

## AN ANALYSIS OF STUDENTS' EQUIVALENCE IN TRANSLATING ENGLISH NARRATIVE TEXT INTO BAHASA INDONESIA AT ENGLISH STUDY PROGRAM OF ISLAMIC UNIVERSITY OF INDRAGIRI

Samlah<sup>1</sup>, Agus Mustajib<sup>2</sup>, Edi Ardian<sup>3</sup>

English Study Program

<sup>1,2,3</sup>Universitas Islam Indragiri – Tembilahan Riau

Email: [tssamlah@gmail.com](mailto:tssamlah@gmail.com)<sup>1</sup>, [gusnajib1211@gmail.com](mailto:gusnajib1211@gmail.com)<sup>2</sup>,  
[ediardian23@yahoo.com](mailto:ediardian23@yahoo.com)<sup>3</sup>

### ABSTRACT

The objective of the research was to find out and describe the students' narrative text equivalence, to find out the equivalence level of students' translation, and to figure out the students' difficulties in translating and their solution to overcome the problem. The population of the research was a sixth semester students' of English study program, while the participant was 14 students. The study used a descriptive qualitative method with the instruments is test. The research findings showed that 52.5% of students' translation exceeded the 'average' standard, it was dynamic equivalence translation with almost half of participant did that. Then, the second highest category was formal equivalence with the total 34.4% or at the 'low' standard. In the last, students' translate non-equivalence with the total 7.2%, or at 'very low' standard. Meanwhile, the research finding showed that there were two primary difficulties faced by the students: difficulty to understand the meaning of the text and difficulty finding the most equivalent meaning in bahasa. To overcome those problems, they used a guessing strategy to understand the meaning of the sentence. Overall, it can be concluded that the equivalence of the translation narrative text English into Indonesia by the sixth semester students of English study program was fair.

**Keywords:** *Translation, Equivalence, Narrative Text*

### INTRODUCTION

English is an international language that has been used by most of the world's population, including in Indonesia where this language has been taught formally from elementary school to university. In supporting its role as an international language, English is very important and has many links with various aspects of human life. Since the establishment of English as an international

language, many students in Indonesia have learned how to translate English into Indonesian and vice versa correctly.

Most students will encounter many difficulties in learning a foreign language (target language/TL) because each language has its own vocabulary items and foreign ways of arranging words into sentences. Based on these problems, translation is considered as very important to connect two different languages by contributing source language (SL) into the target language. In teaching learning English as a foreign language, students must be able to understand words. If they do not understand and do not know the meaning of English vocabulary, they will have difficulty in learning foreign languages, especially English. In this case, translation is needed to understand what people express and say in their language, write in their letters, and communicate with their friends.

As Bassnet and Gare in Komun (2019:2) state that translation is the replacement of the meaning of the target language from the meaning of the source language through linguistic and cultural studies of the target language, the essence of translation lies in meaning. In the English Education Study Program at the Islamic University of Indragiri, translation is one of the subjects taught to students. The position of translation as a subject is very important to support other lecture activities. In addition, translation courses can also equip students with the basic principles of translation which will be further developed when they pursue the field. This course is given in the fifth and sixth semesters because it is assessed that students' abilities in basic English skills, namely listening skills, speaking skills, reading skills, and writing skills are quite good. The translation course consists of two parts, namely English – Indonesian and Indonesian – English.

According to Hatim and Jeremy (2004: 3), there are two ways of translating: 'literally' and 'free'. Literal translation is the translator's way of translating word for word. According to Zoya (2008: 23), "literal translation is a translation that reproduces communicatively irrelevant elements of the source text. This usually happens when the translator copies the form of the source

language.” In literal translation, the translator defends the true meaning of the source text. According to Zoya (2008: 23), free translation is a loose reproduction of the form and content of the source. This concept means adding additional information elements or missing some important elements. Free translation, the translator pays attention to the adjustment of the source text into the target text.

Narrative text is a text that contains stories in chronological order. In this study, the researchers focused on narrative texts with several aspects of general structure, social function, and linguistic characteristics produced in the sixth semester of the English Study Program at the Islamic University of Indragiri. Based on the problem in this study, the researcher focused on the quality of students in translating English narrative texts. Catford in Angga (2017: 7) suggests that translational equality is an empirical phenomenon found by comparing the source text and the target text. This means that the source language and the target language are compared to determine if they are equivalent. Text in the source language can be displayed next to the target language for easy comparison.

Based on previous research, it was stated that the results of students translating narrative texts literally. Translation students have difficulty remembering English vocabulary when finding foreign words so, they translate literary texts without paying attention to the conditions, situations and context of the text. This research was conducted based on qualitative descriptive analysis. The research subject is the sixth semester in the English Education Study Program, Islamic University of Indragiri, while the sample is narrative text translated from English to Indonesian. In collecting data, the researcher used student test results from the translation of the narrative text from English to Indonesian. After collecting the data, the researcher analyzed the equivalence of students in the translation of the English narrative text into Indonesian.

## **LITERATURE REVIEW**

### **Translation**

According to Herman (2016: 3) translation is an activity of transferring source language (SL) into target language (TL) with its equivalent meaning and without changing the message. Translation is the activity of transcribing written messages from the text of one language into the text of another language. In this case the translated text is called the source text (ST) and the language is called the source language (SL). With regard to the results of the translation, the text compiled by the translator is called the target text (TT) and the language is called the target language (TL).

This is line with was Catford said in Fadhilah & Lidiman (2015: 2,) translation is an operation performed on a language: the process of replacing text in one language with text in another language.

Translation is the process of transferring message or meaning from source language to target language (Hendrawati & Wayan, 2017: 228).

According to Herdawan (2020: 40) translation is a complex linguistic process of conveying an author's ideas by paying attention to several extra-linguistic aspects to ensure the intended ideas reaching his audience.

Catford states there are two kinds of translation process. The first is surface translation which is frequently used by unskilled translator which is characterized by the process of translating the text word by word, phrase by phrase, and sentence by sentence. The second, translation which is frequently used by professional translator starting with understanding the accommodate concept in the source language and finally transfer the accommodated concept into target language.

In short, translation is a part that concerns the relationship between two or more languages (multi-language) which then experiences the transfer of meaning from the source language (SL) to the target language (TL) with the accuracy of the message, readability, and acceptance that will lead to good translation products.

**Kinds of Translation**

Catford (1980) introduces some terms of translation. They are:

***Word-for-word Translation***

Word-for-word translation is a translation based on the arrangement of word in the source language. This kind of is very useful to know the form and the arrangement of words in source language line by line without study it earlier.

***Literal Translation***

Literal translation is a traditional translation which transfer the SL text into the TL, without paying attention to the specific characteristic of the target language is awkward. It is formally started by translating word for word translation but then is to adjust to the grammar of the TL.

***Free Translation***

Free translation is translation which conveys the meaning or messages of source language by reveal on the translator's own words. This type of translation is not only restricted of finding out the equivalence of word, phrase or sentence.

***Idiomatic Translation***

Idiomatic translation is transferring meaning from one language to another by tries to maintain the meaning rather than the form of the source language, and paying no attention to the specific characteristic of the target language.

***Communicative Translation***

According to Newmark (1981: 62), translation is basically a means of communication or a manner of addressing one or more person in the speaker presence.

***Dynamic Translation***

Dynamic translation is called natural translation. This translation uses the natural form of the target language, both the grammatical structure and the choice of equivalence. Dynamic translation is very useful to know the meaning, information and the message of the source language.

**Equivalence**

Equivalence is the most important thing that must be achieved in translation process. (Catford in Fadhillah & Lidiman, 2015: 4) states to generalize

the conditions for translation equivalence as follows: translation equivalence occurs when as SL and a TL text or item are relatable to (at least some of) the same features of substances.

According to Nida and Taber in Siti Aisyah (2015: 17) types of equivalence:

- ✓ Formal equivalence focuses attention on the message itself, in both form and content. One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language.
- ✓ Dynamic equivalence is the relation between receptor and message should substantially the same as that which existed between original receptor and the message.

### **Non-equivalence**

As Baker in Amira D. Kahsgary (2010: 50) puts it, the difficulty and problem in translating from one language into another is posed by the concept of non-equivalence, or lack of equivalence. This problem appears at all language levels starting from the word level up till textual level.

Non-equivalence means that the target language has no direct equivalent for a word or a phrase in the source language. Researcher have tried to find out and explain word correspondence and interpretation according to the common types of non –equivalence, as follows:

- ✓ Culture – specific concepts, when the source language word may express a concept which is totally unknown in the target culture.
- ✓ The source language concept is not lexicalized in the target language; the source language word may express a concept which is known in the target culture but simply not lexicalized, it is not allocated a target language word to express it.
- ✓ The source language word is semantically complex. This is a common problem in translation. A single word can sometimes express a more complex set of meanings than a whole sentence.
- ✓ The source and target languages make different distinctions in meaning.

- ✓ The target language lacks a superordinate. It may have specific words but no general words.
- ✓ The target language lacks a specific term (hyponym)
- ✓ Differences in expressive meaning. A target language word which has the same propositional meaning as the source language word, but it may have a different expressive meaning. The difference may be obvious or subtle but important enough to pose a translation problem in a given context.
- ✓ Differences in form. There is often no equivalence in the target language for a particular form in the source text. Certain prefixes and suffixes in English often have no direct equivalent in other languages.
- ✓ False friends which are the same in form in both languages different in meaning.

### **Narrative Text**

According to Smalley & Ruetten in Latifah & Istiqomah (2019: 81) that “narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological according to time order.

Narrative text is a text that tells a story that happened in the past and it has the purpose to entertain, inform, and give moral value to the readers. Besides, this text tells about a series of events logically, chronologically, and connectedly. The nature of the narrative text is imaginative or in the form of fictional but it also can be in form of non-fiction (Putri, 2021:7)

According Knapp & Watkins in Suhartini (2016:116), narrative text is a type of text talking about a series of event that happened to a person or a character. The character can be a person, animal, plant or thing.

The language features of narrative text are focus on specific and usually individualized participants, focus on material processes, use of relational processes and mental processes, and use past tense (Latifah & Istiqomah, 2019: 82)

## RESEARCH METHOD

In completing this research, the researcher use descriptive qualitative in which the subject to learn is measure using numbers that describe the characteristics of the subject. According to Sugiyono in Astria (2017: 18), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The researcher will use descriptive qualitative since it describes the students' procedures and difficulties in translating narrative text from English into Indonesia. This is relevant to Creswell's in Akhsanah (2019:22) statement, "descriptive studies are design for finding fact about actual phenomena through the process of collecting data, classifying data, analyzing and interpreting based on the analysis result."

In this study, the population is sixth semester students of English Study Program at the Islamic University of Indragiri Tembilahan. The number of population were 14 students. The sample of this research will be take one class of the population, that will sixth semester students in English study program at Islamic university of Indragiri. The researcher use total sampling technique.

The research instrument in the form of tests consisted of tests of students' translating abilities. In this process, the researcher interprets the content of data display analysis. So, the result of this interpretation can be used to establish a conclusion and to verify the amount of equivalence that students know in translation activity. In addition, the researcher categorized the research finding with grouping them into categories. Arikunto stated that there is interval limit to classify the level of percentage (Arikunto, 1998). The research findings discussed and distribute the result into the categories as follow:

**Table 1. Interval Score**

No	Presentase Interval Limit	Scoring Criteria
1	0-20%	Very low
2	21-40%	Low
3	41-60%	Average
4	61-80%	High
5	81-100%	Very High

## FINDING AND DISCUSSION

In this section, the researcher presented the answer of research question about “How is the students translate narrative text literally. In six semester at English study program of Islamic University of Indragiri. Therefore, to answer this research question researcher have given test about narrative text English to Indonesia.

**Table 2. The Result of Translation Test**

No	Source Text	Equivalence		Non-Equivalence	Total of Students' work
		Dynamic	Formal		
1	1 <sup>st</sup> sentence	9	4	1	14
2	2 <sup>nd</sup> sentence	7	7	-	14
3	3 <sup>rd</sup> sentence	8	6	-	14
4	4 <sup>th</sup> sentence	7	7	-	14
5	5 <sup>th</sup> sentence	6	6	2	14
6	6 <sup>th</sup> sentence	9	5	-	14
7	7 <sup>th</sup> sentence	4	9	1	14
8	8 <sup>th</sup> sentence	7	4	3	14
9	9 <sup>th</sup> sentence	11	2	1	14
10	10 <sup>th</sup> sentence	6	6	2	14
11	11 <sup>th</sup> sentence	5	8	1	14
12	12 <sup>th</sup> sentence	12	2	-	14
13	13 <sup>th</sup> sentence	7	6	1	14
14	14 <sup>th</sup> sentence	11	3	-	14
15	15 <sup>th</sup> sentence	8	3	3	14
16	16 <sup>th</sup> sentence	5	7	2	14
17	17 <sup>th</sup> sentence	4	7	3	14
18	18 <sup>th</sup> sentence	8	6	-	14
19	19 <sup>th</sup> sentence	9	5	-	14
20	20 <sup>th</sup> sentence	13	1	-	14
21	21 <sup>th</sup> sentence	6	6	2	14
22	22 <sup>th</sup> sentence	6	5	3	14
23	23 <sup>th</sup> sentence	7	6	1	14
24	24 <sup>th</sup> sentence	10	4	-	14
25	25 <sup>th</sup> sentence	8	4	2	14
26	26 <sup>th</sup> sentence	9	5	-	14
<b>Total</b>		<b>202</b>	<b>134</b>	<b>28</b>	<b>364</b>

Based on the table above, we can see that there are 26 sentences that must be translated by the respondents. Because there are 14 students, the result should

be around 364 translation products made by students. After being categorized into three groups, the researcher found that most of the students had translated dynamically equivalence sentences. Then, they translate the narrative text formally in the second place, but the gap between the two categories of equivalence is not too much. At the same time, the non-equivalence category that the researcher found was only 28 student works. The total of each sentence is 14 translation products because it was translated by 14 students.

From the table above, twenty sentences are the most translated sentences, they are translated by 13 students in a dynamic way. In contrast, the seventh sentence was the most formally translated sentence, translated by 9 students. In addition, the most non-equivalence translations are the eighth, fifteenth, seventeenth, sentences and twenty-two, translated by 3 students. Subsequently the researcher formulated the test result and converted them into percentages form. So that, it can be classified into percentage scoring criteria by Arikunto. The detail of the percentage was as follow:

**Table 3. The percentage of the Frequency**

No	Students Translation	Frequency	Percentage
1	Dynamic equivalence	202	52.5%
2	Formal equivalence	134	34.4%
3	Non-equivalence	28	7.2%
Total		364	100%

As clearly stated, most student have translated narrative text dynamically, and its equivalence. This was proved by the percentage result where dynamic equivalence was the highest result with the total 52.5% or at average level. Then, the formal equivalence category was in second place with the total 34.4% or at low level. While, the non-equivalence translation category was the lowest level with the total 7.2%.

### Equivalence Level of Students Narrative Text Translation

When the students translated the narrative text, it must have ended up in three major types of translation equivalence: dynamic equivalence, formal equivalence and non-equivalence. These three categories reduced and analyzed which sentences can be grouped into them based on their equivalence: how dynamic or formal the sentence is, how natural it sounds, and how similar is the meaning of the sentence in both languages.

#### *Dynamic Equivalence*

According to Nida and Taber, dynamic equivalence is a translation that focused on delivering the equivalent meaning of message to create a translation product as possible (Nida and Taber, 1982). Furthermore, translation in a dynamic way is aimed to receive the responses of the target readers as same as what expected from the source reader. The following table explains the details of dynamic equivalence translation:

**Table 4. Dynamic Equivalence Category**

No	Source Text	Total group	Example of Students work
1	In a bottle placed beside her tomb	13	Dalam botol yang diletakkan di samping makamnya. (S14)
2	You never fail until you stop trying	12	Kamu tidak pernah gagal sampai kamu berhenti mengikat (S7)
3	One day he regained his confidence. He worked hard day and night	11	suatu hari dia mendapatkan kembali kepercayaan dirinya. Dia bekerja keras siang dan malam (S9)
4	He saw an elderly couple sharing an umbrella	11	dia melihat pasangan tua berbagi payung (S13)
5	Therefore she had chosen to leave him	10	Karena itu dia memilih untuk meninggalkannya (S12)
6	There was once a man who was very much in love with a girl.	9	Pernah ada seorang pria yang sangat mencintai seorang gadis (S10)
7	She could visualize	9	dia bisa memvisualisasikan (S2)
8	There, he saw his ex-girlfriend, a photograph of her smiling sweetly	9	Di sana, dia melihat mantan pacarnya, fotonya tersenyum manis. (S6)
9	He could take some of those paper cranes back with him	9	dia bisa membawa beberapa bangau kertas itu kembali bersamanya. (S9)

No	Source Text	Total group	Example of Students work
10	He was just a small executive	8	dia hanya seorang eksekutif kecil (S1)
11	It didn't take him long to realize that those were his ex-girlfriend's parents	8	Tidak butuh waktu lama baginya untuk menyadari bahwa itu adalah orang tua mantan pacarnya (S7)
12	The couple was walking towards a cemetery	8	Pasangan itu berjalan menuju kuburan (S13)
13	His daughter had wanted her parents to put his paper cranes beside her	8	Putrinya ingin orang tuanya meletakkan bangau kertas di sampingnya (S11)
14	The man folded 1.000 pieces of paper cranes	7	Pria itu melipat 1.000 lembar bangau kertas (S5)
15	They were very happy together	7	mereka sangat bahagia bersama. (S4)
16	The man then was heartbroken but he agreed	7	Pria itu kemudian patah hati tetapi dia setuju. (S3)
17	I must make it in life	7	Aku harus berhasil dalam hidup (S1)
18	She had believed that he would make it someday	7	Dia percaya bahwa dia akan berhasil suatu hari nanti (S7)
19	One day, his girl told him that she was going to Paris	6	Suatu hari, gadisnya mengatakan kepadanya bahwa dia akan pergi ke Paris (S14)
20	Make something out of himself	6	membuat sesuatu dari dirinya sendiri. (S5)
21	The couple saw him the man walked over and asked them why this had happened	6	Pasangan itu melihatnya, pria itu berjalan mendekat dan bertanya mengapa ini terjadi. (S10)
22	They explained that their daughter did not leave for France	6	Mereka menjelaskan bahwa putri mereka tidak pergi ke Prancis (S6)
23	Finally with all these hard work and the help of this friends	5	Akhirnya dengan semua kerja keras dan bantuan teman-temannya (S8)
24	He drove slowly beside the couple	5	Dia mengemudi perlahan di samping pasangan itu (S7)
25	Bright future for both of them	4	masa depan yang cerah untuk mereka berdua (S7)
26	Them to know that he wasn't the same one anymore	4	mereka tahu bahwa dia bukan orang yang sama lagi. (S9)

In a bottle placed beside her tomb was translated dynamically by 13 students, so the result could be transferred. Like student 14 translating dynamically *dalam botol yang diletakkan disamping makamnya*. Whereas bright future for both of them and them to know that he wasn't the same one anymore is only translated dynamically by 4 students, *masa depan yang cerah untuk mereka berdua* (Student 7) and *mereka tahu bahwa dia bukan orang yang sama lagi* (Student 9).

### **Formal Equivalence**

The next category was formal equivalence. According to Nida and Taber, formal equivalence is the translation that focuses on from without paying attention to context, condition and situation (Nida and Taber, 1982). The translation distorts the grammatical and linguistic pattern of the target language to preserve its original form.

**Table 5. Formal Equivalence Category**

<b>No</b>	<b>Source Text</b>	<b>Total group</b>	<b>Example of Students work</b>
1	Bright future for both of them	9	Masa depan cerah untuk keduanya (S8)
2	Finally with all these hard work and the help of this friends	8	Akhirnya dengan semua kerja keras ini dan bantuan teman-teman ini (S1)
3	The man folded 1.000 pieces of paper cranes	7	Pria itu melipat 1.000 lembar kertas bangau (S4)
4	They were very happy together	7	Mereka sangat senang bersama (S9)
5	He drove slowly beside the couple	7	Dia melaju pelan di samping pasangan itu (S2)
6	Them to know that he wasn't the same one anymore	7	Mereka untuk mengetahui bahwa dia tidak sama lagi (S12)
7	He was just a small executive	6	Dia hanya eksekutif kecil (S10)
8	One day, his girl told him that she was going to Paris	6	Suatu hari, pacarnya diberi tahu kepadanya bahwa dia akan pergi ke Paris (S13)
9	Make something out of himself	6	membuat sesuatu dari diri sendiri. (S8)
10	I must make it in life	6	Saya harus membuatnya dalam hidup (S11)
11	The couple was walking towards a cemetery	6	Pasangan itu berjalan ke kuburan (S12)
12	She had believed that he would make it someday	6	Dia percaya bahwa dia akan membuatnya suatu hari nanti (S14)
13	The couple saw him the man	6	Pasangan itu melihat pria berjalan

No	Source Text	Total group	Example of Students work
	walked over and asked them why this had happened		lebih dekat dan bertanya mereka mengapa ini telah terjadi. (S1)
14	She could visualize	5	Dia bisa membayangkan (S3)
15	They explained that their daughter did not leave for France	5	Mereka menjelaskan bahwa putrinya tidak meninggalkan untuk ke Prancis (S8)
16	He could take some of those paper cranes back with him	5	Dia bisa membawa kembali beberapa kertas bangau itu bersamanya (S14)
17	There, he saw his ex-girlfriend, a photograph of her smiling sweetly	5	Disana dia melihat foto mantan pacarnya tersenyum manis (S2)
18	There was once a man who was very much in love with a girl.	4	ada seorang pria yang sangat jatuh cinta dengan seorang gadis (S8)
19	The man then was heartbroken but he agreed	4	Pria kemudian sakit hati tetapi dia setuju (S4)
20	Therefore she had chosen to leave him	4	Oleh karena itu dia memilih untuk meninggalkan dia (S9)
21	His daughter had wanted her parents to put his paper cranes beside her	4	Putrinya telah menginginkan orang tuanya meletakkan kertas bangau di sampingnya (S1)
22	He saw an elderly couple sharing an umbrella	3	Dia melihat pasangan lansia berbagi sebuah payung (S10)
23	It didn't take him long to realize that those were his ex-girlfriend's parents	3	Tidak mengambil waktu lama dia untuk menyadari bahwa itu adalah orang tua mantan pacarnya (S11)
24	One day he regained his confidence. He worked hard day and night	2	suatu hari dia kembali percaya diri. Dia bekerja keras siang dan malam (S12)
25	You never fail until you stop trying	2	Kamu tidak pernah kalah sampai kamu berhenti mengikat (S11)
26	In a bottle placed beside her tomb	1	Dalam botol ditempatkan di samping makamnya (S4)

On the contrary in formal equivalence Bright future for both of them translated by 9 students, as translated by student 8 *Masa depan cerah untuk keduanya* and in a bottle placed beside her tomb translated by student 4 *Dalam botol ditempatkan di samping makamnya*. As explained above, the formal equivalence of translating using word for word is not concerned with context.

### Non-equivalence

In this part, the researcher discussed how many and how the respondents translated the narrative text unequally. The sentences were categorized as non-equivalence when the students tried to translate the text in dynamic way, but it ended up unequally.

**Table 6. Non-equivalence Category**

No	Source Text	Total group	Example of Students work
1	It didn't take him long to realize that those were his ex-girlfriend's parents	3	Tidak membawanya lama untuk sadar bahwa itu yang orang tua mantan pacarnya (S11)
2	The man then was heartbroken but he agreed	3	Pria itu sakit hati lalu dia setuju (S4)
3	Them to know that he wasn't the same one anymore	3	mereka mengenal dia tidak sama lagi. (S2)
4	They explained that their daughter did not leave for France	3	Putri mereka jelas tidak melakukan pergi ke Prancis (S6)
5	One day, his girl told him that she was going to Paris	2	Suatu hari, seorang gadis berkata akan pergi ke Paris (S10)
6	Make something out of himself	2	Bangga dengan dirinya sendiri (S4)
7	He drove slowly beside the couple	2	Dia berhenti pelan di samping sepasang kekasih (S12)
8	The couple saw him the man walked over and asked them why this had happened	2	Pasangan berjalan mendekat untuk melihat dan bertanya apa yang terjadi(S8)
9	His daughter had wanted her parents to put his paper cranes beside her	2	Anak perempuan dan orang tuanya ingin meletakkan bangau kertas di sampingnya (S11)
10	There was once a man who was very much in love with a girl.	1	Suatu kali seorang pria saling mencintai dengan seorang gadis (S4)
11	Bright future for both of them	1	Mereka menatap masa depan yang cerah (S12)
12	One day he regained his confidence. He worked hard day and night	1	Suatu hari dia percaya diri. Dia akan bekerja siang dan malam (S10)
13	Finally with all these hard work and the help of this friends	1	Akhirnya dengan semua kerja kerasnya dan kerja keras teman temannya (S4)
14	I must make it in life	1	Aku harus berhasil seumur hidup (S6)
15	She had believed that he would make it someday	1	Dia yakin dia akan bisa suatu hari nanti (S5)

As explained non-equivalence is a translation that is not balanced so that the meaning to be transferred is not conveyed so that it makes the reader confused. As translated by student 11 It didn't take him long to realize that those were his ex-girlfriend's parents *Tidak membawanya lama untuk sadar bahwa itu yang orang tua mantan pacarnya*. Whereas in dynamic equivalence translated by student 7 *Tidak butuh waktu lama baginya untuk menyadari bahwa itu adalah orang tua mantan pacarnya*.

## DISCUSSION

After analyzing the research finding, the researcher discussed the result in order to answer the research question of the study. The objective of the research was to find out the students narrative text translation equivalence, to find out the equivalence level of students narrative text translation, and to figure out the students difficulties in translating the narrative text and their solution to overcome the problem. As the researcher clearly stated, there were 26 sentences that 14 respondents should translate. So, it means that there must be about 364 translations product. Based on the data findings, the students translation equivalence was fair since the result of dynamic translation equivalence is the highest category. Refers to Nida and Taber's theory, dynamic equivalence is better than formal equivalence because it can deliver the meaning successfully (Nida and Taber, 1982). And according to the finding above, dynamic equivalence was the most translation category. Almost half of student succeeded to translate the narrative text equivalently.

In term of equivalence level, the dynamic translation is a translation that focused on delivering the equivalent meaning of the message to create a translation product as natural as possible. According to the result of the test, the dynamic was the most translated category with a total group of 202 translations or 52.5%, and it can be classified as '**average**'. Subsequently, formal equivalence is translation that focuses on form without paying attention to the context, condition and situation. And according to the result of the test, formal equivalence was the

second most translation category with a total group of 134 translations or 34.4%, and it can be classified as **'low'**. Moreover, non-equivalence is a translations where the translator tried to translate the text dynamically and doesn't preserve its structure, but the meaning still different in the target language. And according to the result of the test, non-equivalence has a total number of 28 translations or 7.2%, and it can be classified as **'very low'**.

Therefore, from the result of the text above, the researcher concluded that most students have succeeded with dynamic translation. Because they already known the words that they often encounter and have sufficient background knowledge. When they know and pay attention to the narrative sentence and its translation, they may be able to understand the meaning of the sentence , although it is not very objective.

## **CONCLUSION**

Based on the research finding and data analysis, that has been elaborated above, the researcher drew a conclusion referring to the whole steps of the research. The researcher concluded that the student narrative text translation equivalence in English-Indonesian translation produced by the sixth semester student of the English Study Program was fair. Almost half of student translated the narrative text equivalently, so the translation product was mostly dynamic.

Refers to the result of test, almost half of students translate the sentence narrative text in dynamic way. The students are familiar and have encountered many of these sentences so they can understand their meaning. However, on the other hand, the percentage of formal methods is also quite high. The total number of formal equivalence categories is almost the same as the dynamic equivalence categories. The students were not used to it and only realized the importance of the translation structure after taking the test. Furthermore, in terms of difficulty, understanding and finding the most equivalent meaning are two types of difficulties that students faced. To understand the meaning, they use a guessing strategy with the consequence that sometimes the translation ends up as non-

equivalence. Meanwhile, using similar a meaning but a different form is a solution to overcome the second problem.

At least, the students narrative text translation equivalence was fair. However, the gap of students dynamic and formal translation is no too much. Therefore, it was a big task for the lecture to gain more consideration and students attention of the importance of dynamic and formal equivalence translation. So the student didn't face the difficulties anymore and they could overcome the problem.

## REFERENCES

- Akhsanah, N. (2019). *“The Quality Of Students’ Translation Assisted By The Use Of Electronic Dictionary”*. A Thesis : English Education Department, Faculty Of Education And Teacher Training, UIN SunanAmpel Surabaya. Retrived from <http://digilib.uinsby.ac.id>
- Arianty, Melisa, (2021). *“An Analysis of Student’s Ability in Translating Indonesian Narrative Text Into English at IPS Eleven Grade of SMA Negeri 8 Kota Jambi”*. Thesis : English Education Study Program Teachers Training And Education Faculty, Batanghari University. Retrived from <https://repository.unbari.ac.id>
- Aulia, Dhini. (2012). *“The Application of Translation Strategies to Cope With Equivalence Problems in Translating Texts”* Scientific Journal of Linguistic, Literature and Education. Retrived from <https://polingua.org/index.php/polingua/article/view/43>
- A. [Khashgary, Amira. \(2010\) “Journal of King Saud University Languages and Translation”. Department of English, College of Arts and Humanities, King Abdul-Aziz University, Jeddah, Saudi Arabia.](#) [Fadhilah, Swari&Lidiman, S. M. S. \(2015\). “English-Indonesian Translation Equivalence Of Verbs Found In Despicable Me Movie”. Retrived from https://media.neliti.com](#)
- [Hartati, Sri Indah. \(2020\). “An Analysis of Students’ Equivalence in Translating English Narrative Text into Bahasa Indonesia of The Fifth Semester of English Education Study Program at State Islamic University”](#). RadenIntan Lampung. Skripsi: Retrived from <http://repository.radenintan.ac.id>
- Hendrawati, P. A., & Budiarta, I. W. (2017). *“The Translation Of Idiomatic Expression In Bloodline Into “Garis*

- Darah*". RetorikaJurnalIlmuBahasa, 3(2), 228-239. Retrived from <https://doi.org/10.22225/jr.3.2.295.228-239>
- Herlambang, M. AnggaKurnia. (2017). "A Study of Translation Equivalence and Acceptability on the Subtitle of Intel advertisements." Yogyakarta: Sanata Dharma University Retrived from <https://repository.usd.ac.id/10994/2/121214085>
- Koman, H.N.N., Rudi H., Issy Y. (2019). "Translation Errors in Students' Indonesian-English Translation Practice".English Education Journal. 9(2): 207 Retrived from <https://journal.unnes.ac.id/sju/index.php/eej/artikle/download/29372/12972/>
- Ninsiana, Widhiya (2017) "Problem Solving of Non-equivalence Problems in English Into Indonesian Text." Retrived from <https://media.neliti.com/media/publications/155650-EN-problem-solving-of-non-equivalence-probl.pdf>
- Nurjanah, (2021) "An Analysis of Students Equivalence in Translating Indonesian Proverb into English Indonesian of the Fifth Semester of English Education Study Program at Raden Intan State Islamic University Lampung in the Academic Year 2020/2021" Retrived from : <http://repository.radenintan.ac.id/16714/1/COVER%2C%20BAB%201%2C%20BAB%202%2C%20DAPUS.pdf>
- Pasaribu, B., Herman, Herman, &Hutahaeon, D. (2020, February 1). "Students' Difficulties In Translating Narrative Text From English Into Indonesia At Grade Viii of Smp Negeri 9 Pemantang Siantar."Acitya: Journal of Teaching and Education, 2(1), 12-18. DOI: Retrived from <https://doi.org/10.30650/ajte.v2i1.1311>
- Purba, Rodearta. (2018). "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique" Advances in Language and mLiterary Studies. Retrived from [www.all.s.aiac.org.au](http://www.all.s.aiac.org.au)
- Putra, Bayu Pratama. et all (2017) "Students Strategies in Translating English Into Indonesian (A Study of Sixth Semester Students of English Education Study Program of Bengkulu University)" in the Academic Year 2016/2017. Retrived from <http://repository.unib.ac.id/14180/>
- Rosyana, Halimah. (2021). "An Analysis On Teacher And Learner Talk In The English Classroom Interaction (A Descriptive Study For Tenth Grade At SMAN 4 Kota Bengkulu)".Thesis :English Education Department Tarbiyah

And Tadris Faculty State Institute For Islamic Studies (Iain) Bengkulu.

Retrieved from <http://repository.ianbengkulu.ac.id/5849/1/>

Siti Aisyah, (2015) “*The Shift and Equivalence in The English Translation From Indonesia Noun Phrase in The Poem ‘Pantun terang Bulan di Midwest’ By Taufik Ismail.*” A Thesis: English Letters Department, Letters and Humanities Faculty, State Islamic University Syarif Hidayatullah, Jakarta.

Retrieved from

<https://respository.uinjkt.ac.id/dspace/bitstream/123456789/29300/3Siti%Aisyah-%20FAH.pdf>

Sugiyono.(2018). *Metode Penelitian Pendidikan Pendekatan Kuantatif, Kualitatif, dan R & D.* Bandung Alfabeta. Retrieved from

[https://www.academia.edu/35673299/buku\\_metode\\_penelitian\\_pendidikan\\_sugiyono](https://www.academia.edu/35673299/buku_metode_penelitian_pendidikan_sugiyono) Download buku metode penelitian pendidikan sugiyono

Sujarweni, V. Wiratna.(2015). *Metologi Penelitian Bisnis Dan Ekonomi*, 33. Yogyakarta: PustakaBaru Press. Retrieved from

<https://scholar.google.co.id> Pembelajaran Tematik dengan Menggunakan Pendekatan Scientific Di Kelas IV SD Negeri 81 Kota Bengkulu”. Skripsi :Program Studi

Susan Bassnett, (2014). *Translation Studies: The New Critical Idiom.* (London: routledge)

Tria, Euis. (2014). “*Studi Deskriptif Pengelolaan Pendidikan Guru Sekolah Dasar Jurusan Ilmu Pendidikan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bengkulu.*” Retrieved from

<http://respository.unibac.id>

Wendland, E.R. (2018). “*Review Article: Jeremy Munday, Introducing Translation Studies: Theories and Applications.*” OTE.ny(np): 423

Retrieved from <https://akjournals.com/view/journals/084/14/1/article-p155>