

CHAPTER I INTRODUCTION

This chapter presents the research background, research questions, research purposes, significances, rationale, research methodology, and steps of analyzing and interpreting data.

A. Background of Research

Nowadays, in Indonesia, English commonly uses as the need of education. English is the first foreign language learned at Indonesian schools and universities. It is useful to help Indonesian students improve their English skills (Frijuniarsi, 2016). In addition, Lauder (2010) said that one of the functions of English in Indonesia is for intellectual development. It is used to understand the scientific papers commonly published in English and to implement the new technologies in globalization era. One of the easy ways to understand the English scientific papers or any English texts is to translate them into Indonesia. Therefore, translation becomes an important course at the university.

In translation, students learn a foreign language through transfer as many SL (Source Language) words to the TL (Target Language) as possible (Newmark, 1988). It means the students processing two languages in one condition of learning in class and it need helps from the mother tongue or L1 to understand (L2). The implementation of translation subject in the EFL class is beneficial. The translation subject gives two or three advantages for the EFL students. Kasmer (1999) says that the translation subject in EFL classroom can increase students' confidence, students'

recognition in the culture differences, language structure of L1 (first language) and L2 (second language), and the specific and general vocabulary. In addition, the students are more easily taught the English material, enjoy the learning process, and improve recognition of the use of language as a communication and a social bonding tool. Calderaro (1998) also points out that

“The translation professor should first guarantee that his students get hold of extralinguistic notions, a background on the field, the subject matter at hand. This stage of “familiarization” with the field or subject matter may be developed either in the target language (TL), the source language (SL), the translator’s mother tongue—should it be other than either the SL or the TL—in any other language known by the translator, or in all of them. The essence of this process is that our translator acquires a background that will allow him either to know the content of the text or, at least, grasp the elements that will facilitate his understanding thereof.”

In this case, the student, as a translator, develops their knowledge about TL (target language) and SL (source language) so he or she can understand the content of the text or at least understand the main point of the text.

However, during the process of transferring the meaning of the text from source language into target language, students commonly make an error. According to James (1998:83) as cited in (Brown, 2007), an error cannot be corrected by the translators. Errors happen when the students lack of knowledge about target language’s structure. Therefore, the students need to pay attention and understand all language’s parts of target language such as grammar and syntax in order to make the structure of the language translated well. When the student does not pay attention to sentence structure, he might make errors.

One of the errors, in term of structure, is differentiating whether the word is in the form of English noun, verb, or adjective. The error also happened to Indonesian university students. Three examples of translation error made by the 6th semester students of English Education Department in the academic year 2015/2016 were found in their translation work, as follows:

1) SKF: Perbedaan - Different

She made an error in translating the word ‘perbedaan’ that belongs to noun into ‘different’ that is adjective, not ‘difference’ (noun).

2) NL: Bertanggung jawab – Responsibility

She made an error in translating the word ‘bertanggung jawab’ that belongs to adjective into ‘responsibility’ that is noun, not ‘responsible’ (adjective).

3) RA: Meninggal/mati – Death

She made an error in translating the word ‘meninggal/mati’ that belongs to verb into ‘death’ that is noun, not ‘die’ (verb).

Based on the example above, the phenomenon is real among the students of English Education Department at UIN Sunan Gunung Djati. Therefore, this research is conducted to further investigate the translation errors made by students and their causal factors.

B. Research Questions

Referring to the phenomenon above, the research questions are formulated as follows:

1. What kinds of errors do the students commonly make in their translation work?

2. What are the factors that affect the students in making errors in their translation work?
3. What are the suggested solutions for the errors commonly made by the students?

C. Research Objectives

Based on the research questions, the objectives of this research are:

1. To identify the kinds of errors that the students commonly make in their translation work.
2. To identify the factors that affects the students in making errors in their translation work.
3. To provide the suggested solutions for the errors commonly made by the students.

D. Significances of Research

This research has benefits both theoretically and practically. Theoretically, it is expected to enrich the readers' knowledge about translation regarding kinds of errors in translating Indonesian text into English, especially the influencing factors that make them happen.

Practical significance, this research is expected to be used:

1. For English teachers, as an additional reference to design a good teaching material and to improve the techniques used in teaching translation. Therefore, students can reduce, even omit, the errors in translating Indonesian into English word classes (noun, verb, adjective) form.

2. For other researchers, as a reference for conducting further research on translation and error analysis.

E. Limitation of Research

This research has the limitation that it will not use whole parts of speech but only focus on noun, verb, and adjective. Aarts (1998) divides word classes into eight categories such as noun, verb, adjective, determiner, preposition, adverb, conjunction, and interjection. However, this research only focuses on three categories of word classes, defined as follows:

- a. Nouns are words that denote people, animals, things, places, abstract ideas or concepts (e.g. death, sincerity, success), emotional states (e.g. happiness, love), bodily sensations (e.g. dizziness, pain) and a host of others.
- b. Adjectives are words that can modify nouns (e.g. a **beautiful** spring, a **careless** attitude, a **green** car).
- c. Verbs are any word that can take a tense inflection.

F. Research Methodology

This section purposes to explain the research approach that used in this research. It also explains the research site where this research is conducted, how many participants involved in this research and the instruments and procedures used for collecting data.

1. Research Design

This research uses qualitative approach since the research focuses on analyzing the students' translation errors of word classes (verb, noun, and adjective). Therefore, it is appropriate to use qualitative method which investigates the problem and find the deep information about the issues of the study. Qualitative methods provide results that are usually rich and detailed, offering ideas and concepts to inform the research. Qualitative methods can tell how people feel and what they think (Macdonald, Headlam, & Centre for Local Economic Strategies, 2008). In the qualitative method, the researcher describes the phenomenon by words in detail. As stated by Hancock & Algozzine (2006), qualitative researchers use words to describe trends or patterns in research settings.

The case study, one of the types of qualitative method, is chosen for the research. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2014). In the case study, the researcher would investigate the phenomenon deeply based on the real life. According to Hancock & Algozzine (2006), case study is intensive analyses and descriptions of a single unit or system bounded by space and time. Topics often examined in case studies include individuals, events, or groups. Through case studies, researchers hope to gain in-depth understanding of situations and meaning for those involved.

2. Research Site

This research is conducted at UIN Sunan Gunung Djati in Bandung. Two factors become the reasons of choosing the research site. First, this university is appropriate to conduct the study because it has the English Education Department major which the students would become the subject of the study. Second, English Education Department has translation course.

3. Participants or Respondents

The participants of the research are the sixth semester students of English Education Department of UIN Sunan Gunung Djati Bandung. This research would involve 15 persons of 6th semester students of English Education Department. The reason is that in the 5th semester, they have been given the translation course to improve their ability in translating the English text. Therefore, this research would like to find out the errors made by students of English Education Department after they are given the translation course.

4. Sampling Technique

The participants are chosen by using purposive sampling technique to choose the participants. Purposive sampling is defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions. Maxwell (1997) as cited in (Teddlie & Yu, 2007), defined purposive sampling as a type of sampling in which, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices". Purposive

sampling techniques involve selecting certain units or cases “based on a specific purpose rather than randomly” (Tashakkori&Teddlie, 2003a:713) cited in (Teddlie & Yu, 2007).

5. Instruments

Instrument is the tool used in the research for collecting data. There are several instruments used in the research:

a. Questionnaire.

Based on Kothari (2004) a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. Multiple choices, yes or no question, and listing or classifying are used to conduct the questionnaire. It consists of 25 questions about the difficulties of translation and its causal factors. The subjects of the research, the 6th students of English Education Department, are given the questionnaire.

b. Interview.

Interview occurs when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2012). The semi-structured interview is used to conduct the questions. The students are interviewed if the questionnaire doesn't answer the research problem yet. In addition, the translation lecturer is interviewed to find the solutions to help students in reducing their error. The process of interview takes for about 45 minutes.

c. Document Analysis.

According to Creswell (2012), document analysis consists of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. In this research, the translated works of English Education Department students are used to find the errors made by the students.

To analyze students' error in translating word classes (Noun, Verb, and Adjective), the scheme used is as follows:

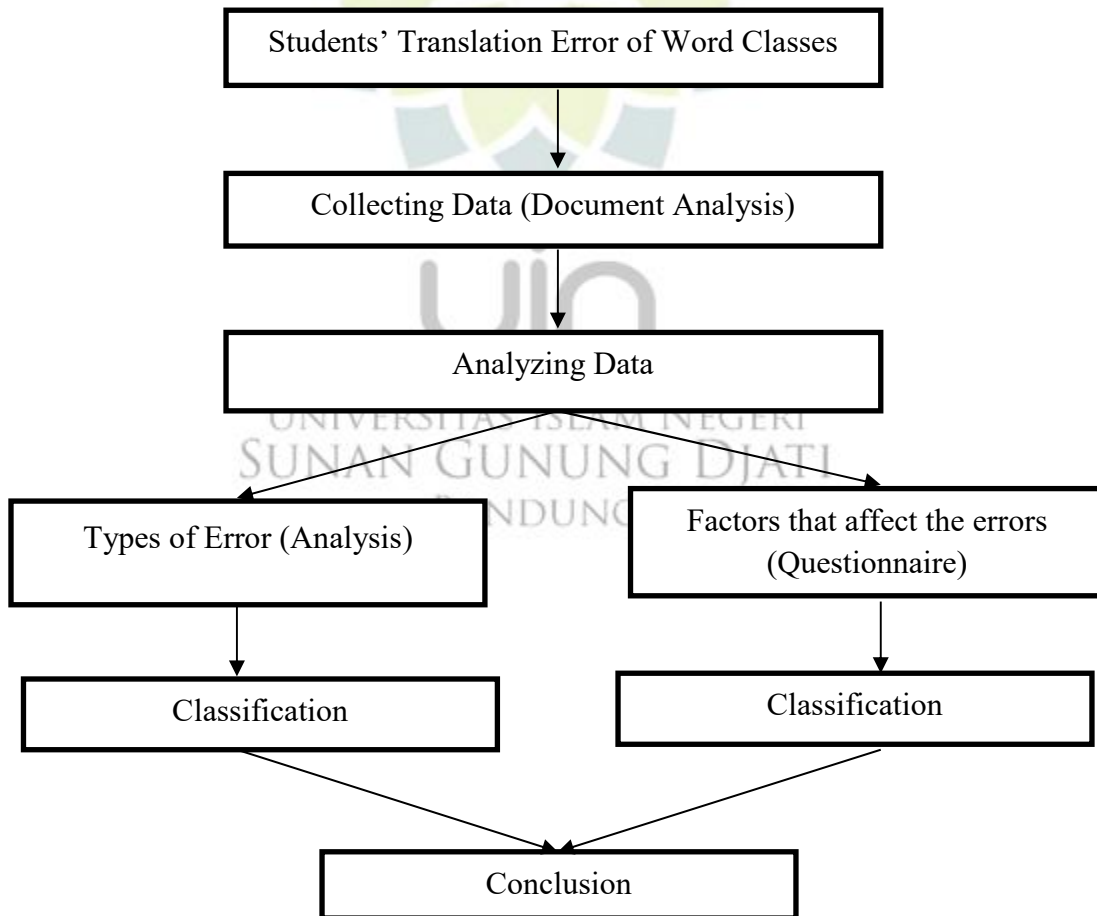


Figure 1.1 Frame of Research

Based on the scheme above, document analysis is used to collect data which is students' translation work. After that, the data would be analyzed and the errors that are made by the students are found. Then, the errors would be classified into different kinds of translation error. Beside the document analysis, questionnaire is used to know the factors that affect students in doing the errors. The questionnaire would be given to the subjects of the research. Next, the result of the questionnaire would be analyzed and classified into several parts. Finally, the conclusion of students' translation error would be generated.

G. Procedures of Data Analysis

This section explains the steps in analyzing data after being collected. The main reference to analyze and interpret the data is based on Creswell's theory (2012), which mentions the steps of analyzing and interpreting qualitative data. The data analyses of the research are:

1. Questionnaire

- a. First, conducting the questionnaire into several questions that would be answered by the students.
- b. After that, learning the answered questionnaires and divide it into some categories.
- c. Then, describing the questionnaires and present it into the sentences and paragraphs.
- d. Next, presenting the paragraphs into visual displays such as figures, diagrams, and comparison tables to make the explanation easy to understand.

- e. Finally, the conclusion is reached.

2. Interview

- a. First, preparing and conducting the questions to do the interview.
- b. Then, recording the interview by the recorder and the notes.
- c. Third, listening the recorder and transcribing it into a script.
- d. Next, classifying the script into some categories.
- e. Fifth, describing the script into the sentences and paragraphs to add the explanation.
- f. After that, presenting the paragraphs into visual displays such as figures, diagrams, and comparison tables to make the explanation easy to understand.
- g. Finally, the conclusion is reached.

3. Document Analysis

- a. First, collecting the translated works of the 6th students of English Education Department.
- b. Second, analyzing the translated works and finding the errors.
- c. Then, selecting and classifying the errors into some categories.
- d. Next, describing the kinds of errors into the sentences and paragraphs to make the explanation about it.
- e. Fifth, presenting the paragraphs into visual displays such as figures, diagrams, and comparison tables to make the explanation easy to understand.
- f. Finally, the conclusion is reached.