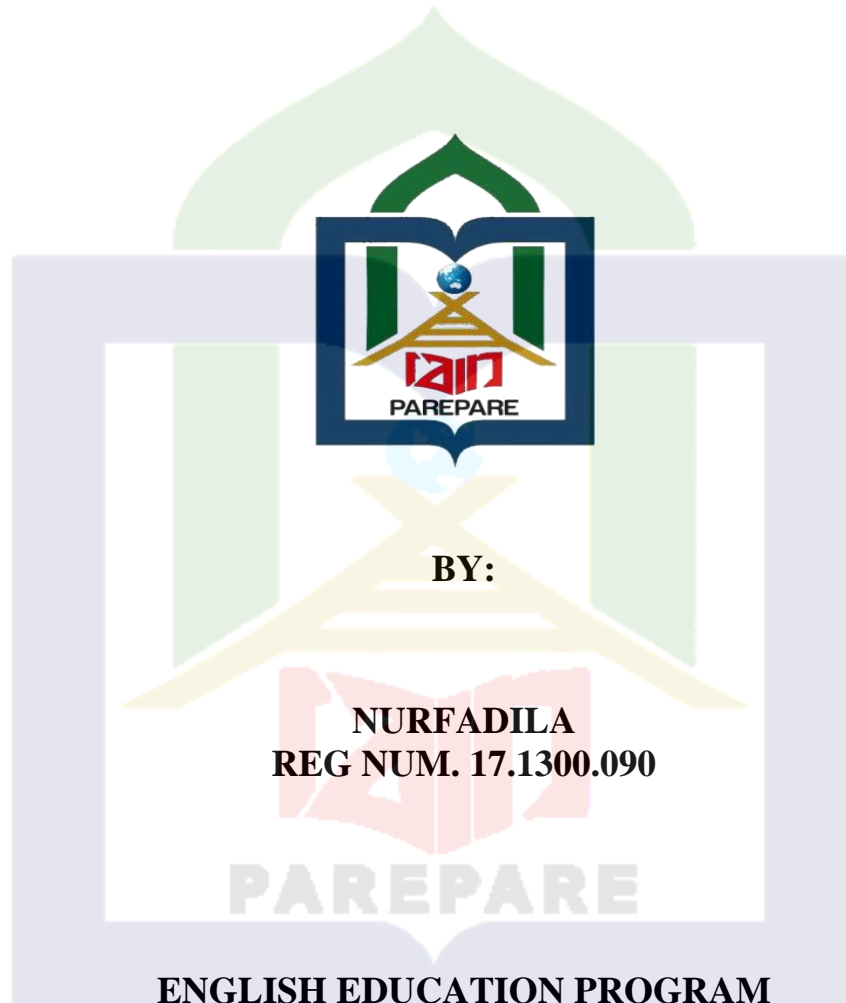


A THESIS

**THE ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING
ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN
AT SMA NEGERI 3 PAREPARE**



BY:

**NURFADILA
REG NUM. 17.1300.090**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute
of Parepare in Partial of Fulfilment of Requirement for Degree of Sarjana
Pendidikan (s.pd)

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**As Partial Fulfillment of the Requirement for the Attainment of the Degree
Sarjana Pendidikan (S.Pd)**

English Education Program

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to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Analysis of Students' Difficulties in Translation Argumentative Text From English To Indonesia at SMA Negeri 3 Parepare

Student Name : Nurfadila

Student Reg. Number : 17.1300.090

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 3235 Year 2021

Approved By:

Principal Supervisor : Dra. Hj. Nanning, M.Pd. (.....)

NIP : 19680523 200003 2 005

Co-Advisor : Munawir, M.Pd. (.....)

NIP : 19880930 202321 1 016



Knowing: Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd. (.....)
NIP. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : The Analysis of Students' Difficulties in Translation Argumentative Text From English To Indonesia at SMA Negeri 3 Parepare

Student Name : Nurfadila

Student Reg. Number : 17.1300.090

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.448/In.39/FTAR.01/PP.00.9/01/2024

Date of Graduation : January 26th, 2024

Approved By:

| | | |
|-------------------------|-------------|---------|
| Dra. Hj. Nanning, M.Pd. | (Chair) | (.....) |
| Munawir, M.Pd. | (Secretary) | (.....) |
| Dr. Zulfah, M.Pd. | (Member) | (.....) |
| Kalsum, M.Pd. | (Member) | (.....) |



Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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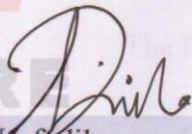
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Parepare, January 19th, 2024

7 Rajab, 1445 H


Nurfadila
17.1300.090

DECLARATION OF THE RESEARCH AUTHENTICITY

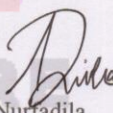
The Researcher who signed the declaration below:

Name : Nurfadila
Student Reg. Number : 17.1300.0903
Place and Date of Birth : Pinrang 23th October 1996
Study program : English Education
Faculty : Tarbiyah
Title of Thesis : The Analysis of Students' Difficulties in Translation
Argumentative Text from English to Indonesia at
SMA Negeri 3 Parepare

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, January 19th, 2024

The Researcher,


Nurfadila
17.1300.090

ABSTRACT

Nurfadila, *The Analysis of Students' Difficulties in Translating Argumentative Text From English to Indonesian at Sma Negeri 3 Parepare*. (Supervised by Hj. Nanning and Munawir).

The aim of this research is to determine students' difficulties in translating argumentative texts from English to Indonesian and to identify factors that make it difficult for students to translate argumentative texts from English to Indonesian for students at SMA Negeri 3 Parepare.

This research uses a qualitative descriptive. The instruments in this research were translation test and interviews. The respondents in this research were class XI students at SMA Negeri 3 Parepare, totaling 28 students. The sample for this research was 7 students from SMA Negeri 3 Parepare who were in class XI using random sampling.

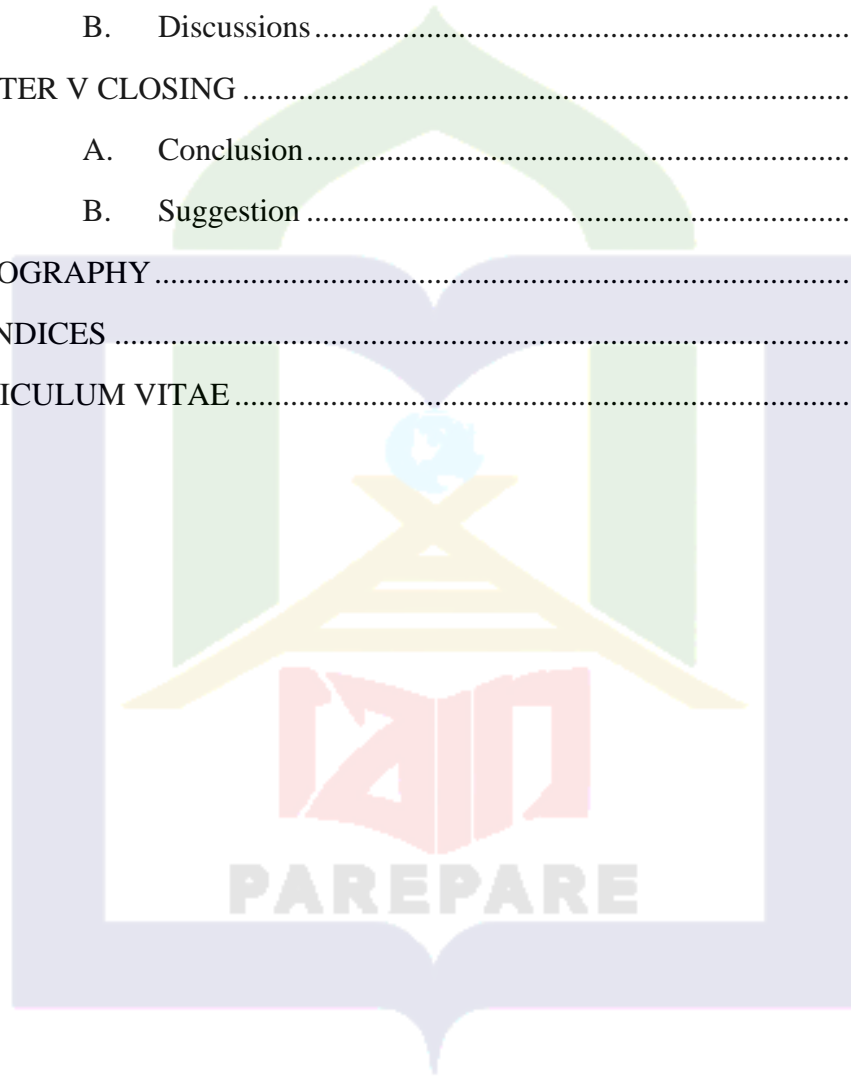
The research results show that the majority of students experience difficulties in translating texts, Based on analysis of student tests and interviews, researchers obtained data that the majority of students in translation tests were influenced by a lack of knowledge of vocabulary and sentence structure which became an obstacle, causing problems in composing texts in the target language. This resulted in translations that were not structured and accurate. Then interviews, where students stated that they tended to experience difficulties with vocabulary and sentence structure. Students' difficulties in translating argumentative texts are influenced by several factors such as linguistic factors where students experience problems in understanding and applying language structures, grammar and vocabulary from the source language to the target language. On the other hand, cultural factors can provide additional obstacles.

Keywords: *Translating, Argumentative Teks, Kesulitan Dalam Menerjemahkan Teks Argumentative.*

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CHAPTER I

INTRODUCTION

A. Background

Translation has an important role in life, especially for society in Indonesia as it is today. This is due to the small amount of information available in Indonesian. This means that there is a lot of information presented in foreign languages, especially English. In many places in Indonesia, you can find textbooks, journals, news articles, films and advertisements presented in English.

Translation is an effort to transfer a message from one language to another. Therefore, we cannot see translation as simply an attempt to replace text in one language into another. As stated by Nida and Taher, translation "consists of reproducing a message in the recipient's language, first in terms of meaning and second in terms of style". So, what is meant by translation is an effort to re-express a message from one language into another language.¹

Translating is a familiar thing in the world of education, especially in English subjects. This translation activity is carried out by students to translate English texts into Indonesian, and vice versa, namely translating Indonesian texts into English. This effort is made so that students can study English as practice so that they have skills in the field of English. However, in translating activities, students experienced difficulties in translating.

English is no longer a foreign subject for them, but the difficulty of translating some texts in English books is still one of the problems students face. They still cannot comprehend and comprehend the meaning of English texts. When there is a translation task, they choose the fastest alternative using a machine

They still cannot understand the meaning of the text in English. When there is

¹Langgeng Budianto and Aan E. Fardani, *A Practical Guide for Translation Skill* (Malang: UIN-Maliki Press, 2010)

a translation task, they choose the fastest alternative by using a translation machine. After they get the translation results from the translation machine, they still can't change the sentence to be better. Even though they have studied various formulas or tenses to translate sentences.

Students must know how to translate themselves. Translation is not only changing one language into another, but also providing the right information to convey the content well. In this case, foreign literature has a lot of influence on Indonesian literature because they are closely related to each other.

Argumentative text is writing that conveys someone's opinion or argument on something with the aim of convincing the reader to share the same views as the author, by presenting ideas, ideas and strong arguments accompanied by examples. usually found in various media, both online such as blogs, media, media and offline such as newspapers and magazines.²

This argumentative text is interesting to read because it provides an opportunity to develop critical thinking skills, understand different points of view, and strengthen perspective abilities. in addition, they can stimulate interest in specific topics and help improve general literacy skills

Studying argumentative texts is important for students. This helps develop critical and analytical thinking skills, as well as improving the ability to construct and present arguments effectively. Understanding argumentative texts also helps students become more critical readers, able to evaluate and understand different points of view. Apart from that, this skill is very useful in everyday life, both in expressing opinions persuasively and in understanding and responding to other people's arguments.

Translating argumentative texts from Indonesian to English can cause several difficulties. First, differences in sentence structure and grammar between the two languages can be a challenge. Second, the nuances and meanings contained in

²Rosmawati Harahap, *Teks Argumentasi*, (Guepedia,2010)

Indonesian expressions may not always have exact equivalents in English. Apart from that, the choice of words and special terms in the context of argumentation also needs to be considered to maintain accuracy and clarity of meaning.

Based on the previous explanations, this research is very important to know the students difficulties in translating argumentative text. The innovation that I do in this research is the research little different with another research because in this research the researcher does research for the students diffulties in translating argumentative text and using qualitative method. There for the researcher is very interested in conducting aresearch inorder to prove and observe at students of SMAN 3 parepare on the title *“The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian at SMAN 3 parepare”*

B. Research question

Based on the background above, the researcher formulates the research question as follow:

1. What are the types of difficulties faced by students in translating argumentative texts?
2. What are the factors make it difficult for students translating argumentative texts from English to Indonesian?

C. Objective of the research

Referring the problem statement above, the objective of the research is formulated as follow:

1. To find out students' difficulties in translating argumentative texts from English to Indonesian
2. To identify the factors that make it difficult for students to translate argumentative texts from English to Indonesian

D. Significances of the research

The significance of the research consists of three significances

1. Theoritically

The result of the study are expected to enrich the literature on English teaching in translation and to provide a beneficial for further research on a translation technique of students skill translating argumentative

2. Practically

- a. For the author, it is hoped that it will be a provision to increase knowledge and be useful in carrying out his duties as a prospective educator
- b. for educators, it is hoped that the results of this research can be used as reference material for teachers in the English learning process so that they can create effective learning

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous related research findings, some pertinent ideas and conceptual framework.

A. Previous research findings

Khairunnisa conducted the research about "Analysis of Student's Difficulties in Translating English Recount Text to Indonesia at Mas Darul Qur'an Medan". The purpose of this study is the students' difficulties and the students' process in translating English recount texts into Indonesian. The method used is descriptive qualitative. The research instruments were English recount texts, interview sheets, evaluation of translations from Nababan, Nuraeni and Sumardiono and the translation process from Nababan. He concluded that students had difficulty translating English recount texts into Indonesian due to English words (vocabulary) which were not translated correctly and sentence structures in Indonesian which were not arranged properly by first grade students at MAS Darul Qur'an. The researcher found that 5 (five) students used the stages of the translation process from Mangatur Nababan in translating. Then, there were some students who did not use all stages in the translation process.

The difference between the research conducted by Khairunnisa on this study is the study focus to the Analysis of Student's Difficulties in Translating English Recount Text to Indonesia at Mas Darul Qur'an Medan. While this study focuses on "The Analysis Students' Difficulties in Translating Argumentative Texts from English to Indonesian". The instruments used were English recount texts, interview sheets, and translation assessments. While this study using argumentative texts and

interviews. As for the similarity of this research is to using descriptive qualitative research.³

Maiya conducted the research about "An Analysis of Students' Difficulties and the Strategies Used in the English Translation Process". It can be seen that this is a qualitative research and the purpose of this research is to find out the methods used, the difficulties encountered, and the strategies used by students in the translation process. Researchers used two instruments, namely tests and interviews. He concluded that students faced many difficulties in the process of translating religious cultural texts. The difficulties they get from religious culture are vocabulary and terminological meanings when they translate the original text because of the lack of vocabulary and terminological meanings in religious stories. In addition, participants rarely encountered religious vocabulary when they read and studied common texts.

The difference between the research conducted by Maiya on this study is the study focus to the Analysis of Students' Difficulties and the Strategies Used in the English Translation Process. While this study focuses on "The Analysis Students' Difficulties in Translating Argumentative Texts from English to Indonesian". The instruments used were tests and interviews. While this study using argumentative texts and interviews. The similarity of this research is to use descriptive qualitative research.⁴

Susi conducted the research about "An Analysis of Students' English Text Translation Procedures at Man Kota Palangka Raya". The purpose of this study is to describe the translation procedures that are used and are more dominant in translating analytical exposition texts and the problems faced by second grade students majoring in Language in the first semester at Man Kota Palangka Raya. The type of research used is qualitative research. Instruments in data collection used were documentation

³ Khairunnisa Simanjuntak, *Analysis of the Student'S Difficulties in Translating English Recount Text To Indonesia At Mas Darul Qur'an Medan*, 2020.

⁴ Maiya Lucito, "The Analysis of Students' Difficulties and Strategies Used in English Translation Process," *JETLi: Journal of English Teaching and Linguistics* 1, no. 1 (2020): 15–27, <https://doi.org/10.55616/jetli.v1i1.6>.

and interviews. He concluded that of the 5 students the most frequently used procedure in translating expository analytical texts was literalism. The problem related to the text that students face when translating text is the linguistic aspect and the problem related to the process is that students are not aware of the context that needs to be considered when transferring the meaning of the source text to the target text.

The difference between the research conducted by Susi on this study is the study focus to *An Analysis of Students' English Text Translation Procedures at Man Kota Palangka Raya*. While this study focuses on "The Analysis Students' Difficulties in Translating Argumentative Texts from English to Indonesian". The instruments used were documentation and interviews. While this study using argumentative texts and interviews. The similarity of this research is to use descriptive qualitative research.⁵

Nanang conducted the research about "Students' Difficulties in Translating an Explanation Text from English to Indonesian". The purpose of this study is to find out the translation difficulties faced by students, identify the factors that cause difficulties, and provide ways to overcome these difficulties. The type of research used is descriptive qualitative research. Instruments in data collection used were explanatory texts, questionnaires, and interviews. He concluded that there are five difficulties based on research. There are difficulties in translating long and complex sentences, difficulties in compiling texts in the target language, difficulties in grammar, difficulties in determining the appropriate equivalents and words, and difficulties in applying writing rules. The difficulty is influenced by several factors. The five main factors are translating long English sentences, translating idioms, determining correct words that have multiple meanings, finding meanings of words that are not listed in the dictionary, and finding complex English sentence patterns that are difficult to translate into Indonesian.

⁵ Susi Munawaroh, *An Analysis of Students' English Text Translation Procedures at MAN Kota By : State Islamic Institute of Palangka Raya*, 2020.

The difference between the research conducted by Nanangon this study is the study focus to students' difficulties in translating an explanation text from English to Indonesian. While this study focuses on “The Analysis Students' Difficulties in Translating Argumentative Texts from English to Indonesian”. The instruments used are explanatory texts, questionnaires, and interviews. While this study using argumentative texts and interviews. The similarity of this research is to use descriptive qualitative research.⁶

B. Some Pertinent ideas

In this section, the researcher explains ideas related to translation, difficulties and argumentation texts.

1. Translation
 - a. Definition of Translation

Translation is the process of finding the meaning behind the source text to be transferred into the target language text. Accuracy, clarity and naturalness of the meaning, idea or message of the translation are some of the things that must be maintained properly in giving meaning.⁷

Translation is a process of transformation from a certain form into another form so that it becomes a bearer of meaning in one's own language or in another person's language. In this case, form is the embodiment or verbal arrangement of a concept or statement. In translation, the term form refers to a clear sentence structure so that the translator can identify it properly. However, on the other hand, various experts have also coined various concepts for translation. There are several theories regarding the meaning of translation activities. It is noted that there is a theory regarding the meaning of translation activities

⁶ Nanang Sharifudin, *Students ' Difficulties In Translating An Explanation Text From English To Indonesian (The Case Of English Department Students Of Unnes)*, 2019.

⁷ Yulan Puspita Rini, “Meaning in Translation,” *English Education: Jurnal Tadris Bahasa Inggris* 6, no. 1 (2014): 137–50.

Catford in his book *A Linguistic Theory of Translation* defines some translation as a discourse about the source language (TL) into the target language (TL).

Levy in his book *Translation as Decision Process* defines translation as a creative process that gives freedom in translating several closest equivalents in producing situational meaning.

Larson in his book *Meaning Based Translation A Guide to Cross-Language Equivalence* defines translation as changing the form of the source language (TL) to TL) in which the delivery of the meaning must remain the same.

Newmark in his book *A Textbook of Translation* defines translation as the meaning of a language into another language as the meaning has by the author.

Nida and Taber translation is an attempt to recreate messages in the source language (SL) into the target language (TL) with a natural equivalent that is as close as possible, first in terms of meaning and then the language style.⁸In other words, translation is the meaning from the source language (SL) to the target language (TL) according to the grammatical structure and cultural context of the target language. The source language is the first language to be translated, while the target language is the result of translation from the source language.

In this case, the translation produced by the target language translator is not completely translated word for word, but can be translated according to the culture of the target language. The key activity is changing with the introduction of meaning, not words.⁹

Based on definition above the researcher conclude that the translation is the process of transferring language from a source language to an absorption language.

⁸ Ahmad Muam and Cisy Dewantara Nugraha, *Introduction to Translation* (Yogyakarta: Gadjah Mada University press, 2021).

⁹ Anton Kurnia, *The Art of Literary Translation* (Yogyakarta: Diva Press, 2022).

b. Types of translation

Some types of the translation that have been put by experts, it seems that each expert has their own classification that is different from the others.

Brisling divides translation into the following four categories:

1) Pragmatics

Pragmatic translation, translation of a message with an interest on the correctness of the information intended to be given in the source language form is referred to as translation. Some features of the original language version are unimportant in pragmatic translation. The most obvious use of pragmatic translation is in the treatment of technical papers, in which information on, instance, repairing a machine is translated into another language using the transtool software and Google Translate.

2) Aesthetic - Poetic

Translation An aesthetic - poetic translation is one in which the translator considers the original language version's affect, emotion, and sentiment, as well as the original author's artistic form and any information in the message. The most obvious instances are in literary translation, poetry translation, process translation, and theatrical translation.

3) Ethnographic

Translation its purpose is to explain the culture context of the source and second language versions. With as their goal, translations have to be sensitive to the way the word is used and must know how the word fits into the culture that used the source and the target language.

4) Linguistic translation

Linguistic translation is concerned with grammatical form and corresponding meanings of component morphemes in the second language.¹⁰

c. Characteristics of Translation

Translation is considered as a word of a written or text form of message. It concerns the replacement of written messages without the burden of transferring the equivalent form in the target language from the source language. The most significant matter of correct translation is about the consistency or closest natural equivalent of the message transferred from source language to target language. Thus a work can be state as the work of translation when it has the following requirements:

- 1) It is a kind of replacement or reproducing message from source language into target language.
- 2) It concerns with written message or textual material or text.
- 3) It transfers the content or thought or message not in the form of source language.
- 4) It is also a kind of process or exercise.
- 5) The second text has the same meaning or message as the first or original text.
- 6) The second text uses idiomatic expression in the target language to retain the style or make it sound like the original text.
- 7) The second text uses the target language equivalent to the source language.

¹⁰ Richard W. Brislin, *Translation Application and Research* (New York: Gardnet Press Inc, 1976).

d. Translation Method

Newmark mentions the difference between translation methods and translation procedures. He writes that, "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). He goes on to refer to the following methods of translation:

- 1) Word- for- word translation: in which the SL word order is preserved and the words are translated singly by their most common meanings, out of context.

Example:

SL: I like that clever student

TL: saya menyukai itu pintar anak

The translation is unacceptable in the Indonesian language because the correct wording is not "itu pintar anak" but "anak Pintar itu ", sehingga kalimat yang benar adalah "saya menyukai anak pintar itu.

- 2) Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

Example:

SL: *his hearth is in the right place*

TL: *hatinya berada di tempat yang benar.*

- 3) Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

Example:

SL: *Alvin is too well aware that he is naughty*

TL: *Alvin menyadari terlalu baik bahwa ia nakal*

The word “well” does not need to be translated in this sentence. The sentence should be translated “Alvin terlalu menyadari bahwa ia nakal”.

- 4) Semantic translation: which differs from 'faithful translation' only in so far as it must take more account of the aesthetic value of the (SL) text.

Example:

SL: *He is a book-worm*

TL: *Dia (laki-laki) adalah seorang yang suka sekali membaca buku.*

In the phrase “book-worm” is translated flexibly based on cultural context. However, the translation in the example should translate to “*dia seorang kutu buku*”

- 5) Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

Example:

SL: *The rising sun is found not to be rising sun. It is the world that goes around.*

TL: *Matahari terbit ternyata bukan matahari terbit. Dunialah yang sebenarnya mengorbit.*

- 6) Free translation: it produces TL text without the style, form or content of the original.

Example:

SL: *Look, little guy, you all should not be doing this.*

TL: *Dengar nak, mengapa kamu semua melakukan hal seperti ini. Ini tidak baik.*

Based on the model, the morning is longer than the original text to make the text's message clear.

- 7) Idiomatic translation: it 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.

Example:

SL: *A teacher has a duty to bring up students both intellectual and moral.*

TL: *Seorang guru mempunyai tugas untuk mendidik siswa baik intelektual maupun moral.*

Here, the phrase 'bring up' means 'mendidik' because it is an idiom. We cannot translate it 'membawa', etc... .'

- 8) Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.¹¹

Example:

SL: *Beware of the dog*

TL: *Awas anjing galak*

This sentence did not translate "beware of the vicious dog" because the sentence already indicates that the dog is vicious.

e. Meaning Analysis

1) Grammatical meaning

Grammatical meaning refers to "the meaningful relationship between the constituent parts of the grammatical construction". This can be interpreted as the meaningful relationship between words, phrases and sentences. The total meaning of a phrase or sentence is not determined by a simple combination of the meanings of

¹¹ Langgeng Budianto and Aan E. Fardani, *A Practical Guide for Translation Skill* (Malang: UIN-Maliki Press, 2010).

isolated words; part of the total meaning is derived from the particular structure of the phrase or sentence.

For example, in the phrases such as *old man*, *gray house*, *beautiful fur* and *tall tree*, it is the first component in each case which qualifies the second. Moreover, such structures in traditional grammar as "subject + predicate" and "verb + object" designate, in fact, a kind of grammatical meaning. This can explain why the combination of words in a language is meaningful and cannot be changed freely.

we analyze the combined relationship of words in the sentence “ *The old men stared at us* ” , we do not relate *to old*, *old to men*, *men to stare*, etc., and do not reverse the position of *men stared* as *stared men*.

2) Referential meaning

Grammatical meaning is no doubt important, but comparatively speaking, referential meaning and connotative (emotive or associative) meaning is where the key of Nida's semantic analysis lies. In Nida's view, referential meaning is generally thought of as “dictionary meaning”. Later, he interprets referential meaning as the meaning of "the words as symbols which refer to objects, events, abstracts, relations". Nida's explanation about referential meaning has been generalized by Mr. TAN Zaixi as the meaning of words refers to a certain objective entity or concept. Referential meaning is, in fact, in our eyes, “conceptual meaning” bearing the logical, cognitive or denotative content which is the first basic meaning of Leech's seven kinds of meaning (ie, conceptual meaning, connotative *meaning* , social meaning , affective *meaning* , reflected meaning, collocativemeaning and thematic meaning) .It is true that referential or conceptual meaning can often be found in dictionaries.

3) Connotative meaning

Connotative or emotive meaning relates to the associative or “emotional reactions to words” of the participants in the communicative act. It involves such emotive values as "vulgar", "obscene", "slang" and "pedantic". Although the analysis of emotive meaning is by no means as easy as that of referential meaning, Nida proposes that the only way in which emotive meaning can be analyzed is by contexts, either cultural or linguistic. In describing emotive meaning based on cultural contexts we either analyze the behavioral responses of foreign speakers to the use of certain words if we are studying a foreign language or we attempt to diagnose our emotional attitudes toward words of our mother's tongue. In describing emotive meaning through the examination of linguistic contexts we analyze the co-occurring words which may prove diagnostic as to emotive value. This is, in our view, collocative meaning. It is true that some synonyms may have the same referential or conceptual meaning, but they have different collocative meanings when they co-occur with other words.¹²

f. Process of Translation

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

1) Analysis

Translators must analyze the type of text before translating the source language. In addition, the text to be translated must be understood by a translator or ask someone else who is considered more expert and knowledgeable to help in that regard. For example, when the translator finds a problem in the translated text and the

¹² H E Yan, “The Meaning of ‘ Meaning ’: Reflection on Linguistic School ’ s Theoretical Description of Meaning in Translation” 5, no. 3 (2008): 34–42.

translator does not know the term, the result is that the translator gets confused and makes an irregular translation. That is the reason why understanding a text is an important part of translating all of the above can be obtained by analysis.

2) Transfer

Transfer is becoming the next stage of translation process after analysis. Transfer is not an easy job, because each language has a different meaning and concept. Therefore, the closest equivalent words, phrases, clauses and sentences from the source language to the target language should be founded by the translator.¹³

3) Restructuring

The latest stage is restructuring. This is the modification stage, when a message is transferred by the translator with a word equivalent the translator needs to adjust the sentences for the better by separating the terms from the terms from the source language without having any strange meaning. From the explanation above, it can be inferred that a translator should have knowledge and skills about source language and target language. So, the translator can achieve the equivalent meaning from the source language to the target language.¹⁴

g. Types of Difficulties in Translation

Here are some factors that affect the difficulty of language translation

- 1) Differences in Language Structure: Each language has its own unique language structure, including its grammar, word order, and grammar rules. This difference can challenge the translator in adapting the source

¹³ Munawir, "The Source of Error in Translation" 4, no. 2 (2021): 119–32.

¹⁴ Djoko Susilo, *Translation Guide (Theories, Concepts, Strategies, and Application Materials or Translation Studie)* (Ponorogo: Knowledge Insights, 2021).

language structure to the target language.¹⁵

- 2) Cultural and Context Differences: The translator must consider the cultural and context differences between the source language and the target language. Expressions, idioms or cultural references in the source language may not have a direct equivalent in the target language.¹⁶
- 3) Specific and Technical Vocabulary: Certain languages have very specific and technical vocabulary, such as scientific, medical, or legal terminology. The translator must have sufficient knowledge in the field to understand and translate accurately.¹⁷

h. Factors that cause difficulties in translating.

- 1) Linguistic factors: understanding in translating can be caused by differences in structure, grammar, idioms, or phrases that are difficult to translate between the source language and the target language. This involves an in-depth understanding of the structures and the special features of the two languages involved in the translation process.¹⁸
- 2) Cultural Factors: Translations must also consider the cultural differences between the source language and target language. Phrases, cultural references, social conventions, and norms can be a challenge in translating. Demonstrations can arise when trying to convey messages, humor, or meanings related to a particular cultural context.¹⁹

¹⁵ Jeremy Munday and Basil Hatim, *Translation: An Advanced Resource Book* (New York: Routledge, 2004).

¹⁶ Sarah Maitland, *Culture and Translation: Towards a New Understanding of Translation and Cultural Diversity* (New York: Routledge, 2001).

¹⁷ Yves Gambier and Luc van Doorslaer, *Handbook of Translation Studies* (Amsterdam: Jhon Benjamins Publishing Company, 2010).

¹⁸ Baker M, *In Other Words: A Course Book on Translation* (Routledge, 2018).

¹⁹ Basnett. S and Lefevere A, *Translation, History, and Culture* (Routledge, 2010).

2. Argumentative

a. Definition

Argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of other people, so that they believe and ultimately act according to what the writer or speaker wants.²⁰

Argumentative paragraph aims to convey an opinion, conception, or opinion written to the reader. To convince the reader that what is conveyed is true, the author includes evidence, examples, and various reasons that are difficult to refute.²¹

Based on definition above the researcher conclude that the Argumentative text is text that is written based on the author's opinion and the facts that exist aim to convince the reader. To know what the argument is like. The easiest argumentative example is the rain that didn't fall for six months causing the land and water sources to dry up. Based on the example above, the topic to be discussed must be controversial for the public and actual news that exists in today's society.

b. The characteristics of an argumentative paragraph include

- 1) Contains the author's ideas/ideas;
- 2) There is valid data;
- 3) Contains an explanation in the form of facts and evidence and ends with a conclusion; and. Data can come from observations or research results.

c. Argumentative component

- 1) *Claims* or position statements, opinions or views of researchers.

²⁰ Gorys Keraf, *Argumentation and Narrative (Composition Continued II)* (jakarta: PT Gramedia Pustaka Utama, 2000).

²¹ Asul Wiyanto, *Skilled In Writing Paragraphs* (jakarta: Grasindo, 2006).

- 2) *Data* or facts refer to facts which are the result of applying certain data collection methods and techniques. In addition, facts or data are also the result of data analysis with certain methods and techniques.
 - 3) *Warrants* or guarantees refer to statements that can be in the form of expert views that support the author's position statement.
 - 4) *Backing* or supporters, refers to statements that can be in the form of previous research results that provide support for the guarantee component.
 - 5) *Modal qualifier* or modality description, position statement sharpening tool. It is said to be a sharpening device because modality information limits the scope of the position statement so that the position statement becomes more specific.
 - 6) *Rebuttal* or exception or rebuttal, in the form of an exception statement which will greatly determine whether or not the position statement applies in relation to certain conditions.²²
- d. Structure
- 1) Introduction, in this section an introduction will be described that leads to the problem being discussed.
 - 2) The body of the argument, this section is an explanation or description, presenting arguments that explore the issues raised.
 - 3) Conclusion, in conclusion look for important things and further clarify or crystallize the problem.²³

²² Yuliana Setyaningsih, "Argument Patterns of Argumentative Paragraphs in Accredited Journal Articles in Economics (Stephen Toulmin's Perspective)" 15, no. 2 (2016): 139.

²³ Teuku Mahmud, "Identification of Argumentative Paragraphs in Short Story Forms for Class X Students of SMA Negeri 1 Banda Aceh," *Metamorphosis* 5, no. 1 (2017): 50.

e. The following are several references that can be used to support the above statement:

1) Has the character of an opinion or opinions

Argumentative text contains the author's opinion or opinion about something. The opinion can be in the form of a statement, question, or suggestion. For example, "I think that character education is very important to implement in schools."

2) Have a reason with evidence or facts

The arguments used in argumentative texts must be supported by valid evidence or facts. This evidence or facts can be in the form of statistical data, research results, personal experience, or quotes from experts. For example, "Character education is important to implement in schools because it can shape good student character, such as honesty, discipline and responsibility."

3) Aims to convince someone

Argumentative text aims to convince the reader to agree with the opinion or opinion expressed. Writers of argumentative texts must try to use straightforward and clear language, as well as logical and rational arguments. For example, "By implementing character education in schools, students will become better individuals and can contribute positively to society."

4) Straight forward and clear language

The language used in argumentative text must be straightforward and clear so that it is easily understood by readers. Writers of argumentative texts must avoid using complicated language or using terms that are difficult to understand. For example, "Character education

is the process of learning and forming students' character through providing knowledge, skills and experience. With character education, students are expected to be good individuals and behave in accordance with applicable norms."

5) Refute the other party's arguments

Argumentative text can be a response or rebuttal to another party's argument. For example, the opinion that says that character education is not important because it only wastes time is a wrong opinion. Character education is actually very important to implement in schools because it can shape good student character.

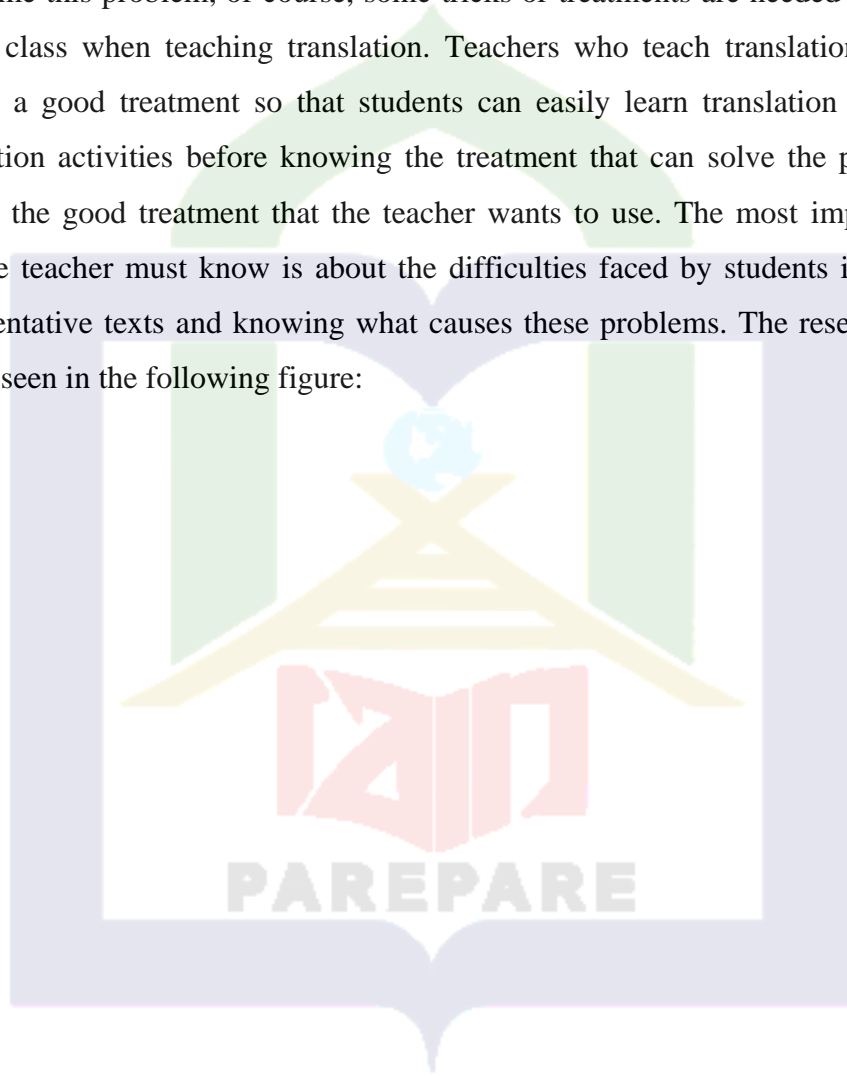
3. Conceptual Framework

Translation is an effort to transfer messages from one language to another. Translation activities can be carried out to determine the structure of understanding a foreign language. So learners should know how to translate well and what they need to make a good translation of a text. Where English is a foreign language in this country and English is compulsory for high school students to learn. In the process of translating, at this time, we have to look at the fact that there are still many students who are not interested in translating texts. Especially in English lessons, there are several types of texts, such as narrative, descriptive, expository, and argumentative texts. There are many reasons behind such as students do not like English subjects.

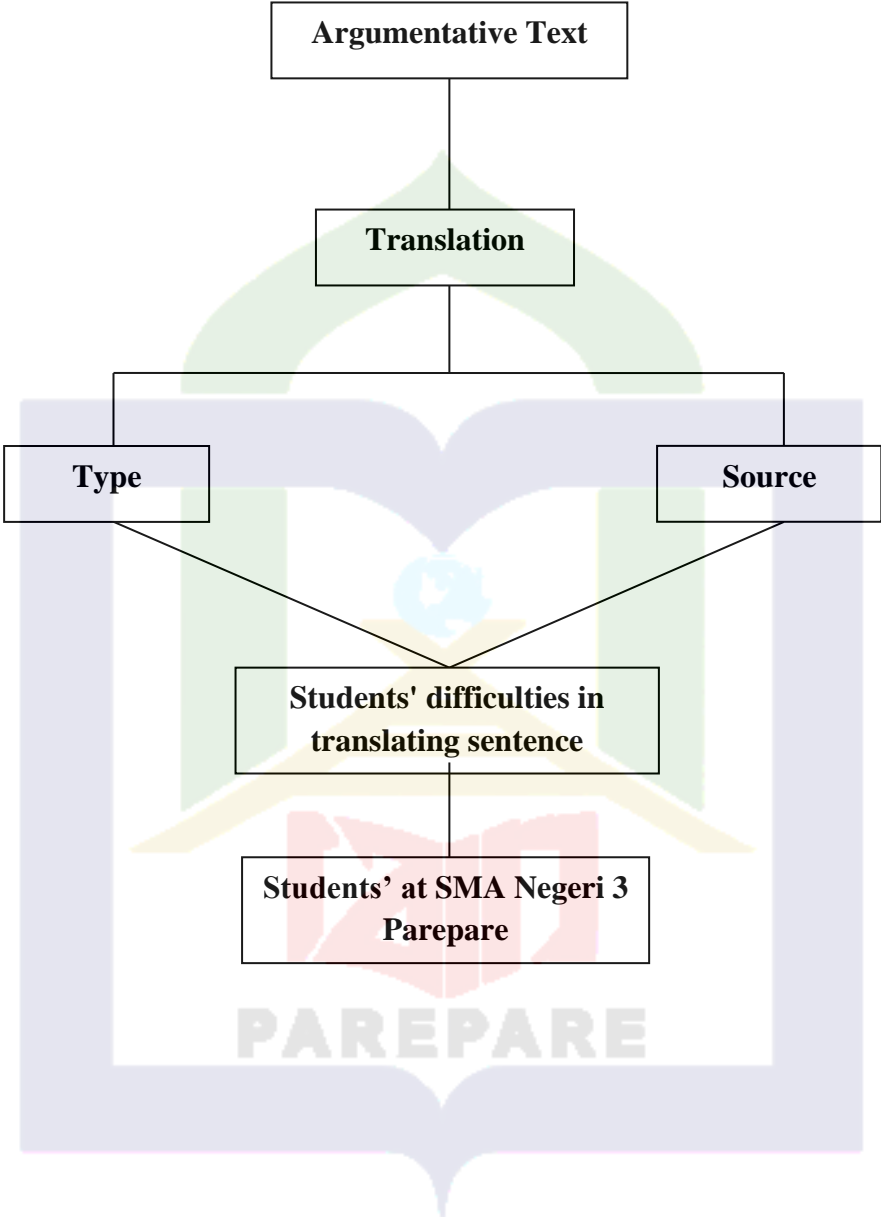
When the teacher finds difficulties, the teacher can change the method and translate the teaching. At the school that was the subject of this study, teachers admitted that their students experienced difficulties in learning English, especially in translating activities. Some of the difficulties faced by students are that students find it difficult to understand the meaning of the text, students. It is difficult to translate

new vocabulary, so to understand the text; students must be able to translate every sentence or every paragraph of the text.

Among the types of text, the researcher focuses on argumentation text. To overcome this problem, of course, some tricks or treatments are needed that teachers use in class when teaching translation. Teachers who teach translation, they must choose a good treatment so that students can easily learn translation or carry out translation activities before knowing the treatment that can solve the problem, and choose the good treatment that the teacher wants to use. The most important thing that the teacher must know is about the difficulties faced by students in translating argumentative texts and knowing what causes these problems. The research process can be seen in the following figure:



The conceptual framework



CHAPTER III

METHODOLOGY RESEARCH

This chapter presents about the research methodology. The methodology in this case is about the research design, the subject of the study, technique of collecting data, and data analysis.

A. Research Design

In this research, the researcher used descriptive qualitative because the result of this study were to identified and to analyzed student's difficulties in translating argumentative text. According to Creswell, the research designs are the specific procedure in volved in the research process: data Collection, data analysis and reportwriting. The research design for this research is qualitative method. It is use descriptive because this research aims to describe the obtain data of the field then this data research is collected the form of word. This research is qualitative because the human as an instrument to analyze the written data in translations text.²⁴

The writer used descriptive qualitative research. The descriptive qualitative explained the clear description about result of the study. Research was simply gathering the data but it was selecting, organizing, interpreting, analyzing and evaluating the data so that valid statements can be make about some aspects of reality.

Based on the explanation above the researcher used descriptive qualitative because the researcher would like to analyze the students difficulties in translating argumentative text at SMAN 3 Parepare.

²⁴ J W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Addison Wesley, 2012).

B. Location and duration of the research

1. Location of the Research

The location of the research was at SMAN 3 Parepare. This school is located on Jl. Laupe, Watang Soreang, Soreang, Parepare, South Sulawesi Province.

2. Duration of the Researcher

In collecting and analyzing data, researchers used qualitative research. The researcher analyzed the students' difficulties in translating argumentative texts from English into Indonesian and the researcher will interviewed students as the sample of this study to obtain in-depth information about the data. Therefore, perhaps the researcher was conducted for about a month because it takes some time to collect and analyze data.

3. Population and Sample

1. Population

The population according to fraenkel and wallen is a group that attracts researcher, in which the group is used by the researcher as an object to generalize researcher results.²⁵ The population of this research is the student from SMA 3 PAREPARE. The researcher have taken population from clas XI especially in clas XI IPA 1. The student at class XI IPA. 1 are 27 students.

2. Sample

The sample is part of the number and characteristic is possessed by the population the sample is part of the population. This includes several selected members of the population. Therefore, part of the element of the population is a sample. In The

²⁵ Endang Widi Winarni, *Teori Dan Praktik Penelitian Kuantitatif, Kualitatif, Ptk, R & D* (jakarta: Bumi Aksara, 2018).

researcher took samples by using random sampling. Random sampling is the basic sampling technique to select sample from the population.

whole individual of the population have an equal chance to be include as the sample. As an result, by using random sampling the researcher took 7 students as sample of 27 students.

4. Instruments of The Research

An instrument as a function device in collecting the data. Arranging instruments is basically to arrange evaluation of tool, because the evaluation is getting data about something being researched.²⁶ The techniques and instruments used in this research are as follows:

1. Interview

Interview is one of the research which is a process to obtain information by way of question and answer between the researcher and the subject under study²⁷. The researcher does interview to collect the data from students who become respondent so this research. In the qualitative interview, the researcher conducted face to face interview with respondent. The researcher interviewed students as subject of this research in the school. The steps that must be taken in an interview are introducing yourself, conveying the purpose of the interview, starting the interview, then taking notes or recording during the interview process.

²⁶ Sandu Siyoto and M.Ali Sodik, *Dasar Metodologi Penelitian*. Yogyakarta (Yogyakarta: Media Publishing, 2015).

²⁷ Andra Tersiana, *Metode Penelitian* (Yogyakarta: Anak Hebat Indonesia, 2020).

2. Test

Test is a set of question or exercises and is another instrument used to measure the skills, intelligence, abilities or talent possessed by individuals²⁸. In collecting data, researchers used tests to determine students' ability to translate argumentation texts.

The form of the test used in this study is in the form of argumentative texts that must be translated by students from English to Indonesian. The test was conducted once, the researcher asked students to translate the text within 60 minutes with the title "Why students should have breakfast every day". After the students complete the translation, the researcher collects it and then the researcher analyzes each word, sentence, and paragraph of the student's translation.

5. The procedure of collecting data

When the researcher decided what type of instrument that used to collect the data, here the researcher can explain how the researcher collects the data as the result in this research. The researcher has done to collect of data by using the interview, and test. This is the role of the researcher do collecting data:

1. The researcher made a schedule to do research in the school then ask permission to leader of the school.
2. After the researcher asks permission to the leader, the researcher asks permission to English teacher then give know that the researcher will does research about argumentative text material.
3. The researcher do interview with students to ask information about what

²⁸ Feny Rita Fiantika, 2022. *Metodology penelitian kualitatif*. Padang: PT.Global Eksekutif Teknologi.

difficulties of students in translating argumentative text.

4. Then, The researcher record what students say then note all about the condition during interview.

After the researcher do interview, the researcher next to second instrument use observation. The instructions for doing test are:

- a. The researcher gives a greeting to make student's enjoy with the class
- b. The researcher observes the English teacher explained about argumentative text.
- c. The researcher prepared text argumentative which translated by students.
- d. After the researcher explained then the researcher gives a chance and time for students to do translating argumentative text.
- e. The researcher looked how students do translating of the text.
- f. After time's finish, the researcher asks students to collect their answer sheet.
- g. The researcher checks the students and analyzes the answer every single words, sentences and paragraphs of the student's translation.

6. Technique of Data Analysis

Data analysis according to Sugiyono is a process of systematically researching and collecting data obtained from interviews, field reports and documents by organizing the data into categories, describing them in units, combining them, compiling in-depth models, selecting the it is important to learn and draw conclusions so that you and others can understand it easily.

In data analysis techniques, researchers used the qualitative research model version of Miles and Huberman. According to Husaini and Purnomo, where Miles

and Huberman's data analysis consists of three approaches. Activities such as data reduction, data display, drawing conclusions.²⁹

We see analysis as three concurrent flow so factivity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. We explored each of these components in more depth as we proceed through the book. For now, we made only some overall comments.

1. Data Reduction

Data reduction to further refine, analyze, filter, remove unnecessary pieces of data, and organize data to draw the right conclusions and research. The author choose complete data from interviews, tape recorders, writing instruments that refer to what is at issue and not inadequate data and not in accordance with the formulation of the problem seen in SMA Negeri 3 Parepare.

2. Data Display

Data display is a collection of structured information that provides the possibility to draw conclusions and take action As soon as the data presentation is revised, researcher can know what happened and what to do about it.

For example, the researchers continue the analysis or deepen their research. The author sorts the data according to his research and discards data that is not needed.

3. Drawing and verifying conclusion

Drawing conclusions is a complete configuration activity where conclusions are verified during the research. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows,

²⁹ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, Dan R&D.* (Bandung: ALFABET, 2015).

and propositions. In the last of data analysis, the researcher give the result of problem statement then concluded after presenting the data and analyzing the data.³⁰

7. Trustworthiness

To strengthen the truth of the data and findings of research results, a data can be said to be legitimate that is trusted. The validity of the data can be intended to obtain the level of trust associated with how far the truth of the research results reveal and clarify the data with actual fact in the field,³¹ if it meets four criteria that are:

1. Credibility

That works firstly, carrying out the inquiry in such a way that the degree of confidence of the invention can be achieved, secondly, demonstrating the confidence of the findings by the researcher's evidentiary proof of the double reality under investigation.

2. Transferability

That is the criteria for knowing whether there are similarities between the delivery context and the recipient.

3. Dependency

That is the criteria used to assess whether the research technique is of a quality in terms of the process.

4. Confirmability

That is the criterion comes from non-qualitative objectivity. Something that can be objective or not depending on one's views, opinions, and meetings.

³⁰ Matthew B. Milles, A Michael Huberman, and Johnny Saldana, , *Qualitative Data Analysis, A Methods Source Book*. (Arizona State University, 2014).

³¹ Ibrahim M.A, *Metodologi Penelitian Kualitatif: Panduan Penelitian Beserta Contoh Proposal Kualitatif* (Bandung: Alfabeta, 2015).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the results of research conducted at SMA 3 PAREPARE, Parepare district, related to "The analysis of student's difficulties in translating argumentative texts from English to Indonesian at SMA Negeri 3 Parepare". The author received a positive response from both students, teachers and the school.

As explained in the data analysis technique, this research used descriptive qualitative data analysis from data obtained from tests and interviews. Next, these results are a review of the results of research conducted by the author based on the problem formulation in this research. After collecting data from the test, researchers found several difficulties faced by students in translating argumentative texts. Many of the vocabulary words were not translated correctly and the sentence structures in Indonesian are incorrect by class XI students at SMA Negeri 3 Parepare.

Translation Respondent 1

Mengapa siswa harus sarapan setiap hari

Kebanyakan orang, terutama kalangan muda, menjalani hari tanpa sarapan. Banyak orang percaya itu tidak diperlukan, atau mereka mengatakan tidak punya waktu untuk itu, dan memulai hari tanpa sarapan.

Alasan mengapa kamu harus sarapan sebelum berangkat sekolah adalah untuk kesehatanmu. Saat kamu melewati sarapan dan pergi ke sekolah, mencari penyakit karena itu tidak sehat untuk memiliki perut yang kosong sepanjang hari. Itu sangat penting untuk makan dan tidak membiasakan perut bekerja dengan kosong. Kamu akan memiliki banyak masalah kesehatan jika kamu tidak memakan sarapanmu.

Alasan lain untuk sarapan itu karena kamu butuh makanan untuk dapat bekerja lebih baik dikelas. Badan dan otakmu tidak berfungsi dengan baik seperti seharusnya karena kamu tak punya energy dan kekuatan. Ketika kamu mencoba mempelajari sesuatu dan tak ada isi perut, kamu akan punya banyak masalah akan keberhasilan. Sarapan tidak harus berat, dan sebaliknya. Kamu akan merasa lelah jika kamu tidak sarapan karena kamu telah menghabiskan sepanjang malam sebelumnya tanpa makanan.

Itu lebih baik bangun lebih awal dan sarapan yang baik lalu lari kesekolah tanpa memakan apapun. Ini waktunya untukmu melakukan sesuatu demi kesehatanmu, dan sarapan adalah cara yang lebih baik untuk memulai harimu.

Line 4

SL: When you skip breakfast and go to school, you are looking for a disease because it's not healthy to have an empty stomach all day long

TL: Melewatkan sarapan dan pergi ke sekolah berarti mencari penyakit karena tidak sehat jika perut kosong sepanjang hari

ST: Saat kamu melewati sarapan dan pergi kesekolah, mencari penyakit karena itu tidak sehat untuk memiliki perut yang kosong sepanjang hari.

Respondents have difficulty putting words together to translate the sentence “because it’s not healthy to have an empty”, respondents know the meaning of these word “jika perut kosong” dan “untuk memiliki perut yang kosong”. But have difficulty constructing sentences so that the translation can confused the reader.

Line 5

SL: Not let your stomach work empty

TL: Tidak membiarkan perut Anda kosong

ST: Tidak membiasakan perut bekerja dengan kosong

Respondent have difficulty expressing the corret meaning in translation “let” this can be caused by lack of understanding of certain vocabulary. Inappropriate word

selection can cause inaccurate translations.

Line 7

SL: Because you need food for to do well in your classes

TL: Karena Anda membutuhkan makanan *agar dapat berprestasi di kelas*

ST: Karena kamu butuh makanan **untuk dapat bekerja lebih baik dikelas**

Respondent had difficulty determining the meaning of the words “for to do well in your classes”. Respondent was confused about determining between the word, “*agar dapat berprestasi di kelas*” and “**untuk dapat bekerja lebih baik dikelas**”. This is because student immediately translates word for word without paying attention to the actual meaning.

. Line 9

SL: Have nothing in your stomach

TL: *Tidak ada apa pun di perut Anda*

ST: **Tak ada isi perut**

Respondent had difficulty determining the meaning of the words “have nothing in your stomach”. Respondent was confused about determining between the word, “*tidak ada apa pun di perut Anda*” and “**tak ada isi perut**”. This is because student immediately translates word for word without paying attention to the actual meaning.

Line 12

SL: Have a good breakfast that run to school without eating anything

TL: Sarapan enak sebelum *berangkat ke sekolah* tanpa makan apa pun

ST: Sarapan yang baik lalu **lari kesekolah** tanpa memakan apapun

Respondents had difficulty determining the meaning of the word run to school, respondents were confused about deciding between words “**berangkat**” dan “**lari**”. This is because students immediately translate word for word without paying attention to the actual meaning.

Based on the analysis above, the researcher found that in translating the argumentative text, the student made several translation errors, where when the errors were examined student immediately translated word for word with out paying attention to the actual meaing and had diffulty in stringing word together in translating sentences

Translate Respondent 2

Mengapa siswa harus sarapan setiap hari

Banyak orang, khususnya anak muda, menjalani hari tanpa sarapan. Banyak orang percaya bahwa hal itu tidak perlu, atau mereka tidak punya waktu untuk itu, dan memulai hari mereka tanpa makan.

Alasan kenapa kamu harus sarapan sebelum berangkat sekolah adalah demi kesehatan kamu. Kapan kamu melewatkan sarapan pagi dan pergi sekolah, kamu mencari penyakit karena tidak sehat jika perut kosong terus menerus. Sangat penting untuk makan dan tidak biarkan perutmu kosong. Kamu akan mendapat banyak masalah kesehatan jika tidak sarapan.

Alasan lain untuk sarapan adalah kebutuhan kamu untuk berpartisipasi dikelas. Tubuh dan otak kamu tidak akan berfungsi sebaik mungkin karena tidak mempunyai energy dan kekuatan. Ketika kamu mencoba mempelajari sesuatu dan tidak mempunyai apa-apa, kamu akan menghadapi banyak kesulitan untuk berhasil. Sarapan buaknlah makanan yang terlalu banyak dan di pedesaan, kamu akan merasa lelah jika tidak saran karena kamu menghabiskan sepanjang malam sebelumnya tanpa makanan.

Lebih baik bangun lebih awal dan sarapan enak tanpa perlu makan apapun. Merupakan waktu bagi kamu untuk melakukan sesuatu demi kesehatan kamu dan sarapan adalah cara yang lebih baik untuk memulai hari kamu.

Line 2

SL: Or they say that they don't have time for that

TL: Mereka mengatakan bahwa mereka tidak punya waktu untuk itu

ST: **Mereka tidak punya waktu untuk itu**

Responden have difficulty arranging words in translating sentences so that they change the original meaning of the sentence. This difficulty in translation may be caused by a lack of vocabulary so that the resulting meaning is inaccurate.

Line 4

SL: You are looking for a disease because it's not healthy to have an empty stomach all day long

TL: Berarti mencari penyakit karena tidak sehat jika perut kosong sepanjang hari

ST: Kamu mencari penyakit karena tidak sehat jika perut **kosong terus menerus.**

Responden have difficulty arranging words in translating sentences so that they change the original meaning of the sentence. This difficulty in translation may be caused by a lack of vocabulary so that the resulting meaning is inaccurate.

Line 7

SL: Because you need food for to do well in your classes

TL: Karena Anda membutuhkan makanan agar dapat berprestasi di kelas

ST: Kebutuhan kamu **untuk berpartisipasi dikelas**

Respondent had difficulty determining the meaning of the words “for to do well in your classes”. Respondent was confused about determining between the word, “*agar dapat berprestasi di kelas*” and “**untuk berpartisipasi dikelas**”. This is because student immediately translates word for word without paying attention to the actual meaning.

Line 9

SL: have nothing in your stomach

TL: Tidak ada apa pun di perut Anda

ST: **Tidak mempunyai apa-apa**

Respondent had difficulty determining the meaning of the words “have nothing in your stomach”. Respondent was confused about determining between the word, “tidak ada apa pun di perut anda” and **“tidak mempunyai apa-apa”**. This difficulty in translation may be caused by a lack of vocabulary so that the resulting meaning is inaccurate.

Line 10

SL: On the contrary

TL: Sebaliknya

ST: **Di pedesaan**

Respondent had difficulty determining the meaning of the words “on the contrary”. Respondent was confused about determining between the word, “sebaliknya” and **“di pedesaan”**. This difficulty in translation may be caused by a lack of vocabulary so that the resulting meaning is inaccurate.

Line 11

SL: Without eating anything

TL: Tanpa makan apa pun

ST: Tanpa perlu makan apapun

Responden have difficulty arranging word in translating sentence so that they change meaning o the sentence. This difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

Based on the translation result above, the researcher found that respondents had difficulties in managing sentence structure, which then caused the translation results to be less structured. This is because the respondent lacked in memorizing vocabulary and lacked mastery of sentence structure so that some words were translated in accurately.

Translate Respondent 3

Mengapa siswa harus sarapan setiap hari

Banyak orang, terutama anak muda, menjalani hari tanpa sarapan. Banyak orang meyakini bahwa itu tidak perlu, atau mereka berkata mereka tidak mempunyai waktu untuk itu, dan memulai hari mereka tanpa makanan.

Alasan mengapa kalian harus sarapan sebelum ke sekolah yaitu untuk kesehatanmu. Ketika kalian tidak sarapan dan pergi ke sekolah. Kalian mencari penyakit karena itu tidak sehat ketika perut kosong sepanjang hari. Itu sangat penting untuk makan dan tidak membiarkan perut kalian kosong. Kalian akan memiliki banyak masalah dengan kesehatan kalian.

Alasan lain untuk sarapan yaitu karena kalian membutuhkan makanan untuk melakukan dengan baik dikelas. Tubuh dan otak kalian tidak akan berfungsi dengan baik karena kalian tidak mempunyai energy dan kekuatan. Ketika kalian mencoba untuk belajar sesuatu dan perut kalian kosong. Kalian akan memiliki banyak masalah ketika menyelesaikannya. Sarapan bukan makan besar. Dan kalian akan merasa lelah ketika kalian tidak sarapan.

Lebih baik bangun lebih awal dan sarapan yang enak sebelum berangkat ke sekolah tanpa makanan apapun. Ini saatnya kamu melakukan sesuatu untuk sehat dan sarapan adalah cara terbaik untuk memulai hari

Line 8

SL: Because you need food for to do well in your classes

TL: Karena Anda membutuhkan makanan agar dapat berprestasi di kelas

ST: Karena kalian membutuhkan makanan untuk melakukan dengan baik dikelas

Respondent have difficulty expressing the corret meaning in translation “for to do well in your classes”. This can be caused by lack of understanding o certain vocabulary. Inappropriate word selection can cause inaccurate translations

Line 9

SL: Your

TL: Anda

ST: Kalian

Respondent have difficulty determining the meaning of the word, "your", respondent confused about determining the words, "anda" and "kalian". This can be caused by a lack of vocabulary mastery

Based on the translate result above, the researcher found that the respondent was actually able to translate the text well, but there were several sentence so the researcher stated that the respondent difficulties were caused by linguistic factor so that some vocabulary was lacking, which was when the respondent translate the text.

Translate Respondent 4

Mengapa siswa harus sarapan setiap hari

Banyak diantara kita, terutama anak muda, memulai hari mereka tanpa mendapatkan sarapan. Banyak orang berpikir itu tidak penting atau mereka berkata mereka tidak mempunyai waktu untuk sarapan, dan mereka melewati harinya tanpa sarapan.

Alasan mengapa kamu memerlukan sarapan sebelum berangkat sekolah adalah untuk kesehatan. Ketika kamu melewatkan sarapan dan berangkat kesekolah, sama halnya kamu mengundang penyakit datang ke perutmu sepanjang hari. Sangat penting untuk mendapatkan sarapan dan tidak membiarkan perutmu bekerja dalam keadaan kosong. Kamu akan mendapatkan banyak masalah kesehatan jika kamu melewatkan sarapan.

Alasan lainnya, pentingnya sarapan adalah kamu memerlukan sarapan untuk berpikir lebih baik didalam kelas. Badan dan otakmu tidak berfungsi dengan baik karena kamu tidak mempunyai energy yang cukup. Ketika kamu mencoba untuk mempelajari sesuatu dan tidak ada apapun di perutmu, kamu akan menghadapi kesusahan untuk mencapai akhir. Sarapan bukanlah manakan besar dan pada sebuah kasus, kamu akan merasa lelah ketika kamu tidak sarapan karena kamu tidak mendapatkan energi sepanjang malam.

Sangat bagus jika kalian bangun pagi dan mendapatkan sarapan yang bergizi kemudian pergi sekolah. Ini saatnya kamu melakukan sesuatu untuk kesehatanmu dan makan sarapan adalah langkah baik memulai harimu.

Line 1

SL: A lot of people, especially young people, go through the day without having breakfast

TL: Banyak orang, terutama anak muda, menjalani hari-harinya tanpa sarapan

ST: **Banyak diantara kita,** terutama anak muda, **memulai hari mereka tanpa mendapatkan sarapan**

Respondent have diiculty determining the meaning of the word,” A lot of people, especially young people, go through the day without having breakfast respondent confused about determining the words,” Banyak orang, terutama anak muda, “menjalani hari-harinya tanpa sarapan” and **“Banyak diantara kita,** terutama anak muda, **memulai hari mereka tanpa mendapatkan sarapan”**. This is because students immediatly translate word to word without paying attention to the actual meaning and the respondent difficulty arranging words in translating sentences so that they change the original meaning of the sentence.

Paragraph 2

SL: Because you need food for to do well in your classes

TL: Karena Anda membutuhkan makanan agar dapat berprestasi di kelas

ST: Kamu memerlukan sarapan **untuk berpikir lebih baik di dalam kelas**

Respondents had difficulty determining the meaning of the words “for to do well in your classes”, respondents were confused about determining between the words “agar dapat berprestasi di kelas” and “untuk berpikir lebih baik di dalam kelas”. This is because students immediately translate word for word without paying attention to the actual meaning and this can be caused by a lack of understanding of certain vocabulary. Inappropriate word selection can cause inaccurate translations.

Paragraph 3

SL: It is better to wake up earlier and have a good breakfast that run to school without eating anything

TL: Lebih baik bangun lebih awal dan sarapan enak sebelum berangkat ke sekolah tanpa makan apa pun

ST: Sangat bagus jika kalian bangun pagi dan mendapatkan sarapan yang bergizi kemudian pergi sekolah

Students have difficulty arranging words in translating sentences so that they change the original meaning of the sentence. This difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

According to the analysis above, the researcher found that respondents experienced difficulty in translating the text given because the respondent did not master the vocabulary so that the resulting meaning was inappropriate and unclear. This also caused by no understanding sentence patterns and structures well.

Translate Respondent 5

Banyak orang, terutama generasi sekarang, menjalani hari tanpa sarapan. Banyak yang berpendapat bahwa hal tersebut tidak perlu. Atau mereka beranggapan bahwa mereka tidak memiliki waktu untuk itu. Dan memulai hari mereka tanpa makanan.

Alasan mengapa kamu harus sarapan sebelum ke sekolah adalah demi kesehatanmu. Jika kamu tidak sarapan lalu pergi ke sekolah. Kamu sedang mencari penyakit karena tidak sehat jika perut kosong sepanjang hari.

Alasan lain kenapa harus sarapan karena kamu membutuhkan makanan untuk belajar di kelas. Tubuh dan otak anda tidak berfungsi dengan baik sehingga anda tidak memiliki energi dan kekuatan ketika anda mencoba mempelajari sesuatu dan tidak ada apa-apa diperut anda akan mengalami banyak kesulitan. Untuk sarapan. Sarapan bukanlah makan yang sangat besar dan sebaliknya. Anda akan merasa lelah jika tidak memilikinya. Karena anda telah menghabiskan sepanjang malam sebelumnya tanpa makan.

Lebih baik bangun lebih awal dan istirahat sejenak dari pada makan apapun. Sudah waktunya agar anda melakukan adalah cara terbaik untuk memulai hari.

Line 1

SL: A lot of people, especially young people, go through the day without having breakfast.

TL: Banyak orang, terutama anak muda, Menjalani *hari* mereka tanpa sarapan

ST: Banyak orang, terutama anak muda, menjalani *hari-hari* mereka tanpa sarapan

Respondent has difficulty determining the meaning of the word, "day", and respondent confused about determining the words, "hari" and "hari-hari". This is because respondent directly translated without paying attention to the meaning.

Paragraph 3 in the line 1

SL: Another reason for eating breakfast is because *you need food for to do well in your class*

TL: Alasan lain untuk sarapan adalah *anda membutuhkan makanan agar dapat berprestasi di kelas*

ST: Alasan lain kenapa harus sarapan **karena kamu membutuhkan makanan untuk belajar dikelas**

Respondent had difficulty determining the meaning of the words “*you need food for to do well in your class*” Respondent was confused about determining between the word,” *anda membutuhkan makanan agar dapat berprestasi di kelas*” and “**karena kamu membutuhkan makanan untuk belajar dikelas**”. Students have difficulty arranging words in translating sentences so that they change the original meaning of the sentence. This difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

Paragraph 3 in the line 12

SL: You’re going to feel tired if *you don’t have breakfast*

TL: Anda akan merasa lelah *jika tidak sarapan*

ST: Anda akan merasa lelah **jika tidak memilikinya**

Respondent had difficulty determining the meaning of the words “*you don’t have breakfast*” Respondent was confused about determining between the word,” *jika tidak sarapan*” and “**jika tidak memilikinya**”. This is because student immediately translates word for word without paying attention to the actual meaning.

According to the table above, the researcher found that the respondent was quite good at translating the text, the reason why this was because the respondent's way of translating almost the entire text was correct, but there were several words that were not quite right, so the researcher concluded that the respondent's difficulty was only due to the respondent's lack of vocabulary.

Translate Respondent 6

Banyak orang, terutama anak muda pergi tanpa sarapan pagi. Banyak orang percaya itu tidak perlu atau mereka tidak punya waktu untuk itu.

Alasan mengapa kamu harus sarapan sebelum pergi sekolah untuk kesehatan jika kamu melewatkan sarapan pergi ke sekolah, kamu akan melihat penyakit karena tidak sehat perut kosong sepanjang hari. Sangat penting makan dan tidak membiarkan perut kosong. Kamu bisa memiliki masalah kesehatan jika kamu tidak sarapan.

Sarapan adalah karena kamu butuh makanan untuk melakukan dengan baik di kelas kamu. Tubuh dan otak kamu tidak berfungsi karena kamu tidak memiliki energi dan kekuatan. Saat kamu belajar dan tidak mempunyai apa-apa di perut, kamu akan memiliki masalah berkegiatan. Sarapan bukan makanan besar, kamu merasa capek jika tidak sarapan. Karena kamu tadi malam tidak makan.

Baik bangun dan sarapan ke sekolah tanpa sarapan bermasalah, waktunya untuk kamu melakukan sesuatu untuk kesehatan kamu dan sarapan baik untuk memulai hari kamu.

Paragraph 1

SL: A lot of people, especially young people, *go trough the day withouth having breakfast*. Many people belive that it is not necessary, or they say that they dont have time for that. *And being their day with no meal*

TL: Banyak orang, terutama anak muda, menjalani hari-harinya tanpa sarapan. Banyak orang percaya bahwa hal tersebut tidak perlu, atau mreka mengatakan bahwa mereka tidak punya waktu untuk itu, dan memulai hari mereka tanpa makan.

ST: Banyak orang, terutama anak muda pergi tanpa sarapan pagi. Banyak orang percaya itu tidak perlu atau mereka tidak punya waktu untuk itu.

Respondent had difficulty determining the meaning of the words “*you don’t have breakfast*” Respondent was confused ababout determining between the word, “menjalani hari-harinya tanpa sarapan” and “pergi tanpa sarapan pagi”. The respondent did not translate the word “*And being their day with no meal* “.This is

because student immediately translates word for word without paying attention to the actual meaning.

Paragraph 2 in the line 2

SL: *You are looking for a disease* because it's not healthy to have an empty stomach all day long

TL: *Berarti mencari penyakit* karena tidak sehat jika perut kosong sepanjang hari.

ST: *Kamu akan melihat penyakit* karena tidak sehat perut kosong sepanjang hari

Respondent had difficulty determining the meaning of the words “*you are looking for a disease*” Respondent was confused about determining between the word, “*berarti mencari penyakit*” and “*kamu akan melihat penyakit*”. This is because student immediately translates word for word without paying attention to the actual meaning.

Paragraph 3 line 1

SL: *Another reason for eating breakfast is because you need food for to do well in your class.*

TL: *Alasan lain untuk sarapan adalah karena anda membutuhkan makanan agar dapat berprestasi di kelas.*

ST: *Sarapan adalah karena kamu butuh makanan untuk melakukan dengan baik di kelas kamu.*

Respondent had difficulty determining the meaning of the words “*another reason for eating breakfast is because you need food for to do well in your class.*” Respondent was confused about determining between the word, “*alasan lain untuk sarapan adalah karena anda membutuhkan makanan agar dapat berprestasi di kelas. penyakit*” and “*Sarapan adalah karena kamu butuh makanan untuk melakukan dengan baik di kelas kamu*”. This is because student immediately

translates word for word without paying attention to the actual meaning.

Paragpaph 4

SL: It is better to wake up earlier and have a good breakfast to run to school without eating anything. It is time for you to do something for your health and eating breakfast is the better way you start your day

TL: Lebih baik bangun lebih awal dan sarapan enak sebelum ke sekolah tanpa makanan apapun. Sudah saatnya anda melakukan sesuatu untuk kesehatan anda dan sarapan adlah cara terbaik untuk memulai hari anda.

ST: Baik bangun dan sarapan ke sekolah tanpa sarapan bermasalah, waktunya untuk kamu melakukan sesuatu untuk kesehatan kamu dan sarapan baik untuk memulai hari kamu

Respondent had difficulty determining the meaning of the words “it is better to wake up earlier and have a good breakfast to run to school without eating anything. It is time for you to do something for your health and eating breakfast is the better way you start your day”. Respondent was confused about determining between the word, “lebih baik bangun lebih awal dan sarapan enak sebelum ke sekolah tanpa makanan apapun. Sudah saatnya anda melakukan sesuatu untuk kesehatan anda dan sarapan adlah cara terbaik untuk memulai hari anda.” and “Baik bangun dan sarapan ke sekolah tanpa sarapan bermasalah, waktunya untuk kamu melakukan sesuatu untuk kesehatan kamu dan sarapan baik untuk memulai hari kamu”. This is because student immediately translates word for word without paying attention to the actual meaning and this difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

According to the analysis above, the researcher found that the difficulty experienced by the respondents were that their understanding of vocabulary was still lacking so that structure and grammar so that the respondents translated the text

carelessly and did not comply with the rules and regulations of the language, this caused the text to which is then translated into nonsense.

Translate Respondent 7

Kebanyakan orang yang muda pergi setiap hari keluar melegakan diri. Banyak orang tidak mempelajari, mereka tidak punya waktu untuk itu dan memulai hari dengan tidak sarapan

Alasan mengapa kamu tidak sarapan sebelum kesekolah itu karena ketika kamu siap dan kesekolah kamu melihat untuk sebelum tidak sehat untuk punya empat banyak hari panjang. Itu sangat mustahil untuk punya energi dan tidak makan kamu kerja

Lain untuk makan sarapan karena kamu membutuhkan makanan untuk kami di kamu kelas.bodi kamu dan kamu pantas tidak pergi di tempat makan maka kamu punya energi dan tidak kuat. Katika kamu mencoba untuk mempelajari sesuatu dan tidak punya isi perut. Kamu tidak akan punya masalah kesuksesan. Sarapan itu tidak harus besar dan spesial. Kamu pergi untuk mencoba tidak punya sarapan karena kamu punya satu masalah makanan bersamaan keluar.

Lebih baik bangun lebih awal dan makan sarapan enak sebelum berangkat ke sekolah dan daripada tanpa makan apapun.Waktu unuk kamu memakan sesuatu untuk kesehatanmu dan sarapan lebih baik untuk memulai harimu

Paragraph 1

SL: A lot of people, especially young people, go trough the day withough having breakfast. Many people belive that it is not necessary.

TL: *Banyak orang, terutama anak muda, menjalani hari-harinya tanpa sarapan. Banyak orang percaya bahwa hal tersebut tidak perlu.*

ST: **Kebanyakan orang yang muda pergi setiap hari keluar melegakan diri. Banyak orang tidak mempelajari.**

Respondent had difficulty determining the meaning of the words “A lot of people, especially young people, go trough the day withough having breakfast. Many people belive that it is not necessary”. Respondent was confused abaout determining

between the word,” *Banyak orang, terutama anak muda, menjalani hari-harinya tanpa sarapan. Banyak orang percaya bahwa hal tersebut tidak perlu*” and **“Kebanyakan orang yang muda pergi setiap hari keluar melegakan diri. Banyak orang tidak mempelajari”**. This is because student immediately translates word for word without paying attention to the actual meaning and this difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

Paragraph 2

SL: The reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because its not helth to have an empty stomach all day long

TL: *Alasan mengapa kamu harus srapan sebelum berangkat ke sekolah adalah demi kesehatanmu. Melewatkan sarapan dan pergi ke sekolah berarti mencari penyakit karena tidak sehat jika perut kosong sepanjang hari*

ST: **Alasan mengapa kamu tidak sarapan sebelum kesekolah itu karena ketika kamu siap dan kesekolah kamu melihat untuk sebelum tidak sehat untuk punya empat banyak hari panjang**

Respondent had difficulty determining the meaning of the words “The reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because its not helth to have an empty stomach all day long”. Respondent was confused ababout determining between the word,” *alasan mengapa kamu harus srapan sebelum berangkat ke sekolah adalah demi kesehatanmu. Melewatkan sarapan dan pergi ke sekolah berarti mencari penyakit karena tidak sehat jika perut kosong sepanjang hari*” and **“Alasan mengapa kamu tidak sarapan sebelum kesekolah itu karena ketika kamu siap dan kesekolah kamu melihat untuk sebelum tidak sehat untuk punya empat banyak hari panjang”**. This is because student immediately translates word for word without

paying attention to the actual meaning and this difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

Paragraph 3

SL: Another reason for eating breakfast is because you need food for to do well in your classes.

TL: *Alasan lain untuk sarapan adalah karena anda membutuhkan makanan agar dapat berprestasi di kelas*

ST: **Lain untuk makan sarapan karena kamu membutuhkan makanan untuk kami di kamu kelas.**

Respondent had difficulty determining the meaning of the words “Another reason for eating breakfast is because you need food for to do well in your classes”. Respondent was confused about determining between the word, “*Alasan lain untuk sarapan adalah karena anda membutuhkan makanan agar dapat berprestasi di kelas*” and “**Lain untuk makan sarapan karena kamu membutuhkan makanan untuk kami di kamu kelas.**”. This is because student immediately translates word for word without paying attention to the actual meaning and this difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning

Based on the analysis above, the researcher found that the respondent had difficulty in translating the text, seen from the results of the translation, which was then found to be quite a lot of reversed vocabulary. It is likely that the respondent do not understand vocabulary and less able to organize sentence structure and patterns. It is possible that this was caused by cultural factors. Where the sentence patterns are very different between the source language and the target language, which causes respondents to have difficulty translating the text provided.

To better understand these findings, it is supported by interviews conducted with students to dig up further information regarding the causes of difficulties

experienced by class XI IPA 1 students at SMA Negeri 3 Parepare. Researchers asked students 7 questions to find out the causes of students' translation difficulties in translating English argumentative texts. Below is a list of interview questions to get a clearer understanding of what students are struggling with.

1. What is the main challenge when you try to translate text from English to Indonesian?

This question is intended to find out the challenges when translating text. Based on the answer given, most of them answered that the main challenge that consistently emerged was limitations in understanding and vocabulary knowledge. The another respondent said that the challenge when translating was the sentence structure, which if translated would produce a different translation.

2. What makes translating a language difficult? For example, how do we find the right word in another language?

This question is to find out what makes translation difficult. Most respondents highlighted that difficulties in translating languages were caused by several main factors. Lack of insight and knowledge of vocabulary is the main obstacle. There are especially difficulties when they encounter words they don't know or don't understand well. Along with that, respondents also indicated that problems arise from sentence structures and the use of unfamiliar slang vocabulary in the current era

3. How do you handle texts with specific vocabulary, such as scientific or scientific words, in other languages?

These questions are intended to find out how to handle texts with certain vocabulary. Respondents indicated that what they had to do when they found words in a text with certain vocabulary was to ask the teacher. Teachers are considered a source of knowledge who can provide better explanations and assistance regarding the art or use of certain words. Apart from that, many

respondents also emphasized the importance of using a dictionary as a reference tool. Some also mentioned the possibility of utilizing technology, such as Google Translate, to search for unknown information or meaning. Most respondents also indicated that if they could not access a teacher, they would seek help from their friends. Sharing knowledge and helping each other are important aspects in resolving translation difficulties

4. Are there any words or expressions in English that are difficult to translate into Indonesian?

This question is aimed at reviewing whether there are words or expressions that are difficult to translate into English. The results show that respondents agree that there are words or expressions in English that are difficult to translate into Indonesian. Most said that these words often came from slang or expressions generally used by teenagers. Some also expressed that different sentence structures caused them difficulty in translating texts.

5. What parts of the text often make you confused when translating? Why is that part difficult?

This question aims to confirm which parts are confusing when translating the text. Based on the results of interviews, most respondents revealed that most of the texts that often cause confusion when translating are those related to language structure. They revealed that the main problem was related to differences in sentence structure, including negative, positive and question sentences. They admit that the complexity of understanding and translating sentence structures from English to Indonesian can be a challenge. Apart from that, they said that sometimes there are differences in formulas and word order between English and Indonesian.

6. Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

This question is intended to confirm whether the differences in sentence structure between English and Indonesian affect the way students

translate. Based on the interview results, it shows that the differences in sentence structure between English and Indonesian significantly influence the way respondents carry out translation. Respondents emphasized that the arrangement of sentences in English is different from Indonesian so it can cause errors in translation because it does not match the structure of the text in Indonesian. Some of them stated that when translating texts from Indonesian to English, structural differences greatly influenced the translation.

Interviews were used to determine factors in students' difficulties in translating Argumentative text from English to Indonesian. A total of 28 students, the researcher chose 7 students to be interviewed. There are 6 questions.

As a result of interviews with students, researchers concluded that the majority of students faced many problems when students translated texts, one of the difficulties faced by students. When researchers ask students what makes translating a language difficult? For example, how do we find the right words in another language? Answers most respondents said that difficulties in translating languages were caused by several main factors. Lack of insight and knowledge of vocabulary is the main obstacle. There are especially difficulties when they encounter words they don't know or don't understand well and different sentence structures. According to respondent 2 as a student, he said:

"When translating languages, what makes translating languages difficult is as I said that there is a lot of unknown vocabulary, so I can't translate into Indonesian."

Another answer is that the difficulty in translating text is that students have difficulty with sentence structure. According to one of the students, he said that

“The challenge is in the structure section, especially when the city translates, just following the structure, sometimes it doesn't match the way we want because it definitely seems to distort the meaning”

Of the difficulties faced by students, one of them is the linguistic factor. The factor faced by students is that knowledge and understanding of language in translation activities is still lacking.

B. Discussions

In this section the researcher explains the discussion of the results of data analysis in accordance with the scope of research discussed previously. This discussion is intended to describe students' difficulties in translating argumentative texts. Researchers want to explain the results of two types of instruments from this research, from translation tests and student interviews.

After observing the results of the analysis of students' difficulties in translating argumentative texts. In general, the research found that students had more difficulties in translating texts, as seen from the translation results which later found quite a lot of reversed vocabulary and lack of mastery of vocabulary, so that in translating the structure and sentence patterns were irregular, this caused the meaning to change. and unclear. It is possible that this is caused by cultural factors. Where the sentence patterns are very different between the source language and the target language, it causes respondents to have difficulty translating the text provided.

Based on the analysis of translation tests carried out by students, examples of students' difficulties with sentence structure factors can be seen in the following example:

1. The lack of clarity in the word makes it difficult for respondents to find the true meaning of the word.

SL: Have a good breakfast that *run to school* without eating anything

TL: Sarapan enak sebelum *berangkat ke sekolah* tanpa makan apa pun

ST: Sarapan yang baik lalu *lari kesekolah* tanpa memakan apapun

Respondents had difficulty determining the meaning of the word run to school, respondents were confused about deciding between words "*berangkat*" dan "*lari*". This is because students immediately translate word for word without paying attention to the actual meaning.

2. Difficulty in arranging words in Indonesian and then the sentence makes the reader confused when reading it.

SL: A lot of people, especially young people, *go trough the day withough having breakfast.*

TL: Banyak orang, terutama anak muda, *menjalani hari-harinya anpa sarapan*

ST: Kebanyakan orang yang muda *pergi setiap hari keluar melegakan diri.*

Students have difficulty arranging words in translating sentences so that they change the original meaning of the sentence. This difficulty in translation may be caused by a lack of understanding of the original sentence structure and word meaning.

3. Difficulty in understanding vocabulary that makes students translate meaning incorrectly

SL: You will have a lot of problems with your health if you dont eat breakfast

TL: *Anda akan mendapat banyak masalah kesehatan jika tidak sarapan*

ST: *Kamu sedang mencari penyakit karena tidak sehat jika perut kosong sepanjang hari*

Students have difficulty expressing the correct meaning in translation; this can be caused by a lack of understanding of certain vocabulary. Choosing inappropriate words can lead to inaccurate translations.

The interview results showed that most of the students' difficulties were that most students stated that there were some vocabulary difficulties when they translated English texts into Indonesian. This becomes a challenge for students to transform text into the target language. In translation, it is about changing the words used in the text and their exact meaning so that the reader understands the text. When they translated the text, English vocabulary also had many meanings in Indonesia from one vocabulary. Therefore, some students are sometimes confused about translating the text correctly.

Another difficulty is the different language patterns. Both English and Indonesian have different language patterns. Based on the interview data, one of the participants said that one of the difficulties in translating English texts was the text pattern. The difficulty of convey the meaning of the text into the target language text. Therefore, students must pay attention to the language patterns themselves.

Based on analysis of student tests and interviews, researchers obtained data that the majority of students in translation tests were influenced by a lack of mastery of vocabulary and sentence structure which became an obstacle, causing problems in producing structured and accurate translations. Then this was reinforced by interviews, where students stated that they tended to experience difficulties in organizing grammar and appropriate sentence structures due to a lack of vocabulary memorization and mastery of sentence structures.

Based on the results of this research, these findings are similar to research conducted by, Nanang Sharifudin 2019. Students' Difficulties in Translating Explanation Text from English to Indonesian. The aim of this research is to determine the translation difficulties faced by students, to identify the causal factors with the research population being 25 students and data collected by translating different explanatory texts, filling out questionnaires and answering several questions in the interview section. It was found that students had difficulties in translating long and

complicated sentences, difficulties in composing texts in the target language, difficulties in grammar, difficulties in determining equivalents and correct words, and difficulties in applying TL writing rules. This difficulty is influenced by several factors. The five main factors are translating long English sentences, translating idioms, determining the right words that have many meanings, finding the meaning of words that are not listed in the dictionary, and finding complicated English sentence patterns that are difficult to translate into Indonesian.

Based on the results of this research, these findings are similar to research conducted by Khairunnisa Simanjuntak. 2020. Analysis of Students' Difficulties in Translating Recount Texts from English to Indonesian at Mas Darul Qur'an in 2019/2020. Which aims to analyze students' difficulties in translating, the students' process in translating, and the reasons why students experience difficulties in translating English recount texts into Indonesian and data is collected using English recount texts, interview sheets, translation assessments from Nababan, Nuraeni and Sumardiono , and the translation process from Nababan. It was found that students had difficulty translating into the target language, had difficulty composing words, lacked vocabulary, and lacked understanding of translation. Furthermore, 5 out of 10 students used the translation process stage. It can be concluded that students' difficulties in translating English recount texts into Indonesian are caused by linguistic and non-linguistic factors.

CHAPTER V

CLOSING

This chapter contains research conclusions and provides several suggestions. Conclusions and suggestions are drawn based on the researcher's findings and the discussion in the previous chapter regarding the proposed research statement. This chapter is divided into two parts, the first part aims to provide conclusions about this research regarding the difficulties of translating argumentative texts carried out by class XI IPA 1 students and the second part contains targets for related parties and further research on related topics.

A. Conclusion

Based on research findings and previous discussions, researchers have drawn the following conclusions:

1. After obtaining some data, in this study the researcher concluded that the biggest difficulty faced in Indonesian-English translation was vocabulary. This is supported by the results of tests and interviews that have been carried out that the majority of students stated that they tend to experience difficulties due to the lack of correct vocabulary and sentence structure. So it is difficult to convey the meaning of the text into the target language and translate the text correctly. Therefore, student must pay attention to grammar, vocabulari and language patternts.
2. Students' difficulties in translating argumentative texts are influenced by several factors such as linguistic factors where students experience problems in understanding and applying language structure, grammar and vocabulary from the source language to the target language.

On the other hand, cultural factors may provide additional barriers. Translations include not only words, but also meanings associated with a particular culture. Students may have difficulty understanding idioms,

cultural concepts, or cultural references that have no direct equivalent in the target language.

B. Suggestion

Researchers found that there were still several difficulties faced by students in translating English texts into Indonesian. Therefore, researchers would like to provide the following suggestions:

1. To the teacher

Teachers should provide more activities about translation. Provide material about translation activities and also provide learning motivation. In every activity carried out, the teacher must check and notify students of errors. To improve the quality of student translations, it is necessary to evaluate student difficulties.

2. To students

Students should practice English repeatedly at school or at home to improve skills in aspects of the English language, such as translation. Students should discuss the translated sentences with their classmates. Students must enrich their vocabulary to improve their translation skills, which can be done by reading English texts, dictionaries, story books, etc.

3. To the researchers

The researcher suggests to other researchers to study translation, especially those related to the translation process.

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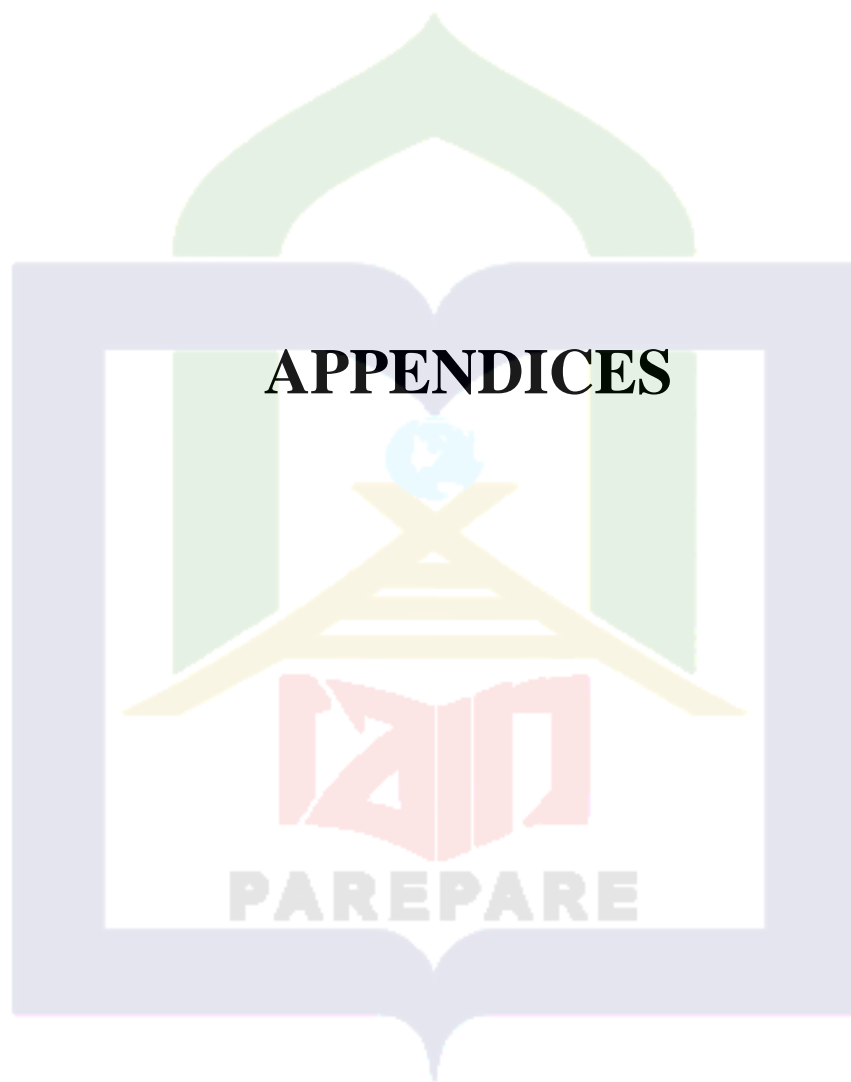
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APPENDIX. 1 Instrument of Test and Interview

TRANSLATION TEST

Petunjuk Pengisian

1. Instrumen penelitian ini adalah alat yang digunakan untuk menganalisis kesulitan saudara (i) dalam menerjemahkan teks argumentasi dari bahasa Inggris ke bahasa Indonesia.
2. Hasil tes ini tidak akan mempengaruhi nilai saudara(i) dalam mata pelajaran bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan dan kerja samanya, peneliti mengucapkan banyak terima kasih.
4. Isilah identitas anda sesuai yang telah disediakan!
5. Dalam pengerjaan tes, anda tidak diperbolehkan membuka kamus!
6. Anda di berikan waktu 60 menit untuk mengerjakan tes ini.

Name :

Class :

Translate the text below into Indonesia!

WHY STUDENTS SHOULD EAT BREAKFAST EVERYDAY

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don't have time for that, and begin their day with no meal.

The reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it's not healthy to have an empty stomach all day long. It's very important to have a meal and not let your stomach work empty. You will have a lot of problems with your health if you don't eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. Your body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

It is better to wake up earlier and have a good breakfast that run to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.³²

³² british course, *Example of Hartatory Exposition- Why Students Should Eat Breakfast Everyday*, 2017 <<http://britishcourse.com/example-of-hortatory-exposition-why-students-should-eat-breakfast-everyday.php>>. (accessed on july 13,2023)

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Mengapa Siswa Harus Sarapan Setiap Hari

kebanyak orang, terutama kalangan muda, menjalani hari tanpa sarapan. Banyak orang percaya itu tidak diperlukan, atau mereka mengatakan tidak punya waktu untuk itu, dan memulai hari tanpa sarapan.

Alasan mengapa kamu harus sarapan sebelum berangkat sekolah adalah untuk kesehatanmu. Saat kamu melewati sarapan dan pergi ke sekolah, kamu mencari penyakit karena itu tidak sehat untuk memiliki perut yang kosong sepanjang hari. Itu sangat penting untuk makan dan tidak membiarkan perut bekerja dengan kosong. Kamu akan memiliki banyak masalah kesehatan jika kamu tidak makan sarapanmu.

Alasan lain untuk sarapan itu karena kamu butuh makanan untuk dapat bekerja lebih baik dikelas. Badan dan otakmu tidak berfungsi dengan baik seperti seharusnya karena kamu tak punya energi dan kekuatan. Ketika kamu mencoba mempelajari sesuatu dan tak ada sarapan, perut kamu akan punya banyak masalah akan keberhasilan. Sarapan tidak hanya harus berat, dan sebaliknya, kamu akan merasa lelah jika kamu tidak sarapan karena kamu telah menghabiskan sepanjang malam sebelumnya tanpa makanan

Itu lebih baik bangun lebih awal dan sarapan yang baik ~~se~~ lalu lari kesekolah tanpa ~~tida~~ mendakan apapun . hi waktunya untukmu melabikan sesuatu demi kesehatanmu , dan sarapan adalah cara yang lebih baik untuk memulai harimu.





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Menyapa siswa harus makan sarapan tiap hari
kebanyakan orang yang mulai pergi setiap hari keluar meyakini diri
Banyak orang tidak mengasani, mereka tidak punya waktu untuk itu
dan memulai hari dengan tidak sarapan
alasan kenapa kamu tidak sarapan sebelum ke sekolah itu karena
trahin kamu skip sarapan dan ke sekolah. Kamu melihat untuk sebelum tidak sehat
untuk punya energi banyak hari panjang. itu sangat mustahil untuk punya energi
dan tidak bangun kamu keesokan
lain untuk makan sarapan karena kamu membutuhkan makanan untuk kamu di
kamu kelas. ~~Karena~~ bodi kamu dan kamu pinter tidak pergi di tempat makan makan
lelah karena punya energi dan tidak kwita ketika kamu melamb untuk mempelajari
sesuatu dan tidak punya isi panti kamu tidak akan punya masalah kesehatan sarapan itu
tidak harus besar dan special, kamu puser untuk mancha tidak punya sarapan karena
kamu punya sant mulai hari makanan di sarapan keluar.



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=> Terjemahan teks di bawah bahasa Indonesia

Mengapa Siswa Harus Makan Sarapan Setiap Hari

Banyak orang, anak muda, menjalani hari-harinya tanpa sarapan. Banyak orang percaya bahwa hal itu tidak perlu, atau mereka mengatakan bahwa mereka tidak punya waktu untuk itu, dan memulai hari tanpa makan.

Alasan kenapa kamu harus sarapan sebelum berangkat sekolah adalah demi kesehatanmu. Kalau kamu melewatkan sarapan pagi dan pergi ke sekolah, kamu sedang mencari penyakit karena tidak sehat jika perut kosong sepanjang hari. Sangat penting untuk makan dan tidak biarkan perutmu kosong. Anda akan mendapat banyak masalah kesehatan jika tidak sarapan.

Alasan lain untuk sarapan adalah karena Anda membutuhkan makanan agar dapat berprestasi ke di kelas. Tubuh otak Anda tidak akan berfungsi sebaik karena Anda tidak memiliki energi dan kekuatan ketika Anda mencoba mempelajari sesuatu dan tidak ada apa pun di perut Anda. Anda akan mengalami banyak kesulitan untuk berhasil. Sarapan bukanlah waktu yang terlalu banyak, dan sebaiknya, akan merasa lelah jika tidak sarapan karena menghabiskan sepanjang malam sebelumnya tanpa makan.

Lebih baik bangun lebih awal dan sarapan sebelum berangkat ke sekolah tanpa makan apa pun. Sudah saatnya Anda melakukan sesuatu untuk kesehatan anda dan sarapan adalah cara terbaik untuk memulai hari, Anda.



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Alasan lain untuk sarapan adalah untuk kebutuhan kamu untuk berpartisipasi di kelas. Tubuh dan otak kamu tidak akan berfungsi sebaik mungkin karena kamu tidak mempunyai energi dan kekuatan. Ketika kamu mencoba mempelajari sesuatu dan tidak mempunyai apa-apa, kamu akan menghadapi banyak kesulitan untuk berhasil. Sarapan bukanlah makanan yang terlalu banyak, dan di pedesaan, kamu akan merasa lelah jika tidak sarapan karena kamu menghabiskan sepanjang malam sebelumnya tanpa makanan.

Lebih baik bangun lebih awal dan sarapan enak tanpa perlu makan apa pun. Merupakan waktu bagi kamu untuk melabukan sesuatu demi kesehatan kamu dan sarapan adalah cara yang lebih baik untuk memulai hari kamu.

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Alasan lain untuk sarapan adalah karena kamu butuh makanan agar kamu bekerja dengan baik dikelasmu. Tubuhmu dan otakmu tidak akan berfungsi dengan baik karena hal ini kamu tidak mempunyai energi.

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Alasan lainnya adalah karena anda membutuhkan makanan agar anda bisa bekerja dengan baik. Tubuh dan otak anda tidak akan berfungsi sebaik mungkin karena hal ini. Anda tidak memiliki energi. ketika anda mencoba mempelajari sesuatu dan tidak mendapatkan apa-apa.



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| | <p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p> |

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Another reason for eating breakfast is because you need food for to do well in your classes. Your body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

It is better to wake up earlier and have a good breakfast that run to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.

Mengapa siswa harus sarapan setiap hari

Banyak orang, terutama generasi sekarang, menjalani hari tanpa sarapan. Banyak yang berpendapat bahwa hal tersebut tidak perlu. Atau mereka beranggapan bahwa mereka tidak memiliki waktu untuk itu. dan memulai hari mereka tanpa makanan.

Alasan mengapa kamu harus sarapan sebelum ke Sekolah adalah demi kesehatanmu. Jika kamu tidak sarapan lalu pergi ke Sekolah, kamu sedang mencari Penyakit. Karena tidak sehat jika perut kosong sepanjang hari

Alasan lain mengapa harus sarapan karena kamu membubuhkan makanan untuk bekal di kelas, tubuh dan otak anda tidak berfungsi dengan baik sehingga anda tidak memiliki energi dan kekuatan ketika anda mencoba mempelajari sesuatu dan tidak ada apa-apa di perut anda. anda akan mengalami banyak kesulitan untuk sarapan.

II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jln. Amal Bakti No. 8 Goreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

let your stomach work empty. You will have a lot of problems with your health if you don't eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. Your body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

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mengapa siswa harus sarapan setiap hari

Banyak orang, terutama anak muda pergi tanpa sarapan pagi.
Banyak orang percaya bahwa itu tidak perlu atau mereka tidak punya waktu untuk itu.
Alasan mengapa kamu harus sarapan sebelum pergi sekolah untuk kesehatan jika kamu melewatkan sarapan pergi sekolah, kamu akan melihat penyakit karena tidak sehat perut kosong sepanjang hari sangat penting makan dan tidak membuat perut kosong. kamu bisa memiliki masalah kesehatan jika kamu tidak sarapan.
sarapan adalah karena kamu butuh makanan untuk melakukan dengan baik di kelas kamu. Tubuh dan otak kamu tidak berfungsi karena kamu tidak memiliki energi dan keuletan. Saat kamu memiliki masalah berkegiatan - sarapan bukan makan besar, kamu merasa capek jika tidak sarapan - karena kamu tadi malam tidak makan
1. Baik bangun dan sarapan ke sekolah tanpa sarapan bermasalah waktunya untuk kamu melakukan sesuatu untuk kesehatan kamu dan sarapan baik untuk memulai hari kamu.

Interview Guide

The Guidelines of Interviews

1. What is the main challenge when you try to translate text from English to Indonesian?
2. What makes translating a language difficult? For example, how do we find the right word in another language?
3. How do you handle texts with specific vocabulary, such as scientific or scientific words, in other languages?
4. Are there any words or expressions in English that are difficult to translate into Indonesian?
5. What parts of the text often make you confused when translating? Why is that part difficult?
6. Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

Answer:

1. Respondent 1

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S1: Tantangan utamanya itu kak biasa kayak kesulitan untuk memakami pronounciationnya dari pembicara, saya pribadi kesulitan dalam memahami itu.

Q2: What makes translating a language difficult? For example, how do we find the right word in another language?

S1 : Pastinya kak ee kayak kurangnya wawasan kita kayak mungkin ada kata kata yang kurang diketahui sehingga sulit untuk di terjemahkan

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific Words, in other languages?

S1: Caraku untuk menangani hal tersebut mungkin saya bisa mencari berbagai kosakata di kamus atau bisa juga memanfaatkan teknologi seperti kamus untuk mencari apa yang tidak saya ketahui

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

S1: Mmmm ada contoh kata yang sulit untuk di terjemahkan itu contoh katanya mmmmm contohnya itu kek bahasa gaul

Q5: What parts of the text often make you confused when translating? Why is that part difficult?

S1 : -

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you over come this?

S1 : Pastinya mempengaruhi karena pasti dalam penyusunan kalimat bahasa inggris berbeda dengan bahasa indonesia sehingga bisa jadi pada ee struktur bahasa inggris kita bisa salah menerjemahkannya karna tidak sesuai dengan struktur teks bahasa indonesia

2. Respondent 2

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S2: Tantangan utama saat mencoba menerjemahkan teks bahasa ingris ke bahasa indonesia itu kak tentunya disaat ada kosa kata yang belum diketahui sehingga saat mencoba menrjemahkan ke bahasa indonesia kita tidak mengetahuinya

Q2: What makes translating a language difficult? For example, how do we find the right word in another language?

S2: Saat menerjemahkan bahasa yang membuat menerjemahkan bahasa itu sulit seperti yang saya katakan tadi jadi ada beberapa kata yang tidak saya ketahui jadi saya tidak dapat menerjemahkan ke bahasa Indonesia

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific words, in other languages?

S2: Yang pertama yang bisa saya lakukan tentunya menanyakannya ke guru bahasa Inggris dan juga saya bisa mencari kosakata itu di kamus ataupun menggunakan Google Translate.

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

S2: Tentunya ada contohnya seperti bahasa-bahasa yang sering digunakan remaja-remaja pada saat ini

Q5: What parts of the text often make you confused when translating? Why is that part difficult?

S2: Bagian teks berarti kata yang ada dalam teks itu kak, e bagian teks yang struktur bahasanya jarang saya temukan atau baru saya temukan

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

S2 : Tentunya sangat mempengaruhi kak karena saat menerjemahkan bahasa Indonesia ke bahasa Inggris strukturnya berbeda jadi sangat mempengaruhi

3. Respondent 3

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S3: Kalo untuk tantangannya itu kak ada pada bagian struktur apalagi saat kita menerjemahkan baru mengikuti struktur itu terkadang tidak sesuai bagaimana yang kita mau karna pasti kayak membelok artinya

Q2: What makes translating a language difficult? For example, how do we find the right word in another language?

S3: Ee selain daripada struktur ada juga dari kosa kata kak apalag di zaman sekarang pasti ada kosakata dri bahasa ahasa gaul yang tdk kita mengerti sekarang

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific Words, in other languages?

S3: Kalau untuk menangani itu kak saya lebih sering menanyakan ke guru yang menjelaskan kata ini artinya apa pak trus kalau saya sudah mengerti saya akan mencoba untuk meneremahkan

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

S3: Kayak itu tadi saya sebut di pertanyaan ke dua itu dari bahasa gaul yang sekarang itu ada dimana bahasa gaul dariluar itu kalau masuk di indonesia penerjemahannya itu beda lagi

Q5: What parts of the text often make you confused whentranslating? Why is that part difficult?

S3: Yang sering buat bingung itu dari strukturnya karna strukturnyaitu beda dari kalimat negatif positif dan pertanyaannya kak

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

S3: Sangat mempengaruhi alasannya to mau bagaimana kalo di struktur bahasa inggris lebih kecenderung ke rumus sementara bahasa indonesia tidak jadi pusing

4. Respondent 4

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S4: Tantangan utamanya itu kak eekalo ada kosakata yang tidak kutau sehingga tidak tauka terjemahannya

Q2: What makes translating a language difficult? For example, how do we find the right word in another language?

S4: Kurangnya pengetahuan kosakata itu yang membuat saya sulit dalam menerjemahkan b gitu kak

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific Words, in other languages?

S4: Tentunya saya akan menanyakan itu pada guru bahasa inggris kalau guru bahasa inggris tidak ada saya menanyakannya ke teman saya atu saya cari di internet

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

S4: Kalau bagi saya selama ada internet pastinya tidak susah tapi kalau secara pribadi pastinya susah kalmungkin seperti bahasa bahsa yang baru saya temui ataupun bahas bahassa gaul

Q5: What parts of the text often make you confused whentranslating?

Why is that part difficult?

S4: Yang buat bingung itu daristrukturnya karena beda kalau sudah di eee terjemahkan dengan ee tidak

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

S4: Iya sangat mempengaruhi kak ee ee karna beda spoknya ee eda bisanyakan duluan nasebut ini sedangkan kita di belakang ee struktur kalimatnya itu berbeda

5. Respondent 5

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S5: Tantangan utamanya itu kak eekalo ada kosakata yang tidak kutau sehingga tidak tauka terjemahannya

Q2 : What makes translating a language difficult? For example, how do we find the right word in another language?

S5: Kurangnya pengetahuan kosakata itu yang membuat saya sulit dalam menerjemahkan begitu kak

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific Words, in other languages?

S5: Tentunya saya akan menanyakan itu pada guru bahasa inggris kalau guru bahasa inggris tidak ada saya menanyakannya ke teman saya atau saya cari di internet

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

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Q5: What parts of the text often make you confused when translating?

Why is that part difficult?

S5: Yang buat bingung itu daristrukturnya karena beda kalau sudah di eee terjemahkan dengan ee tidak

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

S5: Iya sangat mempengaruhi kak ee ee karna beda spoknya ee eda bisanyakan duluan nasebut ini sedangkan kita di belakang ee struktur kalimatnya itu berbeda

6. Respondent 6

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S6: Tentunya dalam e mendapatkan kosakata baru yang tidak diketahui terjemahannya dan hanya sebagian saja yang diketahui terjemahannya

Q2: What makes translating a language difficult? For example, how do we find the right word in another language?

S6: Tentunya ee kalau dari saya sendiri kak cuman sebaian kosakata yang saya ketahui ee mungkin itu penyebabnya sehingga susah untuk menerjemahkan teks yang baru di dapat

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific Words, in other languages?

S6: Tentunya menanyakan ke guru bahasa inggris dan biasanya kalau saya nonton di ig tentunya lalu saya tidak ketahui saya search di google

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

S6 : Ee kalo itu ee sering sekali tetapi terkadang mengingatnya kembali tu lupa

Q5: What parts of the text often make you confused when translating?

Why is that part difficult?

S6: Terkadang di kalimat penghubung terkadang kalimat yang di terjemahkan berbeda dalam rumusnya di bahasa inggris itu tentunya sangat berbeda dengan bahasa indonesia dan saat di terjemahkan kata yang dibelakang terbalik

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

S6: Tentunya sangat mempengaruhi karna dalam berbahasa indonesia sudah menjadi makanan sehari hari kita dan ketika ingin berbahasa inggris tentunya sangat berbeda

7. Respondent 7

Q1: What is the main challenge when you try to translate text from English to Indonesian?

S7: tantangan utama saya itu ialah saat menerjemahkan ke google misalkan bahasa inggris artinya juga lain kak

Q2: What makes translating a language difficult? For example, how do we find the right word in another language?

S7: saya belum terlalu tau sebua kosakata bahasa inggris belum terlalu memahami kosakata bahasa inggris kaak

Q3: How do you handle texts with specific vocabulary, such as scientific or scientific Words, in other languages?

S7: e kalo soal itu saya bisa bertanya ke guru atau ke teman saya yang lebih mengetahui tentang bahasa Inggris menanyakan tentang kosa kata tersebut

Q4: Are there any words or expressions in English that are difficult to translate into Indonesian?

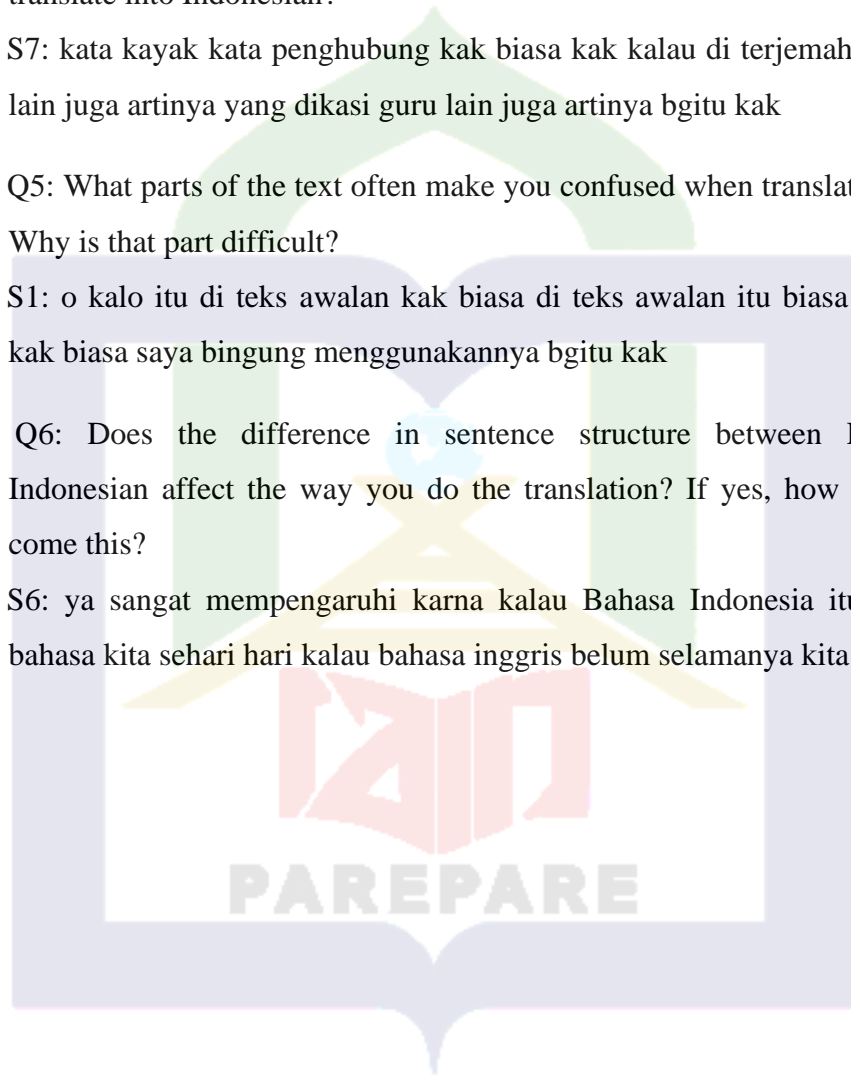
S7: kata kayak kata penghubung kak biasa kak kalau di terjemahkan di oogle lain juga artinya yang dikasi guru lain juga artinya begitu kak

Q5: What parts of the text often make you confused when translating?
Why is that part difficult?


S1: o kalo itu di teks awalan kak biasa di teks awalan itu biasa berupa rupa kak biasa saya bingung menggunakannya begitu kak

Q6: Does the difference in sentence structure between English and Indonesian affect the way you do the translation? If yes, how do you overcome this?

S6: ya sangat mempengaruhi karna kalau Bahasa Indonesia itu sudah jadi bahasa kita sehari-hari kalau bahasa Inggris belum selamanya kita pelajari kak



APPENDIX 5 Research Allow


KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3235 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

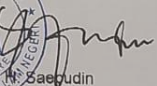
Kesatu : Menunjuk saudara, 1. Dra. Hj. Nanning, M.Pd.
2. Munawir, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Nurfadila
NIM : 17.1300.090
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis Of Student's Difficulties In Translating Argumentative Text From English To Indonesia


Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 27 Oktober 2021

Dekan,

Saegudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307. Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-4881/In.39/FTAR.01/PP.00.9/11/2023

22 November 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
Kota Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

| | |
|--------------------------|---|
| Nama | : Nurfadila |
| Tempat/Tgl. Lahir | : Pinrang, 23 Desember 1996 |
| NIM | : 17.1300.090 |
| Fakultas / Program Studi | : Tarbiyah/Pendidikan Bahasa Inggris |
| Semester | : XIII (Tigabelas) |
| Alamat | : Asmil Kostrad Kariango, Kec. Tanralili Kab. Maros |

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "*The Analysis of Students' Difficulties in Translating Argumentative Text From English to Indonesian at SMA Negeri 3 Parepare*". Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

Tembusan:

1 Rektor IAIN Parepare



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

| | | |
|----------|--------------------------|---|
| Nomor | : 30333/S.01/PTSP/2023 | Kepada Yth. |
| Lampiran | : - | Kepala Dinas Pendidikan Prov. Sulawesi Selatan |
| Perihal | : <u>Izin penelitian</u> | |

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B-4881/IN.39/FTAR.01/PP.00.9/11/2023 tanggal 22 November 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

| | |
|-------------------|---|
| N a m a | : NURFADILA |
| Nomor Pokok | : 17.1300.090 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Alamat | : Jl. Amal Bakti No. 8 Soreang Kota Parepare PROVINSI SULAWESI SELATAN |

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN AT SMA NEGERI 3 PAREPARE "

Yang akan dilaksanakan dari : Tgl. **30 November s/d 30 Desember 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 29 November 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorang Parepare 9132 ☎ (0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4460/In.39/FTAR.01/PP.00.9/09/2023 26 Oktober 2023
Lamp. : 1 berkas draf proposal penelitian
Hal. : Undangan Menguji Proposal Penelitian

Kepada

Yth. 1. Dra. Hj. Nanning, M.Pd. (Pembimbing Utama)
2. Munawir, M.Pd. (Pembimbing Pendamping)
3. Dr. Zulfah, M.Pd. (Penguji I)
4. Nurul Hasanah, M.Pd. (Penguji II)

di-,
Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama : NURFADILA
NIM : 17.1300.090
Program Studi : Pendidikan Bahasa Inggris
Judul Usulan Penelitian : THE ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIAN AT SMA NEGERI 3 PAREPARE

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal : Senin/30 Oktober 2023
Pukul : 10.45-12.00 WITA
Tempat : Ruang Seminar Lantai 2 Fakultas Tarbiyah

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih

Wakil Dekan,
Wakil Dekan Bid. AKKK
Bahtiar, M.A.

Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip;



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIKAN
UPT SMA NEGERI 3 PAREPARE**

Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare
Telepon: 0421-22836, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan

SURAT KETERANGAN PENELITIAN

Nomor : 070/298/UPT.SMA.03/PRP/DISDIK

Yang bertanda tangan di bawah ini Kepala Unit Pelaksana Teknis SMA Negeri 3 Parepare menerangkan bahwa:

Nama : NURFADILA
NIM : 171300090
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 08 Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3 Parepare mulai tanggal 30 November sampai dengan 07 Desember 2023 dengan Judul Penelitian:

"THE ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING ARGUMENTATIVE TEXT FROM ENGLISH TO INDONESIA AT SMA NEGERI 3 PAREPARE"

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 07 Desember 2023

Kepala UPT SMA Negeri 3 Parepare, A



MUHAMMAD TAHA TARUNG, S.Pd., M.Pd
NIP. 19681208 199412 1 005

PAREPARE

APPENDIX 6 . Documentation











CURRICULUM VITAE



NURFADILA , the author was born on December 23, 1996 in Pinrang. She is the first child in her family. She has two sisters. His father's name is Sarbin and her mother's name is Hj. Kamaria. She began her study in 2003 at SDN 7 Sudirman, and graduated in 2009. In the same year, she continued her study at SMPN 5 Mandai Maros and graduated in 2013.

In the same year she continued her study at SMAN 8 Mandai Maros and graduated in 2015. After graduating, she decided to continue her study at State Islamic College (STAIN) Parepare, but now becoming a State Islamic Institute Parepare (IAIN). She took the Tarbiyah faculty and focused on English education programs. She completed her thesis in 2024 with title

“The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian At SMAN 3 parepare”.

