

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Language is very important thing in the world that it can be a communication tool or as a guideline to express our mind with other people, we can estimate if we are disable to use language as our communication tool, what will happened in ourselves, it will be very hard to say something or express our feel with other people without language, however English language become international language and nowadays is the most important in our daily life.

Actually, there are four aspects of language skills; listening, reading, speaking and writing that must be learned but translating also is very important to understand whether that language is acceptable or not. All of that skills need translation first, because translation is the most important part of language either it comes from oral or written. We use the translation in our communication; we share the ideas or information by using the language.

According to Patel (2008:6), English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is used as a means of communication in many activities involving many countries from all over the world.

Generally, almost every country has its own national language even the regions in some countries have their respective language as well. Language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture communicate (Jain, 2008:29).

Every language has its own characteristics in translating which make different way to understand with other language. In using English we need to have translation skill in order to understand easily what people express in communication. In addition, Newmark (1988:4) states, the act of translating as transferring the meaning of a text, from one language to another, taking care mainly of the functional relevant meaning.

Nowadays, in a world characterized by global communication, translation plays a key role in exchanging information between languages. To move along the natural and professional continuum of conveying the meaning from one particular language into another, a translator needs to learn some skills, which are referred as *translation strategies* (Fawcett, 2003:16).

Most theories agree that strategies are used by translators when they encounter a problem and literal translation is not useful. Different researchers have investigated and described various translation strategies from their different perspectives. However, translation becomes the most difficult thing for student because it is not easy to master. They cannot translate and understand some words because their translating ability is limited. Based on the data score of translation I of English Education Department of UIN Sunan Gunung Djati Bandung (2014), there are twenty one students who got low score in translation subject (English-Indonesia). From the data that have obtained, they still disable to translate properly.

According to Newmark (1988:47), idiomatic translation reproduces the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original. Idioms, therefore, constitute a problematic area for both foreign learners of English and translators. The foreign learners should possess a good knowledge of idioms in terms of their true meaning as well as their cultural associations. As a matter of fact, idioms are rather problematic and difficult to learn.

The difficulty arises from the fact that words of an idiom should not be translated literally; “these (idioms) are never translated word by word” (Newmark, 1988:125). It has also been emphasized by Larson (1984:20), that “The real danger comes in translating an idiom literally, since the result will usually be nonsense in the receptor language”.

While Newmark (1988:104), states that most important thing in translating is about ‘metaphor’. Whilst the central problem is the overall choice of a translation method for a text, the most particular problem in the translation of metaphor and idiom become a text which need adaptation in translating. The researcher would like to know how significant the correlation between mastering idiom and translating skill, because mastering idiom is very close with translating ability and their methods.

Accordingly, from the explanation above the writer formulates the research entitled “THE CORRELATION BETWEEN MASTERING IDIOMS AND STUDENTS’ TRANSLATING ABILITY” (A Correlational Study of the Eighth Semester of PBI Students’ at UIN Sunan Gunung Djati Bandung).

## **B. The Research Question**

Based on background above, here are the following specific problems:

1. What is the students’ ability in mastering idiom in PBI Students’ at UIN Sunan Gunung Djati Bandung?
2. What is the students’ ability in translating of PBI at UIN Sunan Gunung Djati Bandung?
3. How significant is the correlation between mastering idiom and translating skill?

## **C. The Purpose of Research**

Based on the specific problems formulated above, the purposes of the study are as follows:

1. To find out the students' ability in mastering idiom.
2. To find out the students' ability in translating skill.
3. To find out the correlation between mastering idiom and translating skill.

#### **D. The Significances of Research**

The significance of the study is aimed to prove that there is relationship between mastering idiom and translating ability by searching theory and showing it in the real field. Then, since the research is appropriate with writer's hypothesis, so it will be made as reference that mastering idiom has advantages in translating ability.

#### **E. Rationale**

Idiom is important thing that we have to know that it will increase our understanding toward language style based on each culture because idiom is an expression in the usage of a language that is peculiar to itself either grammatically, or having a meaning that cannot be derived from the conjoined meanings of its elements. An idiom can be extended by culture language situation (Sulaiman, 2012:12).

The purpose of using idiom, the researcher assumes that the primary use of idiom is; to represent ascension and distinction our generation is not the same as our parents' and grandparents' generations. We make sayings they cannot possibly understand, to set ourselves apart and to identify one another amongst our cliques. These go mainstreams but very nearly by the time they become global, that set of people has begun to descend, and already another set is on the rise. Students who learn English as their foreign language will find difficulty because they should find the equivalent in their target language. Students' ability in mastering idiom depends

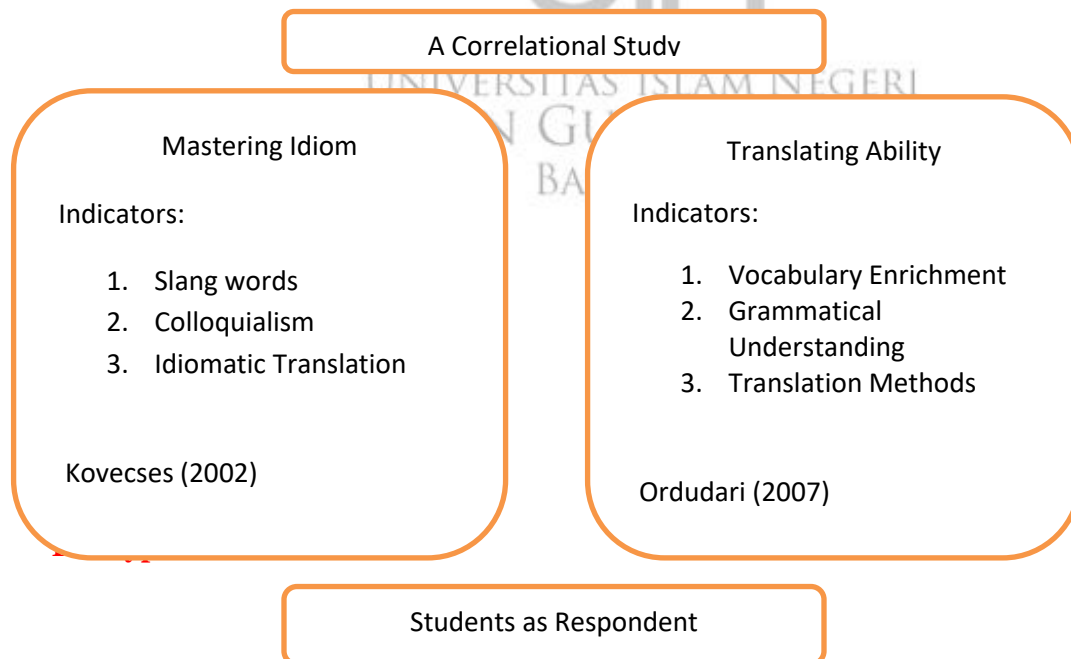
on figure of the teacher, whether the teacher provides the appropriate method and teaching or not (McCallum, 1993:9).

Every student has his own different characteristics, teacher as a facilitator should create more creative teaching process in order to make a variety atmosphere in the classroom activity especially in teaching translation. By considering the fact above, mastering idiom technique to represent ascension and distinction that is a language can be derived from idiomatic expression in order to make using language more variative and familiar.

This research used two kinds of variable, the first is mastering idiom as the “X” variable, and the second is the students’ ability in translating as the “Y” variable. Mastering idiom entails slang word, colloquialism, and idiomatic translation. On the other hand, translating ability entails vocabulary enrichment, grammatical understanding and translation methods. The variable studied can be seen in the figure below:

**Figure 1**

**Indicator of Mastering Idioms and Translating Ability**



## **F. Hypothesis**

Arikunto (2006: 71) states, “The hypothesis is a tentative answer to the problem of research, until proven by data collected”. Hypothesis can be making clear of question will researched. This research has two variables; Mastering Idiom as variable X and Students’ ability in Translating as variable Y. In relations to hypothesis of this research is proposed as follow:

“Mastering idiom will strongly have correlation toward students’ ability in translating, compared with students who are not mastering idiom”. The formulated hypothesis is described below:

**H<sub>1</sub>**: There is significance related between students’ mastering idioms and their ability in translating skill.

**H<sub>0</sub>**: There is no significance between students’ mastering idiom and their ability in translating skill.

## **G. Methodology of Research**

The method used in this research is quantitative method. The data is analyzed using statistical analysis. The result of the research can be predicted although it still can be received or rejected. The instrument and the procedure of the research can determine the validity of the research (Sudjana, 2001:7).

This research uses ex post facto method since there are no treatments given (Sudjana, 2001:56). This kind of research aims to see the correlation of students’ idiom mastery as variable X to their translating ability as variable Y. This research method covers some steps: population and sample, technique of collecting data, and data analysis. To be more specific, see the following descriptions.

## 1. Population

Population, as quoted by Arikunto (2006:130) from *Encyclopedia of Educational Evaluation*, is a set or collection of all elements consisting one or more attribute of interest. The research target, a term which is used interchangeably with population, can be in a form of class of objects, phenomena or tendencies. The objects in population are investigated, analyzed and concluded before the conclusion is finally valid to the whole population. In this research takes the eighth semesters of PBI students' especially PBI A and PBI B year 2011 of UIN Sunan Gunung Djati Bandung to be population of this study.

## 2. Sample

According to Arikunto (1933:104), the sample is any number of things, people or events which are less than the total population, is a sample that is representative or to describe the characteristics of the population. The number of population, sometimes, is too big and out of reach. In this case, research is conducted to a part of the whole population. This part, as suggested by Arikunto (2006:131), must have the characteristics that represent all the population observed in the research. A sample is a subset of individuals or cases from a population. Sample enables a researcher to collect and organize data efficiently and practically. Simple random technique is used if the number of population is homogeneous (Sugiyono, 2009:82). According to Arikunto (1988:120), "If the population is less than 100 students, the sample of research that should be taken all of them". Nevertheless, if the total number of population is more than 100, the sample can be taken 30 students (Sudjana, 2001:11). The writer took 15 students from PBI A and 15 students from PBI B in the eight semesters.



### 3. Technique of Collecting Data

To collect the data, a test was employed. The test is aimed to measure students' mastering idiom and their translating ability. The test is addressed to student of PBI A and PBI B in the eight semesters of UIN Sunan Gunung Djati Bandung year 2011 which consist of 30 students. The writer used writing test consist of idiom test and general translation test to get data of the students' mastering idiom and their translating ability.

The types of test that was used in this research is "Questions and answers" test. In addition, the questions and answers test was used in idiom and general translation test and consist of 20 questions, 10 questions idiom test and 10 questions general translation test which the students have to answer the simple questions related to the text. For instance, two examples are provided below:

a. Idiom test

- *I got wet like a drowned rat.*
- *You don't have to dress up for Mike's party.*

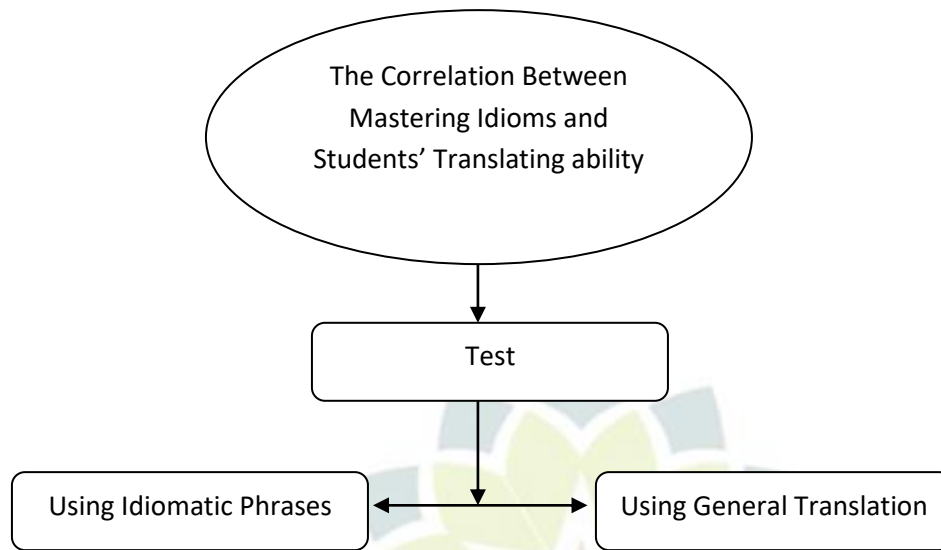
b. General translation test.

- *The great ship disappeared in less than twenty minutes, taking nearly fifteen hundred people with her.*
- *When a group of high school students went astray from a field trip, they came across something totally unexpected.*

**Figure 1.1**

**The Scheme of Relationship between Mastering idioms and Students' Translating Ability**





## H. Data Analysis

After collecting all students' scores, the obtained data were coded and then being analyzed. This study used descriptive statistic scales therefore, before displaying the data into a correlation test, the normality of data must be founded. This step is to analyze data that has to be collected. To analyze it the writer does the following steps:

### 1. Testing Normality of Data

To describe research's variable gotten through the instrument: it used a descriptive statistic scale. Therefore, before displaying the data into a correlation test, the normality of the data has to be identified. To identify the normality of the data, chi square was used through the following steps:

a. Making the frequency of distribution, by these following steps:

1) Determining range (R):

- 2) Determining interval class (K):
- 3) Determining the length of class (P):

b. Determining the central tendency, by following formulas:

- 1) Determining Mean:

$$\bar{X} = \frac{\sum f_i \cdot x_i}{N}$$

- 2) Determining the Standard Deviation (SD), by using the formula:

$$SD = \sqrt{\frac{N \sum f_i \cdot x_i^2 - (\sum f_i \cdot x_i)^2}{N(N-1)}}$$

c. Making the table of observation frequency

- 1) Testing the distribution normality:
- 2) Finding out dk (*derajat kebebasan* / degree of freedom):
- 3) Determining table list with significance 1%
- 4) Examining normally by these criteria:

If  $\chi^2$  count  $<$   $\chi^2$  table, it is a normal distribution

If  $\chi^2$  count  $>$   $\chi^2$  table, it is an abnormal distribution

## 2. Counting the Value of the Correlation Coefficient

In this research, this research used product moment correlation to find out correlational coefficient. According to Hayati (2013), correlational coefficient is number that shows high or low correlation between two or more variables. The score of correlational coefficient is about  $-1.00$  until  $+1.00$ . The steps are presented below:

- 1) Finding out correlational coefficient product moment by formulas:

- a) Deviation

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Explanation:

$r_{xy}$  = correlational coefficient

$x$  = score of variable X – mean of variable X

$y$  = score of variable Y – mean of variable Y

b) Crude Rate

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

Explanation:

$r_{xy}$  = correlational coefficient

$X$  = score of variable X

$Y$  = score of variable Y

$N$  = sum of respondents

2) Interpreting correlational coefficient:

a) Interpretation to the high or low of correlation coefficient number by the following scales:

**Table 1**

**Correlation Coefficient Scale (Hayati, 2013)**

Scales	Interpretation
0.00 – 0.20	Very Low
0.21 – 0.40	Low
0.41 – 0.70	Sufficient

0.71 – 0.90	High
0.91 – 1.00	Very High

b) Testing the correlational signification by “t test” and beforehand:

(1) Formulate the hypothesis:

$H_0$  = There is no a significant correlation between variable X and variable Y.

$H_a$  = There is a significant correlation between variable X and variable Y.

(2) Determining “t count” by formulas:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

(3) Determining “t table” on standard of signification 5% by beforehand determining degree of freedom by formulas:

$$db = N - 2$$

(4) Interpreting or testing the signification of correlational coefficient by the following criterias:

If “t count”  $\geq$  “t table”,  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is a significant correlation between variable X and variable Y.

If “t count”  $<$  “t table”, so  $H_0$  is accepted and  $H_a$  is rejected. In other word, there is no a significant correlation between variable X and variable Y.

(5) Determining Coefficient of Determination (CD)

The proportion for determining the percentage of together variation between variable X and variable Y if it is multiplied by 100% or,  $CD = r^2 \times 100\%$ . For the calculation details, it can be seen in appendix 2.