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

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ABSTRACT

This research was done to analyze the translation methods used by the tenth of social grade students at SMA N 3 Kota Jambi Academic Year 2018/2019. The method of this research was descriptive qualitative. The sample of this research was the tenth of social grade students at SMA N 3 Kota Jambi. Then to get the sample of this research, the researcher used random sampling technique. The instrument of this research was a translation test. In translation analysis processes, the researcher used theory of translation method based on Newmark Theory. The findings of this research showed that there are only four methods used by the students in translating the text. They are Word-For-Word Translation, Literal Translation, Free Translation, and Communicative Translation. It can be seen from the table that the most dominant method used by the 26 students was literal translation method. The second dominant was word-for-word translation method. Meanwhile, the third and fourth translation method applied by the students was free translation and communicative translation. Then, there are four methods which did not applied by the students in translating the story. They were faithful translation, semantic translation, adaptation translation, and idiomatic translation method. Here, the students used more than one method to translate the narrative text. Based on the data, literal translation method is the most dominant method used by the students. It happens because the students just translate the words by its literal meaning and they tried to achieve the nearest equivalence meaning in the target language.

Keywords: *Analysis, Translation Methods, Narrative Text.*

INTRODUCTION

There is a close relationship between language and people because language walks together with the development and growth of people's lives. As a means of communication, language is used by people to express their thoughts, feelings, and ideas. If there is no language, it will be difficult to communicate with others since language becomes the primary tool of a communication. In this world, there are various languages. One of the most popular languages which used by people throughout the world is English. It is because English has become an International language that used to communicate each other. English is also considered as important language in education field because in this globalization era, almost all of the newest publication published in English. For example, journals, magazines, books, and many other are mostly written in English. As a result, mastering English is a must in order to extend our knowledge and to face the globalization challenge.

In Indonesia, English has become the first foreign language that has been taught in every Educational Institution from the elementary level up to higher education level. There are four English skills that taught to the students in the teaching and learning process; listening, reading, speaking, and writing. These skills cannot be separated each other

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because each skills have important role in developing other skills. Besides the skills mentioned above, there are also several language components which may not be neglected in English teaching and learning process; vocabulary, grammar, pronunciation, spelling, and translation.

Unlike the other language components, translation is considered to be the one of the most important component which can encourage the foreign language teaching and learning process. It is because translation is used to get the meaning of the information which served in another language. Hatim and Munday (2004) define translation as the process of transferring meaning a written text from source language (SL) to target language (TL). Besides that, Newmark (1988) define a translation method is a systematic way to translate the whole text. From this definition, we can conclude that translation method is combination of translation procedures especially a regular systematic way of accomplishing a translation overall text.

Translation should be learned by the students especially in the countries where English is not being the second language. The same as in other countries, in Indonesia for instance, translation is needed by the students in learning process in order to help them in translating the material from English into the Indonesian vice versa. In doing translations the students cannot do as what they like because in translating, the students should carefully keep attention for every word that is translated because it will influence the equivalence meaning between source language and target language on its translation. It is of course, for the students, to be able to translate a lot of text types, they can use the correct methods in order to get a good equivalence meaning from the source language. According to Newmark (1988), a good method in

translation is important because the method will help in having equivalent meaning of the translation result.

If the students can translate well, they can be broad-minded and improve their capability by transferring knowledge they get in English. But in fact, most of students, specifically students in Senior High School level still encounter some problems when they have to translate English text. It may because they are unable to find the appropriate meaning of the words caused by lack of knowledge about the methods of translation and then they feel difficult to find the closest meaning of each words of the text, so that the students are not be able to convey the content of the text that they read. To reduce the difficulties in finding a close equivalent meaning, the students should use the right methods when translating English text to Indonesian. The using of suitable method in translation will influence the delivering message of the text to be more communicative and understandable.

Meanwhile, for the students of Senior High School, they have to deal with many kinds of text. One of them is narrative text. Narrative text or narration is any written English text in which the writer wants to amuse, to entertain people and to deal with actual or vicarious experience in different ways. The purpose of this text is to entertain, to tell a story, or to provide literary experience. However, the students should comprehend this kind of text because this text is usually appears in almost all of examination. In order to comprehend every text especially narrative text, the students certainly need translation.

Based on the researcher's observation in SMA Negeri 3 Kota Jambi, the researcher found some incorrect meaning in translating narrative text into Indonesian which made by the students at

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the tenth grade. This problem occurs when the students cannot find the equivalence meaning from the source language (English) into the target language (Indonesian) especially in narrative text.

Based on the explanation above, the researcher is curious to analyze students' methods in translating English narrative text into Indonesian. Through analyzing the students' translation methods, people come to know what are the difficulties that encountered by the students and what are the correct methods that can be used by the students especially in Senior High School level. In this research, the researcher focused on the students' translation methods in translating narrative text from English into Indonesian which made by the Tenth Grade Students of SMA Negeri 3 Kota Jambi Academic Year 2018/2019.

TRANSLATION

Translation is generally defined as the process of translate written text from one language to another language. According to Newmark (1988:5) translation is rendering the meaning of a text into another language in the way that the author intended the text. Meanwhile, Ordudari (2007:1) defines that translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers.

Translation also defined as the process of turning the original language. As Munday (2008:5) said, translation is the process of turning an original of source text into a text in another language. In further discussion, Brislin (1996) describes that can be defined as the following: 1) translation may be defined as a presentation of text in a language other than in which it was originally written, 2) translation may be defined as the replacement of textual material in one language by equivalent material in another language, 3) translation is often considered as code switching operation implying that a sequence of symbols from one is substituted for a sequence of symbols in another language.Basically, all the definition above about translation have the same ideas. They convey that translation is a process of replacing or transferring whether written or spoken form which consist messages, thoughts, meaning, ideas and the information from the source language into the target language without changing the message or the meaning from the original form. From the experts' opinions above, it is obvious that translation is a process of rendering whether in written or spoken of the source language (SL) or original of source text into another language based on the writer's intention.

The Process of Translation

As elaborated in the definitions above, translation is a process. In a process, it is absolutely there are some procedures or steps. In order to make a natural and good translation, the process of translation is needed and understood by the translator when they transfer the meaning of language from the source language to the target language.

The process of translation consists of three steps (Nida & Taber, 1982:33), as follows:

a.   Analysis of Source Language Text
Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses,

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phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

b. The Transference of Message
After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words.

c. Restructurisation
Restructurisation is the process of transforming the source language message into a proper stylist form in the target language, so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.

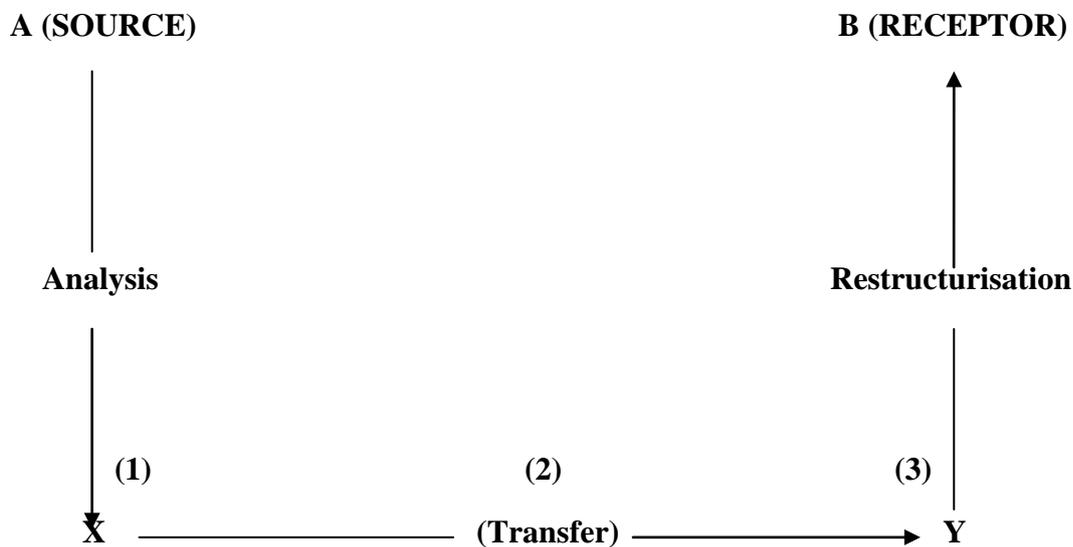The process of translation can be illustrated in the following diagram (Nida & Taber, 1982:33)

A (SOURCE)   **B (RECEPTOR)**

Analysis   **Restructurisation**

(1)   **(2)**   **(3)**

X ——————— **(Transfer)** ——————> **Y**

Figure 1. The illustration of translation process by Nida & Taber (1982:33)

In this process there are three steps, those are analyzing, transferring, and restructuring. In analyzing process, the translator should analyze the source language text grammatically and comprehend the whole meaning of the content. After that, the meaning which has been comprehended will be transferred from source language into target language. Furthermore, in restructuring process, the translator should re-write the meaning in target language appropriately as the regulation of target language.

The Types of Translation Method
        Translation method is a strategy that applied in translating the whole types of text. There are several methods that can be applied by the translator to translate a text from source language into target language in order to help them in getting the equivalence meaning from the text.

        According to Newmark (1988:45) there are eight types of translation method; word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free

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translation, idiomatic translation, and communicative translation. Here is the diagram of eight translation methods by Newmark which drew into the flattened form V:

Source Language Emphasis	Target Language Emphasis
Word for Word Translation	Adaptation Translation
Literal Translation	Free Translation
Faithful Translation	Idiomatic Translation

a. **Word for Word Translation**
Word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process. The source language word-order is preserved and the words translated singly by their most common meanings, then it causes out of context.

b. **Literal Translation**
In literal translation, the source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly, out of context. It means that when the translator translates, the words are translated literally from source language into target language.

c. **Faithful Translation**
Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. It means that in faithful translation, the translator translates the meaning from source language to convey the researcher's intention. It 'transfers" cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation.

d. **Semantic Translation**
Semantic translation may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership. Semantic translation is more flexible than faithful translation because in this translation, there are aesthetic value and compromising on meaning of the text from source language as long as in the context.

e. **Adaptation Translation**
Adaption translation is the freest form translation. It is used to translate literary works (comedies, poetry, short story, narrative, etc.) and the source language culture is converted to the target language culture and the text rewritten.

f. **Free Translation**
Free translation is a part of in target language emphasis which reproduces the matter without the manner or the content without the form of the original. It usually paraphrases much longer than the original text.

g. **Idiomatic Translation**
Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

h. **Communicative Translation**
Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language

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are readily acceptable and comprehensible to the readership.

NARRATIVE TEXT

Narrative text is a type of text talking about a series of event that happened to a person or a character (Knapp & Watkins, 2005; Gerot & Wignell, 1994). The character can be a person, animal, plant, or thing (Christie & Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011). Narrative text can be defined as an imaginative story which basically has a purpose to entertain and to attract the readers' interest. It stated as imaginative story, so, it could be just imagination or a fictional story made by someone or a story made by a group of people who have not proven the truth. Nevertheless, technically, this kind of text sometimes relates to events chronologically and usually consist characters, themes, and plot. It also defined as any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures.

Meanwhile, according to Anderson and Anderson (2003) that narrative text usually includes the following grammatical features: (a) Nouns that identify the specific characters and places in the story: stepmother, household, forest, etc; (b) Adjectives that provide accurate description of the characters and setting: rude, beautiful, beast, etc; (c) Time words that connect events to tell when they occur: before, after, soon, then that, etc; (d) Verbs that show the actions that occur in the story: stayed, climbed, cooked, shouted, etc.

RESEARCH METHODOLOGY

Concerning the research design, the research design of this research is descriptive qualitative method. Descriptive is used by the researcher as a method in this research because this research aims to describe the obtained data. Then, this research belongs to qualitative research because this research is going to analyze the data obtained in order to solve the problem. A qualitative research is needed to explore this phenomenon from the perspective of distance education students.

This research was conducted in SMA Negeri 3 Kota Jambi at Jl. Guru Muchtar RT.06 NO.01, Kec. Jelutung, Kota Jambi. The researcher chose Senior High School level because (1) in this stage, the students already have enough ability in English to be measured specifically already known about the kinds of the text in English since they were in Junior High School. (2) The researcher found that the students still have problems even they make errors in translating English narrative text into Indonesian.

POPULATION

The population in other words, is the group of interest to the researcher, the group as whom the researcher would like to generalize the result of the study (Fraenkel & Wallen, 2013:73). Population refers to the object of an investigation. The population of this research is the Tenth Grade Students of Social Class. There were 4 classes at the tenth grade of social class in SMA Negeri 3 Kota Jambi with the total number of students is 134 students.

SAMPLE

According to Suharsimi (2013:174), sample is partially or representative population. In this research, the researcher used random sampling technique to get the sample where the researcher takes 20% students of each class stated by Arikunto (2013:112), if the total subject is more than a hundred or big number, the sample can be between 10%-15% or 20%-25%. So, in this research, the researcher used 26 students as the sample.

In conducting a research, instrument plays an important role because it used to get the data. Sugiyono (2014:102) states that research instrument is a test is used to measure nature phenomenon or social which is observed. In qualitative research, the main instrument in analyzing the data in this study is the researcher.

In order to get the appropriateness of the data, the researcher used a test. Test is used in this research to see the types of translation methods that students use in translating English text into Indonesian.

FINDINGS

In this research, the researcher used initial S.1 as the first student, S.2 as the second student, S.3 as the third student and so on. The participants are shown on the table below (Table 3.) and the findings of this research are shown on the next table (Table 4.).

DISCUSSIONS

The table showed from eight methods of translation, only four methods used by the students in translating the text. They are Word-For-Word Translation, Literal Translation, Free Translation, and Communicative Translation. It can be seen from the table that the most dominant method used by the 26 students was literal translation method. The second dominant was word-for-word translation method. Meanwhile, the third and fourth translation method applied by the students was free translation and communicative translation. Then, there are four methods which did not applied by the students in translating the story. They were faithful translation, semantic translation, adaptation translation, and idiomatic translation method. Here, the researcher would like to present the sample of data about kinds of translation method used by the students of this research based on Newmark (1988) theory:

Student 4

Paragraph 1 (Literal Translation)	
Source Language	**Target Language**
Rabbit is an animal that is very funny and has a smooth hair and very beautiful. However, there was a rabbit that was so different in this story, because she had a rough and a dirty hair. Although she frequently cleaned it, her hair was dirty again easily.	Kelinci adalah seekor hewan yang sangat lucu dan mempunyai rambut lembut yang sangat cantik. Tetapi dalam cerita ini, terdapat seekor kelinci yang sangat berbeda, karena dia punya rambut yang kasar dan kotor. Meskipun dia sering membersihkan rambutnya, rambutnya dengan mudah akan kotor lagi.

Paragraph 2 (Communicative Translation)	
Source Language	**Target Language**
She was miserable and lived alone. She lived near the river and separated from the others because no one else would make her as friend. When she passed a group of rabbits, no one approached her or just to say hello. However, they even taunted and threw dirt on her. But she was never angry and kept to be steadfast in facing those humiliations. She believed that someday the goodness would surely come to her.	Dia sangat sedih dan hidup sendirian. Dia tinggal di dekat sungai dan terpisah dari yang lain karena tidak ada satupun yang mau berteman dengannya. Ketika dia lewat grup kelinci, tidak ada yang mendekatinya ataupun sekedar berkata halo. Namun, mereka bahkan mengejek dan melempar kotoran ke dia. Tetapi dia (kelinci baik) tidak pernah marah dan tetap tabah dalam menghadapi penghinaan. Dia percaya suatu hari nanti kebaikan pasti akan datang.

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Paragraph 3 (Communicative Translation)	
Source Language	**Target Language**
One day, there was a handsome rabbit who became a wanderer. He was being hurt by tree branch that punctured her stomach. She saw it and help immediately. She brought the wanderer into her home to take care him with a traditional medicine. The wanderer initially felt disgusted with her because the bad smelling and her dirty. But the disgust was lost and the wanderer was amazed and very grateful to her because of the treatment.	Suatu hari disana ada seekor kelinci pengembara yang tampan. Dia (kelinci tampan) kesakitan karena tertusuk cabang pohon. Dia (kelinci baik) melihat itu dan segera menolongnya. Dia (kelinci baik) membawa pengembara itu kerumahnya dan mengobati kelinci pengembara itu dengan obat tradisional. Kelinci pengembara itu awalna merasa jijik dengan dia karena baunya tidak enak dan kotor. Tetapi rasa jijik itu hilang dan pengembara itu takjub dan sangat berterimakasih atas pengobatan dari dia (kelinci baik).

Paragraph 4 (Literal Translation)	
Source Language	**Target Language**
The rabbit was so excited because the wanderer had recovered. She was asked by the wanderer, the wanderers said "Excuse me, why your hair is rough and dirty?". She replied, "It is a disease that I have and so far, I have not found the right medication, yet". Then, she was asked by the wanderer to follow him and visit a kingdom. In that kingdom, there was a doctor who could cure all ills. She agreed and went with wanderer. Several days later, they managed to meet the physician and she was successfully cured. Apparently, after she recovered, she became very beautiful and made the wanderer felt in love. They married and lived happily.	Kelinci itu sangat gembira karena pengembara pulih. Pengembara bertanya kepada kelinci, "Permisi kenapa rambutmu kasar dan kotor?" Kelinci menjawab, "ini adalah penyakit yang saya punya dan sangat sulit menemukan obat yang tepat. Kemudian pengembara bertanya kepada kelinci untuk ikut dan mengunjungi kerajaannya. Di kerajaan ada seorang dokter yang dapat menyambuhkan banyak penyakit. Dia menyetujuinya dan pergi bersama pengembara. Beberapa hari kemudian, mereka berhasil bertemu dengan dokter dan dia (kelinci baik) berhasil sembuh. Tampaknya setelah dia pulih, dia menjadi sangat cantik dan membuat pengembara jatuh cinta. Mereka menikah dan hidup bahagia.

Analysis:

Student 4 applied literal translation in the 1st and 4th paragraph. In literal translation, the source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly, out of context. It can be seen from the sentence "a smooth hair" (1st paragraph) was translated "rambut lembut" instead of "bulu lembut". The word "hair" in this sentence refers to rabbit. This student also applied communicative translation, it is proven by the translation in paragraph 2nd and 3rd where the sentence "He was being hurt by tree branch that punctured her stomach" in 3rd paragraph was translated "Dia (kelinci tampan) kesakitan karena tertusuk cabang pohon". This student trying to make the reader understand by giving adverb after the word "dia" which refers to rabbit.

Paragraph 3 (Literal Translation)	
Source Language	**Target Language**
One day, there was a handsome rabbit who became a wanderer. He was being hurt by tree branch that punctured her stomach. She saw it and help immediately. She brought the wanderer into her home to take care him with a traditional medicine. The wanderer initially felt disgusted with her because the bad smelling and her dirty. But the disgust was lost and the wanderer was amazed and very grateful to her because of the treatment.	Suatu hari, ada pengembara kelinci yang tampan. Dia disakiti oleh ranting pohon yang menusuk perutnya. Ia melihatnya dan segera menolongnya. Dia membawanya kerumah dan mengobati dengan pengobatan tradisional. Pengembara awalnya merasa jijik padanya karena baunya tidak enak dan kotor. Tetapi rasa jijik hilang dan pengembara kagum dan berterimakasih karena perawatannya.

Paragraph 4 (Literal Translation)	
Source Language	**Target Language**
The rabbit was so excited because the wanderer had recovered. She was asked by the wanderer, the wanderers said "Excuse me, why your hair is rough and dirty?". She replied, "It is a disease that I have and so far, I have not found the right medication, yet". Then, she was asked by the wanderer to follow him and visit a kingdom. In that kingdom, there was a doctor who could cure all ills. She agreed and went with wanderer. Several days later, they managed to meet the physician and she was successfully cured. Apparently, after she recovered, she became very beautiful and made the wanderer felt in love. They married and lived happily.	Kelinci itu sangat bersemangat karena si pengembara telah pulih. Dia ditanya oleh si pengembara, si pengembara berkata, "Maaf, kenapa bulumu sangat kasar dan kotor?". Dia menjawab, "itu adalah penyakit yang saya miliki dan sejauh ini saya belum menemukan obat yang tepat". Lalu, dia dimintai oleh pengembara untuk mengikutinya dan mengunjungi sebuah kerajaan. Di Istana, ada dokter yang bisa menyembuhkan penyakit. Dia setuju dan pergi bersama pengembara. Beberapa hari kemudian, mereka berhasil bertemu dokter dan dia berhasil disembuhkan. Rupanya, setelah dia sembuh, dia menjadi sangat cantik dan membuat pengembara jatuh cinta. Mereka menikah dan hidup bahagia.

Analysis:

This student applied literal translation when translated the story. It means that this student. It can be seen from every word from the 1st paragraph until 4th paragraph were translated literally based on its literal meaning. For example, the sentence (3rd paragraph) "He was being hurt by tree branch that punctured her stomach" was translated "Dia disakiti oleh ranting pohon yang menusuk perutnya". But in this case, the student translated those words one by one based on its literal meaning so that the meaning of the text became out of context.

Student 16

Paragraph 1 (Literal Translation)	
Source Language	**Target Language**
Rabbit is an animal that is very funny and has a smooth hair and very beautiful. However, there was a rabbit that was so different in this story, because she had a rough and a dirty hair. Although she frequently cleaned it, her hair was dirty again easily.	Kelinci adalah hewan yang sangat lucu dan memiliki bulu yang sangat lembut dan sangat cantik. Namun, ada kelinci yang sangat berbeda di dalam cerita ini, karena dia mempunyai rambut yang kasar dan kotor. Meskipun dia sering membersihkannya, dia kotor lagi dengan mudah.

Paragraph 2 (Free Translation)	
Source Language	**Target Language**
She was miserable and lived alone. She lived near the river and separated from the others because no one else would make her as friend. When she passed a group of rabbits, no one approached her or just to say hello. However, they even taunted and threw dirt on her. But she was never angry and kept to be steadfast in facing those humiliations. She believed that someday the goodness would surely come to her.	Dia sangat menderita dan tinggal sendirian. Dia tinggal di dekat sungai dan terpisah dari yang lain karena tidak ada satu orang pun yang akan menjadikannya teman. Ketika dia melewati sekelompok kelinci, tidak ada yang mendekatinya atau hanya untuk menyapa. Namun, mereka bahkan mengejek dan melemparkannya ke tanah. Tetapi, dia tidak pernah marah dan terus teguh dalam menghadapi penghinaan itu. Dia percaya bahwa suatu hari nanti kebaikan pasti akan datang kepadanya.

Paragraph 3 (Literal Translation)	
Source Language	**Target Language**
One day, there was a handsome rabbit who became a wanderer. He was being hurt by tree branch that punctured her stomach. She saw it and help immediately. She brought the wanderer into her home to take care him with a traditional medicine. The wanderer initially felt disgusted with her because the bad smelling and her dirty. But the disgust was lost and the wanderer was amazed and very grateful to her because of the treatment.	Suatu hari, ada kelinci yang tampan yang menjadi pengembara. Dia tersakiti oleh ranting pohon yang menusuk perutnya. Dia melihatnya dan segera membantunya. Dia membawa pengembara itu kerumahnya untuk merawatnya dengan obat tradisional. Awalnya, pengembara merasa jijik melihatnya karena dia bau dan kotor. Tetapi, rasa jijik pun hilang dan pengembara kagum dan sangat berterimakasih kepadanya atas pengobatannya.

Paragraph 4 (Word-for-Word Translation)	
Source Language	**Target Language**
The rabbit was so excited because the wanderer had recovered. She was asked by the wanderer, the wanderers said "Excuse me, why your hair is rough and dirty?". She replied, "It is a disease that I have and so far, I have not found the right medication, yet". Then, she was asked by the wanderer to follow him and visit a kingdom. In that kingdom, there was a doctor who could cure all ills. She agreed and went with wanderer. Several days later, they managed to meet the physician and she was successfully cured. Apparently, after she recovered, she became very beautiful and made the wanderer felt in love. They married and lived happily.	Sang kelinci sangat senang karena sang pengembara telah pulih. Pengembara bertanya kepadanya, "Permisi, kenapa rambutmu kasar dan kotor?". Ia menjawab, "itu adalah penyakit yang aku punya dan sejauh ini, namun saya belum menemukan obatnya". Ia mengajak sang kelinci untuk mengunjungi kerjaannya. Di Kerajaan, ada sebuah dokter yang bisa menyembuhkan semua penyakit. Beberapa hari kemudian, mereka berhasil bertemu dokter dan dia berhasil disembuhkan. Rupanya, setelah dia sembuh, dia menjadi sangat cantik dan membuat pengembara jatuh cinta. Mereka menikah dan hidup bahagia.

Analysis:

The student 16 applied three types of translation; free ranslation, literal translation, and word for word translation. Free translation can be seen from this

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sentence "However, they even taunted and threw dirt on her" was translated "Namun, mereka bahkan mengejek dan melemparkannya ke tanah". If this sentence translated literally it will be "Namun, mereka bahkan mengejek dan melempari kotoran padanya". Literal translation can be seen from this sentence "He was being hurt by tree branch that punctured her stomach" was translated "Dia tersakiti oleh ranting pohon yang menusuk perutnya". Word for word translation can be seen from this example sentence "The rabbit was so excited because the wanderer had recovered" was translated "Sang kelinci sangat senang karena sang pengembara telah pulih". This sentence was translated singly and interlinear by the students.

Student 22

Paragraph 1 (Literal Translation)	
Source Language	**Target Language**
Rabbit is an animal that is very funny and has a smooth hair and very beautiful. However, there was a rabbit that was so different in this story, because she had a rough and a dirty hair. Although she frequently cleaned it, her hair was dirty again easily.	Kelinci adalah binatang yang sangat lucu dan mempunyai rambut yang lembut dan sangat cantik. Namun, ada seekor kelinci yang sangat berbeda di cerita ini, karena dia memiliki rambut yang kasar dan kotor. Meskipun dia sering membersihkannya, rambutnya kembali kotor dengan mudahnya.

Paragraph 2 (Literal Translation)	
Source Language	**Target Language**
She was miserable and lived alone. She lived near the river and separated from the others because no one else would make her as friend. When she passed a group of rabbits, no one approached her or just to say hello. However, they even taunted and threw dirt on her. But she was never angry and kept to be steadfast in facing those humiliations. She believed that someday the goodness would surely come to her.	Dia sedih dan tinggal sendirian. Dia tinggal di dekat sungai dan terpisah dari yang lainnya karena tidak ada yang mau menjadi temannya. Ketika dia meninggalkan kelompok kelinci-kelinci, tidak ada satupun yang mendekatinya atau sekedar menyapa. Namun, mereka bahkan mengejek dan melemparkan kotoran padanya. Tapi, dia tidak pernah marah dan tetap tabah menghadapi penghinaan itu. Dia percaya bahwa suatu hari kebaikan pasti datang padanya.

Paragraph 3 (Literal Translation)	
Source Language	**Target Language**
One day, there was a handsome rabbit who became a wanderer. He was being hurt by tree branch that punctured her stomach. She saw it and help immediately. She brought the wanderer into her home to take care him with a traditional medicine. The wanderer initially felt disgusted with her because the bad smelling and her dirty. But the disgust was lost and the wanderer was amazed and very grateful to her because of the treatment.	Suatu hari, ada seekor kelinci tampan yang menjadi pengembara. Dia terluka karena ranting pohon yang menusuk perutnya. Dia melihatnya dan segera menolongnya. Dia membawa pengembara itu kerumahnya dan merawatnya dengan obat tradisional. Pengembara itu mulanya merasa jijik karena bau busuk dan dia kotor. Tapi, kejijikannya itu hilang dan pengembara takjub dan sangat bersyukur kepadanya karena pengobatan itu.

Paragraph 4 (Communicative Translation)	
Source Language	Target Language
The rabbit was so excited because the wanderer had recovered. She was asked by the wanderer, the wanderer said "Excuse me, why your hair is rough and dirty?". She replied, "It is a disease that I have and so far, I have not found the right medication, yet". Then, she was asked by the wanderer to follow him and visit a kingdom. In that kingdom, there was a doctor who could cure all ills. She agreed and went with wanderer. Several days later, they managed to meet the physician and she was successfully cured. Apparently, after she recovered, she became very beautiful and made the wanderer felt in love. They married and lived happily.	Kelinci itu sangat senang karena si pengembara telah sembuh. Si pengembara bertanya kepadanya, si pengembara berkata, "Permisi, kenapa rambutmu kasar dan kotor?". Dia menjawab, "itu adalah penyakit yang saya miliki selama ini, saya tidak dapat menemukan pengobatan yang cocok". Kemudian, si pengembara memintanya untuk mengikutinya dan mengunjungi istana. Di Istana, ada seorang dokter yang dapat merawat penyakitnya. Dia setuju dan pergi bersama pengembara. Beberapa hari kemudian, mereka berhasil bertemu dokter dan dia berhasil sembuh. Tampaknya, dia menjadi sangat cantik dan membuat pengembara jatuh cinta. Mereka menikah dan hidup bahagia.

Analysis:

The student 22 applied literal translation in the 1st, 2nd, and 3rd paragraph and it can be seen in one example "When she passed a group of rabbits, no one approached her or just to say hello" was translated "Ketika dia meninggalkan kelompok kelinci-kelinci, tidak ada satupun yang mendekatinya atau sekedar menyapa". Then, in paragraph 4 this student applied communicative translation. For example in the sentence "In that kingdom, there was a doctor who could cure all ills" was translated "Di Istana, ada seorang dokter yang dapat merawat penyakitnya". The words "could cure all ills" was translated "dapat merawat penyakitnya". If those translated literally or word for word, it will be "dapat menyembuhkan semua penyakit". But in this case, the student made it more understandable for the readers and more communicative.

CONCLUSIONS AND SUGGESTIONS

The research problem proposed in this research has been answered. That is about translation method used by the tenth of social grade students at SMA Negeri 3 Kota Jambi in translating a narrative text. Here, the researcher used Newmark Theory as a basic theory to analyze translation method used by the students in translating a narrative text.

As result, there are only four methods used by the students in translating the text. They are Word-For-Word Translation, Literal Translation, Free Translation, and Communicative Translation. It can be seen from the table that the most dominant method used by the 26 students was literal translation method. The second dominant was word-for-word translation method. Meanwhile, the third and fourth translation method applied by the students was free translation and communicative translation. Then, there are four methods which did not applied by the students in translating the story. They were faithful translation, semantic translation, adaptation translation, and idiomatic translation method. Here, the students used more than one method to translate the narrative text.

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Based on the data, literal translation method is the most dominant method used by the students. It happens because the students just translate the words by its literal meaning or the most common meanings they known and they tried to achieve the nearest equivalence meaning in the target language. Moreover, the students tend to translate the words of a sentence interlinear without concerning the contextual meaning of the source language.

There are some suggestions from the writer among other: Firstly, it is better to translate the source language into the target language as long as it has the equivalent in the target language. Secondly, read the text first before translate the words into the target language because they must know first the context of the words that they are going to translate. Lastly, they have to recognize what kinds of the words and contexts in the source language and what kind of translation methods that is appropriate to apply. It is better for the teachers to motivate the students to learn about translation method; how to use it and where it is appropriate to apply. Then, the teachers would not be stuck only in some particular translation method. The researcher realizes that there are still many shortages in her thesis, so the researcher really expects the critics and suggestions for the improvements. Thus, the researcher also hopes this thesis can be a meaningful contribution for students, teachers, and those who wants to conduct the same research.

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