

CHAPTER I

INTRODUCTION

A. Background

Translating is not an easy thing which can be done by anyone, even if for those who are learning translation or who have the educational background from English Education Department. Some people may assume that translation just needs the mastery of grammar; whereas, good translation not only requires good grammar, but also requires vocabulary enrichment and cultural knowledge from SL (Source Language) and TL (Target Language). One at least needs to master those aspects to be able to translate well, because they are the main things in translation.

The mastery of English language as international and official language is the vital asset in college among students of English Education Department. Therefore, the students' level of mastery in English language often becomes indicator of how good the quality is in English Education Department. English consists of some skills; namely, reading, writing, listening and speaking. Nevertheless, the most difficult skill is translating, because it needs the mastery of those skills. To translate well, one needs to master all of those skills. Reading and writing are used for written translation, while listening and speaking are used for oral translation or interpreting. Thus, translation is the combination of those skills.

Translation is defined in variety by some experts. According to Newmark (1988: 5), translation is rendering the meaning of a text into another language in the way the author intended the text. It is different from Newmark, Steiner (1994: 103) says that translation can be seen as (co)generation of texts under specific constraints that is relative stability of some situational factors

and, therefore, register, and, classically, change of language and (context of) culture. From the statements, there are different opinions about definition of translation. While Savory (1986: 49) says that the truth is that there are no universally accepted principles of translation.

Although the students can speak English, they still cannot translate well. It is because the ability of translating is not possessed by students who can speak English. A specialist in English language can understand various texts in English language; however, it is difficult to translate naturally and softly because it is all related to the matter of methods and techniques of translating.

Choliludin (2013: 2) views that one of the common problems in translating is memorizing vocabulary. He states that:

It is unavoidable that the common problem in translating English language is the ability in memorizing vocabulary from the source language. However, it is, as a matter of fact, not the main matter for students that make them are able to translate. It is only one of the elements from other elements that must be learned. One of the examples is the word class in a sentence.

Related to lots of problems that make students difficult to translate, the researcher limits the scope of research by taking them related to translation from English to Indonesian. To find answers on those difficulties, the researcher takes them in a further research which is formulated in the following title: THE ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT AND HOW TO OVERCOME IT (A Descriptive Study in the 6th Semester Students of English Education Department at the State Islamic University of Sunan Gunung Djati Bandung).

B. Research Questions

Based on the background above, the problems discussed are the students' difficulties in translating. The researcher in detail formulates the following problems.

1. What kinds of translation difficulties do the students have in translating the English descriptive text?
2. What are the factors which make students difficult in translating the English descriptive text?
3. How does the lecturer overcome difficulties of translating English descriptive text?

C. Research Purposes

The general purposes of this research are to find out the problems faced by the students of English Education Department in translating. Furthermore, the purposes can particularly be formulated as follows:

1. To analyze students' difficulties in translating descriptive text from English into Indonesian.
2. To find out the factors which make students difficult in translating the descriptive text.
3. To find out how to overcome difficulties of translating English descriptive text.

D. Research Significances

Theoretically, the research significances can improve the researcher's knowledge in term of translation among the students of English Education Department. Practically, the competence standard in teaching translation at English Education Department is that the students can translate the Source Language into the target Language as natural as possible. To achieve that, the researcher needs some students to practice translating. Therefore, the result of this research can become the consideration in determining the materials in order to accord with the students' needs for achieving the purpose of learning translation at English Education Department.

E. Rationale

Translation is process of transferring the messages from one language to another or from the SL to the TL by paying attention to the meaning that the writer intends. According to Moentaha (2006: 9), translation is the process of text replacement from the SL into the TL without changing the text content. Based on the theory above, the researcher concludes that translation theory is generally to solve all the problems related to translation.

Djuharie (2013: 13) views that good translation is stressed on the meaning or messages which are delivered. He states that:

Good translation both spoken and written will give more emphasis on the meaning or messages which are delivered. Whether or not the translation result is faithful on its source language, it is not a fundamental matter. The most important thing is that the translation result has the same and precise purpose and meaning in the source language.

It can be concluded that good translation does not have to be faithful to the source language, but the most important thing is that the meaning and purpose in the source language must be precise and the same as what is transferred into the target language.

In addition, Newmark (1988: 5) says that a translator works on four levels: translation is first a science, which entails the knowledge and verification of the facts and the language that describes them; secondly, it is a skill, which calls for appropriate language and acceptable usage; third, an art, which distinguishes good from undistinguished writing and is the creative, the intuitive, sometimes the inspired, level of the translation; lastly, a matter of taste, where argument ceases, preferences are expressed, and the variety of meritorious translations is the reflection of individual differences.

By referring to the explanation above, the researcher thinks that translator has difficult task that translation needs a lot of knowledge as it is related to science, so that the translators will be easy in translating any text from various sciences if they are knowledgeable. Translation skill requires the particular speed of translating so that it will generate proper and acceptable language. Then translation is art which needs the creativity intuition, and inspiration of translation. And translation is a matter of taste. In this case, every translator will have their own style of translating as it is affected by the matter of taste.

To analyze the problems, the researcher gives the text to be translated. Then the text must be analyzed in order to know the meaning or the messages from the SL. After that, the students apply the way they translate whether they translate word for word, literal, or free translation. Then the researcher finds out the students' difficulties in translating. Finally, the researcher finds out how to overcome the problems of translating as described below.

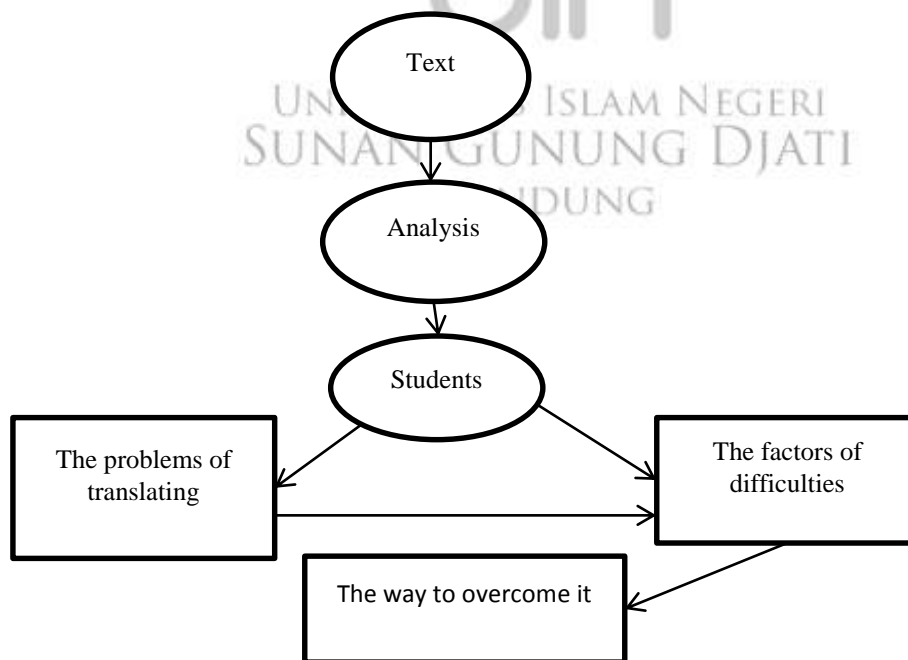


Figure 1.1: The Process of Translation Analysis

F. Research Methodology

1. Determining the Source of Data

a. Research Setting

The research is conducted to students of English Education Department in the 6th semester (State Islamic University of Sunan Gunung Djati Bandung). The researcher chooses this semester because they have learned translation course.

b. Participant

According to Oxford Advance Learner's Dictionary (2000: 961), participant is a person who is taking part in an activity or event. In this research, the researcher chooses the students of PBI in the sixth semester at UIN Sunan Gunung Djati Bandung as participants. The researcher chooses them because they have learned translation course for two semesters. Thereby, they have at least the basic skill in translation.

2. Determining the Method and Technique of Research

a. Research Method

The researcher uses the qualitative method. The specification of this method is descriptive method, where the result of the research will clearly be described, as Sugiyono (2011: 15) states as follows:

“Qualitative research method is the research method based on philosophy of post positivism, which is used to research natural object condition (as the opposite of experiment), where the researcher is as the key instrument, the sample taking of the

data source is purposively done and in snowball technique, the collecting technique with triangulation, data analysis is inductive or qualitative, and the result of qualitative research emphasizes more on meaning than on generalization.”

Whereas Wahyuni (2102: 2) states that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.

b. Data Collecting Technique

Sugiyono (2012: 224) states that technique of collecting data is the most strategic step in research, because the main purpose of the research is to gain the data. In this research, the researcher uses test, questionnaire and interview.

1) Test

Test is used to measure the students' skill in translating sentences or texts. After that, the students' comprehension is measured for the second time when they have already been given the test.

2) Questionnaire

It is used to gain the data by spreading some questions. Sugiyono (2014: 142) states that questionnaire is the technique of collecting data done by giving a set of questions or written statements to respondents to be answered. So, in this research, the researcher uses the written questions and spread them to the participants. To analyze the data from questionnaire, the researcher will find out the following aspects:

- a) The researcher collects the data from questionnaire.
- b) The researcher finds out the difficulties of translating.

3) Interview

According to Moleong (2012: 186), interview is a conversation with a certain intension. The conversation is committed by two people, they are, interviewer who submits some questions and interviewee who gives the answers for the questions.

So, interview is used to gain information by asking some questions to the interviewee. To analyze the data, the researcher does some aspects:

- a) The researcher records the interviewees' responses.
- b) The researcher transcribes the responses from the recorder.

G. Data Analysis

The respondents of this research are the students in the sixth semester of English Education Department of State Islamic University of Sunan Gunung Djati Bandung. The researcher takes nine students as participants. The sampling used by the researcher is purposive sample. They are chosen by some criteria, they are; low, mid and high achieving students, so that the researcher can distinguish the kinds of difficulties that they face in translation.

According to Bogdan (Sugiyono: 2014: 244), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. So the researcher will analyze the data based on the following processes.

- a) Collecting and reducing data

In this study, the researcher garners the data from test, questionnaire and interview. As there are a lot of data collected, the researcher focuses on some students who have good translating skill and the opposite.

- b) Categorizing the data

After the data collected and reduced are complete, the researcher learns and comprehends them to be categorized into the theories and explain the responses of each student in term of translation.

c) Triangulation

It is used to combine the research data in one form in order to make the researcher easy to conclude the data.

d) Concluding

It is the last step of analyzing the data that researcher will conclude all the research data.

H. Clarification Terms

This research has clarification of the key terms as follows:

1. Analysis is the detailed study or examination of something in order to understand more about it; the result of the study, (Oxford Advanced Learner's Dictionary, 2000: 41).
2. Difficulty is a thing or situation that causes problems, (Oxford Advanced Learner's Dictionary, 367: 2000)
3. Translating: Nida and Taber define it as follows:

“Translating consists in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style.”

4. Text: Halliday and Hassan (1985: 11) state that a text is a form of exchange, and the fundamental form of a text is dialogue of interaction between speakers.



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