0
4. I have difficulty translating phrases	27,7% (10)	44,4% (16)	30,5% (11)	0
5. I found words with multiple meanings which made it difficult for me to find the correct meaning	25% (9)	19,4% (7)	33,3% (12)	19,4% (7)
6. I found the difference between Indonesian structure and English structure which made it difficult for me	16,6% (6)	47,2% (17)	36% (13)	0
7. I translate Indonesian sentences into English word-for-word.	5,5% (2)	41,6% (15)	33,3% (12)	22,2% (8)
8. I have difficulty translating the whole sentence even though I know the word-for-word translation	5,5% (2)	44,4% (16)	50% (18)	0
9. I had difficulty understanding the source language which made it difficult for me to translate it into the target language.	0	11,1% (4)	44,4% (16)	44,4% (16)
10. The English language is confusing	0	27,7% (10)	47,2% (17)	11,1% (4)

In questionnaire question number 3 “I had difficulty in translating very long English sentences” This shows a high number of students' difficulties, with 63,8% of the 36 students choosing option 1 (often). The students have difficulties with the translation of long sentences. This is due to lack of vocabulary and lack of knowledge and understanding of translation. Secondly, difficulties in linguistic factors are found in question number 8, that “I found the difference between Indonesian structure and English structure which made it difficult for me” which shows that 47,2% of 36 students

chose option 2 (sometimes) and this is a high number of students' difficulties in understanding difference between Indonesian structure and English structure.

On the other hand researcher also identified difficulties experienced by students in item number 2, that shows that there 17 students or 47,2% of 36 students struggled to find words they couldn't find in the dictionary. This is because the dictionary used is incomplete and only provides a small amount of vocabulary. The use of one dictionary is certainly not enough, students have to look in different dictionaries to find the word they are looking for. In addition 16 of 36 (44,4%) students sometime (poin 2) find out the difficulty in translating the whole sentence even though they know the word-for-word translation.

### ***Discussion***

#### **1. Students Ability**

Based on the previous result, the students' score in translating analytical exposition text was poor, about 36 students, they cannot reach the maximum score. Only a few students got the standard score from the translation test. The average score of the students was 44,8 it was poor and still less to reach the maximum score.

Furthermore, the researcher concludes from the score that the students have difficulties with it. After observing the result of the data analysis, the students' difficulties in translating analytical exposition text, the researcher found that the students mostly had difficulties in translating the long sentence. The students also had difficult in difference between Indonesian structure and English structure. In addition student had struggled to find words they couldn't find in the dictionary.

#### **2. Students Difficulty**

After analyzing the translation test that the students had worked on, the following example showed of the students' difficulties could be seen from the following example:

- a. Students had difficulty in translating very long English sentence.

SL : Kita semua tahu bahwa menjaga kebersihan sekolah adalah tanggung jawab seluruh warga sekolah, namun tidak semua siswa memiliki kesadaran diri yang cukup untuk melakukan tanggung jawab tersebut dan hanya membuang beberapa sampah saja karena tempat sampah terlalu jauh untuk berjalan atau tidak ditempatkan dengan benar sehingga mereka tidak dapat menemukannya.

TL : We all know that keeping the school clean is the responsibility of the entire school community, but not all students have enough self-awareness to do this responsibility and only throw away some trash because the trash cans are too far to walk or not placed properly so they cannot find them.

ST : We know all if keep the school clean is responsibility of all school community, but no all students have responsibility for do the responsibility and throw some trash because rubins is far so they can't find it.

Students found it difficult to translate long sentences, resulting in some grammatical errors and inaccurate translations.

- b. The limited vocabulary in the dictionary makes students use words or repeat words in the source language.

SL : Sekolah merupakan salah satu unsur pendidikan yang sangat vital bagi setiap negara untuk mencerdaskan dan mempersiapkan generasi penerusnya.

TL : School is one of the elements of education that is very important for every country to educate and prepare the next generation.

ST : School is one of the elements of education that is very vital for every country to educate and prepare the next generation

The students was difficult in translate "vital" into English, students use the word "vital" rather than the word "important"

- c. Students translate the sentence without paying attention to the sentence pattern.

SL : karena tempat sampah terlalu jauh untuk berjalan,

TL : because trash bin too far to walk

ST : because too far trash bin to walk

- d. Students are translating word by word, which leads to translation errors.

SL : tempat sampah yang tidak memadai akan menyebabkan masalah kesehatan dan kebersihan

TL : inadequate rubbish bins will cause health and hygiene problems

ST : rubins that no available will cause health and problems

It is inappropriate for students to use the word "no available" to translate the word "inadequate".

- e. Students mistranslate one of the words resulting in an inaccurate, less readable and less acceptable translation.

SL : Jumlah tempat sampah yang cukup di setiap sudut sekolah seperti di depan ruang kelas, koridor sekolah...

TL : Sufficient amount of rubbish bins in every corner of the school such as in front of classrooms, school corridors,...

ST : Rubins that front of the classroom, school corridors,...

- f. Students translate word-for-word, causing errors in translation that are less accurate, less readable, and less acceptable.

ST : Mengingat waktu yang mereka habiskan di sekolah cukup lama,...

TL : Considering the time they spend at school,...

ST : Given the time they spend at school is quite time long,...

## CONCLUSION

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

1. The score of the students in translating analytical exposition text was poor, about 36 students, they cannot reach the maximal score. The average score of the students was 44,8 and it was poor. Furthermore, from the score, the researcher concluded that the students had difficulties on translating the text.
2. It was found that the second grade students of SMAN 1 Gunungsitoli had difficulties in translating analytical exposition text. The students difficulties in translating long sentences was the most prominent factors that caused the students have difficulties in translating the text with the highest percentage was 63,8%. The students also had difficulties in understanding difference between Indonesian structure and English structure with the percentage 47,2%. Also 47,2% of 36 students struggled to find words they couldn't find in the dictionary.

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