CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter spesifically deals with exposure data, research finding and discussion about an analysis of translating narrative text used by the student at eighth grade of MTs Darul Ulum Kedungdung

A Data Exposure and Research Findings

a. Exposure data

MTs Darul Ulum is the name of the school, MTs Darul Ulum located in daleman village sampang-east java, this school has "B" accreditation and established in 2011. The Vision of MTs Miftahul Ulum is "realizing an innovative boarding school in education and science, based on the values of the pesantren and the cultural wisdom of the archipelago" and Mission of MTs Darul Ulum, are:

1 Carry out creative, innovative and directed learning in accordance with the curriculum

2 Instilling the aqidah ahlus sunnah waljama'ah (Aswaja) to students

3 Instilling faith and piety in students

4 Shaping the character of students in accordance with the values of the pesantren

5 Fostering student mentality towards an educated Muslim personality

6 Improving academic ability and spur high achievement

1. **Abbreviations**

   SL   : source language

   TL   : target language

   S1,2,Etc : first student, second student, etc

   Q1,2,Etc : first question, second question, etc

   b. **Research Finding**

   In this research, the researcher presents the result of the research and the data analysis, the instrument, which is used when the research did a research. The researcher used narrative text to translation test and interview sheet to find out the students" translating narrative text used by the students". The researcher present the result data collection administrated on 21 August until 23 August at the eighth grade of 0MTs Darul Ulum Kedungdung in the academic year of 2021. The data were collected through test of translating narrative text and interview sheet.

   A. **Result of Observation**

   1) **Translation process do the students use in translating narrative text at eighth grade of MTs Darul Ulum Kedungdung**

      a. **The first meeting (Saturday, 21 august 2021)**

         Figure .1. Model of Nida and Taber Translation Process

SOURCE LANGUAGE TEXT   RECEPTOR LANGUAGE TEXT

ANALYSIS   RESTRUCTURING

TRANSFER
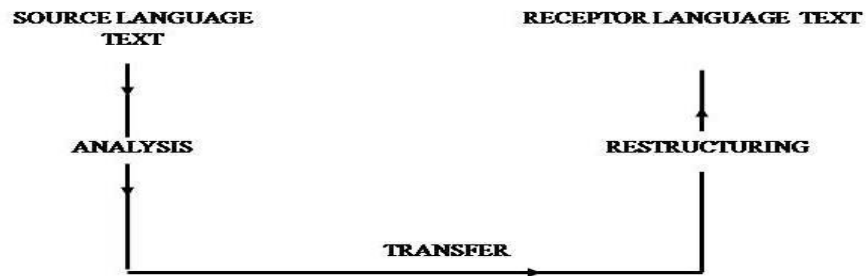
The researcher began to observe english teaching learning activity on Saturday, 21august at 07:00-08:40 in VIII class. This class consist 10 student because during pandemic, the school implements half online and half offline.

- Opening

  Teacher: greeting salam: assalamu'alaikum, good morning student?[1]

  Students: waalaikum salam, morning sir.

  Teacher: how your life?

  Students: I am fine thank you and you?

  Teacher: I am very well, thank you. Okay now, open the class by reciting basmalah together.

  Students: bismillahirrahmanirrahim

  Teacher: I will check your name one by one

- Core activity

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[1] Huzairi, The English Teacher At Eighth Grade of MTs Darul Ulum Kedungdung at 07:00-08:40 (21 august 2021)

In this section, Previously, the teacher explained a little What is narrative text? what is translation process? and types of translation process.

Teacher: okay students, firstly I will explain you about narrative text, who knows, what is narrative text?

Student: narrative text is imaginary story *(jamilatul jennah)*

Teacher: yes good, others? Nothing? Okay I will explain, what is narrative text? Narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be learned at the end of the story And The purpose of this text is to entertain the reader about a story or stories written by the author, do you get the point my student?

Students: yes, sir.

Teacher: there are many kinds of narrative text, fable, legend, myth, love story, fairy tale etc.

Teacher: okay next I will explain you about translation process? When you want to translate text especially narrative text, you have to know how to translate properly and correctly, there are three stage in the translation process, first is analysis, second is transfer, the last is restructuring.

Analysis is one of stage in translation process, first we will analyzing the source language text carefully. Second is

transfer, that is the material that has been analyzed in the first stage, is transferred in the mind of translator from the source language to the target language. And the last stage is *restructuring*, at this stage is the restructuring of the material that has been transferred in such a way that it was previously acceptable in the target language. Do you get the point students?

Student: yes, sir.

Teacher: Okay now I will share a piece of paper containing narrative text which you all have to translate.

After that, the teacher ordered the students to start translating the text by providing the name and absent number above.

- Closing

The last section, the teacher gives an order

Teacher: if you have finished translating, students may collect the results of their translation to the teacher.

Students: okay sir

Then the teacher led the pray

Teacher: "okay let's close our meeting today by reciting hamdalah together"
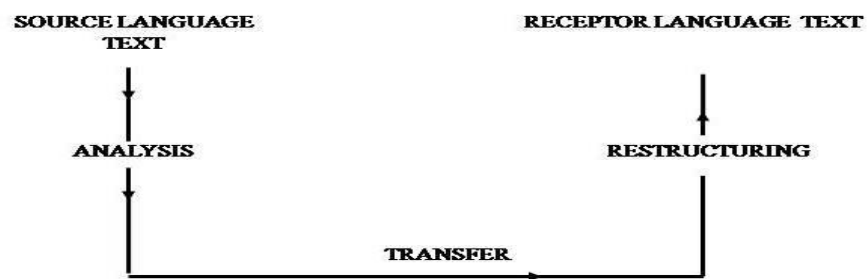
Students: alhamdulillahirabbil alamin

Teacher: the last I say wassalamu'alaikum wr.wb

Students: waalaikum salam wr.wb

b. **Second Meeting (Monday, 23 august 2021)**

Figure .1. Model of Nida and Taber Translation Process

- Opening

As usual the teacher open the class with greeting and ask about student's condition.

Teacher: assalamu'alaikum my students? How are you today?

Students: waalaikumsalam, alhamdulilah I am fine, and you?

Teacher: Alhamdulillah I am very well thank you. Okay now open the meeting today by reciting basmallah together

Students: bismillahirrahmanirrahim.

After that reciting basmalah together. Next the student's attendance.

Teacher: I will check your name one by one?

Students: Nihil sir.

- Core activity

  Teacher: I will explain again a little about the translation process, do you remember, how many stages are there in the translation process?

  Students: there are three stage sir. *(all of students)*

  Teacher: okay that's right. What are the three stages?

  Students: analysis, transfer, and restructuring *(all of students)*

  Teacher: what is analysis?

  Students: analyzing the source language text carefully *(mahrus ali)*

  Teacher: okay good, what is transfer?

  Students: translate from source language into target language *(yuni Zahra)*

  Teacher: good, what is restructuring ?

  Students: the restructuring of the material that has been transferred in such a way that it was previously acceptable in the target language. *(ach junaidi)*

  Teacher: okay good.

Then, the teacher closed the lesson quickly, because the researcher asked for an hour of class time to interview students.

- Closing

   Then, teacher close the meeting as usual, he led the pray

   Teacher: okay let's close our meeting today by reciting hamdallah together

   Students: alhamdulillahirabbil alamin

   Teacher: wassalamu'alaikum wr.wb

   Students: waalaikum salam wr. wb

   and the teacher give an hour time to researcher.

2) **Types of translation method mostly used in translating narrative text by the students at eighth grade of MTs Darul Ulum Kedungdung**

   In this result, the researcher found that most of students used types of translating narrative text because it make them easy to translate and make them easy to understand the method. Therefore they could developed the sentence without considered about the rules from culture of the source language. Below, the researcher enclosed the detail of the interview and the observation about the Student's translation method and translation process in their translating process and the reason they used the method. in this case, the researcher used S1 as first student, S2 as

second student, S3 as third student, S4 as fourth student and so on in the following.

Table I. First student worksheet (S1)

Source language	Target language
One afternoon there was a fox **that was walking through the forest.**	**Satu sore** ada seekor rubah **itu berjalan melalui hutan**

Based on the table above the researcher conclude that S1 used word for word translation because from the translate "one afternoon" as "satu sore", in order to make the reader easy to understand. So, the researcher concludes that S1 used word for word translation and this translation method which put emphasis on source language (SL).

Table II. Second student worksheet (S2)

Source language	Target language
One afternoon there was a fox……… **"just the thing to quench my thirst"**	**Satu sore ada seekor rubah**……… "**hanya ini yang bisa memuaskan dahaga saya"**

Based on the table above the researcher conclude that S2 used word for word translation because from the translate " one afternoon" as "satu sore" and S2 also used free translation based on the table above, the student translate

"Just the thing to quench my thirst" as "hanya ini yang bisa memuaskan dahaga saya" in order to make the readers are not confused in reading him text. So, the researcher concludes that S2 used word for word translation and this translation method which put emphasis on source language (SL), and S2 also used free translation and this translation method which put emphasis on target language (TL).

Table III. Third student worksheet (S3)

Source language	Target language
Again the fox took a few paces backward	**Lagi rubah mengambil beberapa langkah**

Based on the table above the researcher conclude S3 used **word** for word translation because from the translate " again the fox took a few paces backward" as "lagi rubah mengambil beberapa langkah" not "sekali lagi rubah mengambil beberapa langkah". And from interview, S3 used this method to make him easy to translate the text. So, the researcher concludes that S3 used word for word translation and this translation method which put emphasis on source language (SL).

Table IV. Fourth student worksheet (S4)

Source language	Target language
Finally, giving up, the fox turned up his	**Akhirnya, menyerah,** rubah menunjuk hidungnya dan berkata **" mereka**

Source language	Target language
nose and said, **" they're probably sour anyway" and proceeded to walk away**	**mungkin asam" dan terus berjalan pergi.**

Based on the table above the researcher conclude S4 used word for word translation because from the translate "finally, giving up" as "akhirnya, menyerah" and this statement is strengthened by the interview from S4. S4 also developed his writing by free translation method because from the translate "they're probably sour anyway" and proceeded to walk away" as "mereka mungkin asam" dan terus berjalan pergi". To make the reader easy to understand. So, the researcher concludes that S4 used word for word translation and this translation method which put emphasis on source language (SL), and S4 also used free translation and this translation method which put emphasis on target language (TL).

Table V. Fifth student worksheet (S5)

Source language	Target language
One afternoon there was a fox **that was walking through the forest.**	**Satu sore** ada seekor rubah **itu berjalan melalui hutan**

Based on the table above the researcher conclude that S5 used word for word translation because from the translate "one afternoon" as "satu sore", To make the reader easy to understand. So, the researcher concludes that S5 used word for word translation. . So, the researcher concludes that S5 used

word for word translation and this translation method which put emphasis on source language (SL).

Table VI. Sixth student worksheet (S6)

Source language	Target language
Run, and tried to **reach them but he still failed**	Berlari, dan mencoba untuk **menjangkau mereka tapi dia masih gagal**

Based on the table above the researcher conclude that S6 used word for word translation because from the translate "reach them" as " menjangkau mereka" not "menjangkaunya". S6 also answer from interview, S6 Said "she translated used dictionary and translate one by one of the word when I don't know". So the researcher concludes that S6 used word for word translation. So, the researcher concludes that S6 used word for word translation and this translation method which put emphasis on source language (SL)

Table VII. Seventh student worksheet (S7)

Source language	Target language
One afternoon there was a fox that was walking……	**Satu sore** ada seekor rubah itu berjalan**……**

Based on the table above the researcher conclude that S7 used word for word translation because from the translate "one afternoon" as "satu sore". And S7 also answer from interview, S7 Said "she translated used dictionary and

translate one by one of the word when I don't know". So the researcher concludes that S7 used word for word translation. So, the researcher concludes that S7 used word for word translation and this translation method which put emphasis on source language (SL).

Table VIII. Eighth student worksheet (S8)

Source language	Target language
Taking a few steps backward, the fox jumped but unfortunately **he missed the hanging grapes**	**Mengambil beberapa langkah mundur,** rubah melompat tapi sayangnya **dia gagal mendapatkan buah anggur**

Based on the table above the researcher conclude that S8 used word for word translation because from the translate "taking a few steps backward" as "mengambil beberapa langkah mundur". And S8 also answer from interview, S8 Said "she translated used google translate". So the researcher concludes that S8 used word for word translation. So, the researcher concludes that S8 used word for word translation and this translation method which put emphasis on source language (SL).

Table IX. Ninth student worksheet (S9)

Source language	Target language
A bunch of grapes hanging **from over a lofty branch**	Sekelompok anggur menggantung **dari atas cabang tinggi**

Based on the table above the researcher conclude that S9 used word for word translation because from the translate "from over a lofty branch" as "dari atas cabang tinggi". And S9 also answer from interview, S9 Said "I translated the text word by word". So the researcher concludes that S9 used word for word translation. So, the researcher concludes that S9 used word for word translation and this translation method which put emphasis on source language (SL).

Table X. Tenth student worksheet (S10)

Source language	Target language
One afternoon there was…	**Satu sore ada**…..

Based on the table above the researcher conclude that S10 used word for word translation because from the translate "one afternoon there was" as "satu hari ada". And S10 also answer from interview, S10 Said "I started translating the text word by word". So the researcher concludes that S10 used word for word translation. So, the researcher concludes that S10 used word for

word translation and this translation method which put emphasis on source language (SL).

B. Result of Interview

a. Data Description of Students' Translation Process in Translating Narrative Text

Before analyzing the data, the researcher gives some explanation in conducting this research. In this research, the researcher took 10 student from eighth grade as sample of this research. The research is done in MTS Darul Ulum Kedungdung. To know "translating narrative text used by the students, the researcher analysis the process of translating narrative text by the students. In this research, the researcher analyis students' translation process and translation method in translating narrative text consist in interview.

To know the translating narrative text used by the students, researchers give 5 question to the students. (Q1) "what kind of method is used?". (Q2) "why you use this method?". (Q3) how is your process in translating?". (Q4) "what are the difficulties found in the translation?". (Q5) "how do you feel after successful translating the narrative text?".

As the first student is Syahrullah, seen from answer on (Q1)" before translating the narrative text, firstly I read the text, after that I translate the word in the dictionary from the vocabulary that I don't understand. So, the researcher means SR using word for word

translation because this student using dictionary to translate from a source language into a target language. Seen from answer on (Q2) "because to make it easier for me to translate and make me understand the content of the text. So, this is the reason from SR why he choose this method. (Q3) the researcher means from her interview with Syahrullah, this student use analysis process of translation, because the student reads the text first before translating, student also use transfer process because he use word for word method and students also use restructuring process of translation because after translating, the student return to check the result that have been translated. (Q4) the student said "he have difficulty in translating when they find unfamiliar new vocabulary". And then seen from answer on (Q5) very happy, because I like to learn english. The student are also very happy when finished working on it.[2]

The second student is Mahrus Ali, seen from answer on (Q1) the method I use when translating is before translating, I read the text first. After that I started to translate words, then I combined the words with my own sentences. So, the researcher means , the student uses the word for word method because it translates words but, after that the student uses free translation because the student make sentences in his own language. Seen from answer on (Q2) the student said "to make me easy to translating the text. So, this is the reason why he choose this method. From answer on (Q3) the researcher means from

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[2] Syahrullah, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

her interview with Mahrus Ali, the student uses the analysis process process of translation because before translating, the student reads the text first, the student also uses the transfer process of translation, because the student when translating the text, he uses word for word translation and free translation. From answer on (Q4) the student said "I find it difficult when finding new vocabulary. And from answer on (Q5) the student said "I was so happy when I finished it.[3]

The third student is Abdul Qorib, seen from answer on (Q1) the method I use when translate is the first I see and read the first text content, and after that I started translate using word for word method. So, I means the student uses word for word method because the student translates the word for word using dictionary. Seen from answer on (Q2) the students said " because to make it easier for me to translate the text, I have to read after that translate the vocabulary that I don't know one by one. Seen from answer on (Q3) the researcher means from her interview with Abdul Qorib, the student uses analysis process because before translating, the student reads the text first and then starts translating, he also used transfer process because he translated the text uses word for word method. From answer on (Q4) the student said "my difficult is finding vocabulary that I have never heard before. And from answer on (Q5) the student feels happy, from interview the student said " I am

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[3] Mahrus ali , the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

very happy, because I have been able to complete the given task and with this, I can get new knowledge and new vocabulary"[4]

The fourth student is Ach Junaidi, seen from answer on (Q1) the student said" when I translate, I translate according to what I know, if I don't know the meaning I look in the dictionary. So, the researcher means, he uses free translation and word for word translation, because he said he translated using his own way to interpret the text into Indonesian, and he also used the word for word translation method because when there was an unknown word, he looked in the dictionary for words that were not familiar to him. And seen from answer on (Q2) the student said "it makes it easier for me to translate and understand the content/meaning of the text. Seen from answer on (Q3) the researcher means from her interview with Ach Junaidi, the student uses the transfer process, because from answer on first question, the student uses word for word translation and free translation method. And seen from answer on (Q4) the student said he finds it difficult when he find new vocabulary he don't know. From interview with AJ said "when finding new vocabulary words that I have never heard before. And the last answer from (Q5) the student said "I feel happy, because before I was always lazy when there was english lesson and now I feel little excited to learn english.[5]

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[4] Abdul Qorib, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

[5] Ach Junaidi, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

The fifth student is Khulasi, seen from answer on (Q1) the student said "I translate using word for word and I also use translating sentences, after that I checked again. So, the researcher means that the student uses word for word and the student also translating sentences that are appropriate and easy to understand before translate the text to target language. and seen from answer on (Q2) the student said "it make me easy to translate the text. seen from answer on (Q3) the researcher means from her interview with khulasi, the student uses the transfer process because this student using word for word translation method and translating sentences because to make it easier to translate. The student also using restructuring process because after translating, the students returns the result of his translation. And seen from answer on (Q4) the students said he find unfamiliar vocabulary. From interview with Khulasi said "I find the difficult when I get unfamiliar vocabulary. And the last answer from (Q5) the student said "very happy to have finished it.[6]

The sixth student is Siti Aimana, seen from answer on (Q1) the student said "before I translate, I read the text narrative first, after that I started translating word for word and after finishing the translation, I checked the translation again. So, the researcher means she used word for word translation method, because she translates word by word. And seen from answer on (Q2) the student used this method to make her easy to translate and to make her understand the content of the text from her answer, SA said" to make it easier

[6] Khulasi, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

for me to translate and understand the content of the text. seen from (Q3) the researcher means from her interview with SA, the student uses process analysis, because before translating, the student reads the text first, the student also uses the transfer process because the student translates words into the target language. And the last, the student uses a restructuring process, because after finishing translating, the student checks the translation again. From answer on (Q4) this student find it difficult to find unfamiliar new vocabulary, the student said "I have difficulty translating, when I get new unfamiliar vocabulary". And the last answer on (Q5) the student said "I am very happy, because I have finished it.[7]

The seventh student is Lailatul Jennah, seen from answer on (Q1) the student said "I translate using a dictionary, if there is a word I don't know, I am looking in the dictionary". So, the researcher means the student uses the word for word method because the student is translating word by word. Seen from answer on (Q2) the student uses this method to make it easy to translate, from LJ said "to make it easier for me to translate the text". seen from answer on (Q3) the researcher means from her interview with LJ, the student uses transfer process, because the student uses word for word method to make it easy and to understand before translate the text to target language. From answer on (Q4) the student said she found the difficulties when she found unfamiliar new vocabulary, the student said" I find it difficult to find

[7] Siti aimana, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

unfamiliar new vocabulary. And the last answer from (Q5) she said "I am very happy that I have to completed the translation of the text".[8]

The eighth student is Anisa Rahma, seen from answer on (Q1) the student said "when I translate I use google translate because I don't understand english lessons. So the researcher means, the student uses word for word method because she translating the text uses google translate if he don't know the content of the text. seen from answer on (Q2) the student said "because I think it's easier for me to understand the contents of the text without having to translating one by one. Seen from answer on (Q3) the researcher means from her interview with AR, the student uses transfer process because the student when translating directly the sentence. and seen from answer on (Q4) the student said "I have difficulty when I find unfamiliar vocabulary. And the last answer on (Q5) she said" I feel bored because I find it difficult to translate or learn english.[9]

The ninth student is Jamilatul Jennah, seen from answer on (Q1) the student said "the method I use when translating is before translating, I read the text first, after that I translated the text word by word, after I translated I checked again the results of the translate that I have done. So, the researcher means the student uses word for word method because translate the text word by word. Seen from answer on (Q2) the student said he uses this method to make her easy to translate, the student said" I use this method to make it

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[8] Lailatul Jennah, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)
[9] Anisa rahma, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

easier for me to translate the text. seen from answer on (Q3) the researcher means from her interview with JJ, the student uses analysis process because before translating, the student reads the content of the text first, she also use transfer process because he translate using word for word method, and the last she also using restructuring process because after she have done translating the text, she checked again the content of the text. from answer on (Q4) the student find it difficult when finding vocabulary that is not understood, the student said "I find it difficult when I find vocabulary that I don't understand. And the last answer from (Q5) the student said" I am very happy that I have finished the text.[10]

And the last student is Yuni Zahra, seen from answer on (Q1) the student said "the method I use when translating is that before translating I read the text first in order to understand the content of the text, after that I started translating the text word by word and after that I also rechecked the content of the text that I had translated. So the researcher means, the student uses word for word method because the student translating the text word by word. Seen from answer on (Q2) the student using this method to make it easier to translate the text, the student said "to make it easier to translate the text". seen from answer on (Q3) the researcher means from her interview with YZ, the student uses analysis process because before the student translate, she translating the text first, and the student also using transfer process because

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[10] Jamilatul Jennah, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

from answer on Q1 the student using word for word translation, and the last the student also using restructuring process because after she have done to translating the text, the student rechecked the result of translating. Seen from answer on (Q4) the student found the difficulties in translating the text when she get unfamiliar vocabulary, the student said "when I find unfamiliar vocabulary. And the last answer on (Q5) the student said she felt very happy because she have already finished the translation of the text.[11]

B. Discussions

In this section researcher will produce research on how the process translation in translating narrative text used by student at eighth grade of MTs Darul Ulum Kedungdung and what types of translation method in translating narrative text used by the students at eighth grade of MTs Darul Ulum Kedungdung to obtain data above, the researcher has observed the learning process in process translation in translating narrative text used by the students at MTs Darul Ulum Kedungdung. For more details the researcher will expound, as follow:

1. **Translation process do the students use in translating narrative text at eighth grade of MTs Darul Ulum Kedungdung**


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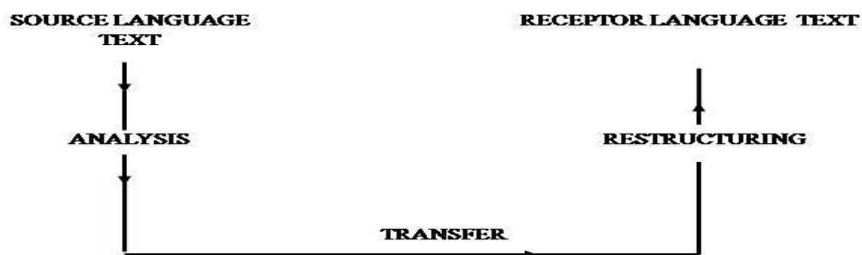
[11] Yuni Zahra, the student at eighth grade of MTs Miftahul Ulum, at) 07:30, (23th august 2021)

The process translation in translating narrative text, according to the observation and interview result is run well. Teaching-learning run as usual. The opening before beginning the class, giving explanation about narrative text and translation process asking question and giving the answer.

The researcher use the theory in course book Nida and Taber to analysis the data. There are three stages of Nida and Taber's translation process, namely analysis, transfer, and restructuring. Based on the data description, the researcher find the result of translation process below:

Figure. 2. Student's Translation Process
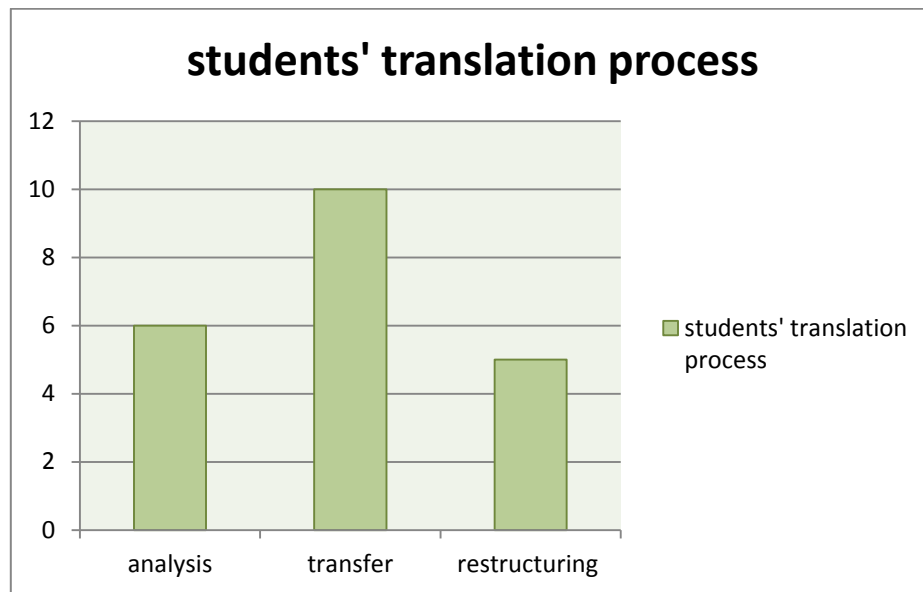
Based on the figure above, the researcher get the conclusion that 6 (six) students used analysis process, 10 (ten) students used transfer process, and 5 (five) students used restructuring process. In the conclusion, showed the student more used transfer process.

Based on the data, the researcher get the data each student have different process in translating text. the researcher analysis of translating narrative text used by student, there are below:

We can see, from *Nida and Taber* stage about translation process, there are 4 students used the stage is Syahrullah, Siti aimana, Jamilatul jennah, and Yuni zahra. The students used first is analysis, second is transfer, and the last is restructuring during translation process in translating narrative text. So, 4 student used all of stage.

There are 2 student only used two stage is Mahrus ali and Abdul qorib, the student only used analysis process and transfer process but the student didn't use restructuring process.

Some of other students only used 1 stage is Ach junaidi,Lailatul jennah, and Anisa rahma. The student only used transfer process but didn't used analysis process and restructuring process. And the last student used transfer process and restructuring process without used analysis process the student is Khulasi.

From the explanation above, the researcher get the conclusion that just 4 student used stage from Nida and Taber namely is analysis, transfer, and restructuring. there are 2 studemt used two stage namely is analysis and transfer process. There are 3 student just used one stage namely is transfer process. And the last, there are 1 student only used two stage namely is transfer and restructuring process

The researcher that had been done by researcher indicated that translation process in translating narrative text used by the student done 4 from 6 students' used

stage from Nida and Taber. We can see from observation in the class and students' answer when interviewed in question 1 (one) until number 5 (five). After analyzing the data of students' process translating, the researcher find that the most process of translation.

A good translator must be able to translate the source language into the target language without leaving the intended message. In addition, the translator must also master theory of translation, culture, and knowledge of the text being translated. But in reality there are still difficulties by translators, one of which is the theory at the time during the translation process.[12]

So it could be concluded that the result of the research showed that more students of MTs Darul Ulum Kedungdung in the academic year 2021/2022 used stage nida and taber, because the highest number of students' translation process are used analysis firstly, the next transfer, and the last restructuring (4 students). The second most translation process the student only used analysis and transfer process without restructuring (2 students). Third, the students' used transfer (3 students). And the last one of 1 (one) student only use transfer, restructuring.

2. **Types of translation method mostly used in translating narrative text by the students at eighth grade of MTs Darul Ulum Kedungdung**

The researcher use the theory in course book Mosleh Habibullah, "According to Newmark, he puts the methods of translation into two categories 1) translation methods which put emphasis on source language, and

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[12]Endang Suciati.Penerjemah dan Penelitian Terjemahan, *Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan.* 2(_,2010), 42.

there are four on source language as following: word for word translation, literal translation, faithful translation and semantic translation. 2) translation methods which put emphasis on target language, and there are four on target language as following: adaptation, free translation, idiomatic translation, communicative translation.

In my previous study from Herti Hidha Astria , her result on her thesis, most of the students using word for word translation, free translation, literal translation and the last is communicative translation. From her thesis the student admitted using a method in translation process really helped the students to translate from source language to the target language.

Based on the analysis of the student's interview and the observation, the researcher got the data most of the students using some method in translating process. They are free translation this translation method which put emphasis on target language (TL) and word for word translation this translation method which put emphasis on source language (SL). The students admitted using a method in translating process to make them easy to translate and really helped the students to translate from source language into the target language.

The students use some methods in translating process. There are eight students only use word for word translation in translating process. Then, two student who mix two method, That is free translation and word by word translation method.

The students who used word for word because sometimes there is a sentence that needs to translate one by one. this method is easy for her/him to understand and also she/he can apply this method in any translation and they thought this method is focused in meaning of the text that would be sent to the reader. In the other, The students who used free translation method because they can translate and developed the sentence from source language to the target language and did not think too much about the value from culture of the target language and also they did not need to use formal words.