

CHAPTER I

INTRODUCTION

This chapter focuses on giving explanation about background, scope of the study, significance of the study, research questions, research aims, research methodology, clarification of key terms, and organization of the paper.

1.1 Background

Translation has been used in many fields of human life, ranging from business world to educational field. In the educational world, translation plays an important role since in the information era there is much relevant information that comes from other languages, and English probably is the source language that most widely translated in the world (Baker, 1992) because it is the international language which is spoken by most of people among countries. In accordance with Baker, Brown (2001) also confirms that English plays an important role in people's life.

“English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.” (Brown, 2001: 118)

As the result there are so many source books or information that are written in English.

This phenomenon, therefore, encourage students to have sufficient mastery of English to access some important information in order to enrich their

knowledge and to support their learning progress. The access to the information can not be optimal if the students face some barriers. For example the students do not understand the text they read because the lack of vocabularies or even grammar. Here, translation process plays the role. In dealing with the text, the students can simply translate the text they read (Darma, 2003).

In fact, many people think that translation is complicated and challenging because they need to understand kinds of the text and cultural aspects within the text (Ordudari, 2007). Besides, it is hard to find the equivalent word from the source language to the target language, since to get a comprehensive meaning a translator has to know the context of the text and concern the other words existing together in the sentence (Effendi, 2008). Although, this study is not aimed to reveal the students' proficiency in translation or to measure the quality of the students' translation, yet this study is merely to reveal the students strategies in translating the text. It is also to know the students' perception towards the translating tasks as an alternative task to help them enhance their reading habit and increase their vocabulary.

In translating a text, the students surely employ certain strategies. As a study conducted by Pamungkas (2006) revealed, the undergraduate students at one of state university in Bandung use some methods and strategies to translate an article in Jakarta Post to cope with some problems they face when translating that article.

On the other side, generally for senior high school students in Indonesia, translation is something that can be taken for granted, since it is not taught and

included in school curriculum. They also think that translation is not as important as other subjects in English, for example grammar, since they do not get direct advantages from it. In the other word, they underestimate translation because whether they have or do not have ability in translation it will not be graded with score by their teacher.

Although translation is not taught in senior high school level, the translation can not be separated from the English learning. It is an integrated skill which is strongly related to the other English skills, especially reading skill. Reading is a skill that comes through habit (Rosmalina, 2004). Therefore, the students must be encouraged to read from the early stage. In relation with the translating task, it may be said that the more the students are given the translating tasks, the more they read the texts.

The translating tasks also may assist the students in the vocabulary learning if they make glossary while the process of reading and translating a text (Luppescu and Day, 1993).

For those reasons, this study entitled “The Translating Strategies Applied by The First Grade Students in The Translation of A Narrative Text, A Case Study at SMA Puragabaya Bandung” is to reveal the translating strategies which are applied by the first grade students in translating the narrative text. Moreover, through this study it is hoped to know the students’ perception towards the translating tasks as an alternative task to enhance their reading habit and vocabulary.

1.2 Scope of The Study

This study is to reveal the students' strategies in translating a narrative text. The students are the ten first graders at SMA Puragabaya Bandung and the narrative text entitled Snow White is chosen to be translated by them.

The reason why the researcher chooses translation field as the issue in this study is because the skill of translation is an integrated English skill that must be acquired by the senior high school students in order to cultivate the other skills, especially the reading skill. Besides, translation is the one that is found in the method of teaching commonly called the grammar translation method which one was popular during the earlier English teaching practice (Brown, 2001: 18-19). Moreover, Brown says that in CLT method even translation may be used when the students need or benefit from it (2001: 45), for example the translating task may be employed by the teacher if he/she claims that his/her students get benefit from it.

This study merely analyzes the ten translating results from the ten first grade students. The researcher makes an assumption that the ten students represent the case that is explored through this study. The selection of the ten students is based on their performance in English during the PLP program in which the researcher acted as the teacher.

Meanwhile, the reason for choosing the narrative text entitled Snow White is because the story is familiar to the students and the words in the text are simple. As Nida (2001) says that a narrative text generally contains well known words and employs few figurative expressions (p. 91).

1.3 Significance of The Study

It is very important to highlight that this study does not aim to encourage the students to be a good translator. It is aimed to know the students' strategies in the translation of the narrative text entitled Snow White. Moreover, this study is to reveal the students' perception towards the translating tasks which are given by their teacher. It is to know whether the students perceive that the tasks are helpful in enhancing their reading habit and vocabulary or not.

Therefore, this study is conducted to give information, especially to the teacher, about the translating strategies that are employed by the students in translating a narrative text. Moreover, the teacher and other teachers are hoped to know that they may combine the translating task in English learning if the students get some benefits from it, for example the translating task may help the students enhance their reading habit and vocabulary.

1.4 Research Questions

The problems in this study are formulated into three questions as follows:

1. What translating strategies are used by the students in the translation of a narrative text?
2. What is the translating strategy that is mostly used by the students in the translation of a narrative text?
3. What is the students' perception towards the translating tasks as an alternative task to enhance their reading habit and vocabulary?

1.5 Research Aims

This study tries to find out:

1. The translating strategies that are used by the students in the translation of a narrative text.
2. The translating strategy that is mostly used by the students in the translation of a narrative text.
3. The students' perception towards the translating tasks as an alternative task to enhance their reading habit and vocabulary.

1.6 Research Methodology

The method which is conducted in this study is explained through the research design, the instruments used to gain the data, the data collection, the data analysis and the procedures of the study.

1.6.1 Research Design

The study employs qualitative research by using descriptive method. The descriptive method is considered relevant to this study because the researcher does not control or give any treatment to the variables and the data gained is merely interpreted by the researcher. As Sax (1979: 35, cited in Perkasa, 2006) argues, in descriptive research, a data is obtained without the researcher's influencing or controlling the participating subjects, events, institutions or communities. In line with Sax, Sugiyono (2007: 7) puts forward that qualitative study just interprets the data gained.

1.6.2 Instruments

The instruments which are used in this study are the narrative text entitled Snow White and the questionnaires. The Snow White text is translated by the ten students in order to know the strategies of translation which are used by them. The text contains 213 words, 20 sentences (including the title), and is divided into 7 short paragraphs.

In addition, to answer the third research question, the researcher distributes the questionnaires which have five yes/no questions. These questionnaires are to know the students' perception towards the translating tasks.

1.6.3 Data Collection

The data collection in this study is gained from the ten translation results of the ten students who have good performance in English. The second data is gained from the questionnaire result towards the ten students.

Therefore, the students are asked to translate the text Snow White, and then answer the questions in the questionnaire.

1.6.4 Data Analysis

The data is analyzed through the theory of translation strategies by Peter Newmark. He proposes sixteen strategies in translating a text. They are:

1. Transference (loan word)
2. Naturalisation
3. Cultural equivalent
4. Functional equivalent
5. Descriptive equivalent
6. Synonymy

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|-----------------------------|-----------------------------|
| 7. Through-translation | 13. Reduction and expansion |
| 8. Shifts or transpositions | 14. Paraphrase |
| 9. Modulation | 15. Couplets, triplets, and |
| 10. Recognized translation | quadraplets |
| 11. Translation label | 16. Notes, additions, and |
| 12. Compensation | glosses |

Moreover, the Multihajz's formula (cited in Muslimah, 2005) is employed to analyze the translating strategy that is mostly used by the students. The formula is:

$$P = \frac{f}{n} \times 100\%$$

P = the percentage of the use of the translating strategy

f = the frequency of the use of the translating strategy

n = the number of the translated sentences

1.6.5 Procedures of The Study

This study is conducted through the following procedures:

1. Have the students translate the Snow White text.
2. Have the students answer the questionnaire.
3. Analyze the result of the students' translation in order to know what the translating strategies that are used by them. The analysis

is based on the Newmark's theory of translating strategies (1988: 81-93).

4. Decide the translating strategy that is mostly used by the students.
5. Determine, based on the questionnaire result, the students' perception towards the translating tasks as an alternative task to enhance their reading habit and vocabulary.

1.7 Clarification of Key Terms

1. Translation: the process of transferring the meaning of the source language into the target language. (Larson, 1984: 3)
2. Translating strategies: a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it. [Loescher (1991:8), cf. <http://accurapid.com/journal/41culture.htm>]
3. Source language (SL): the original language which will be translated into the target language. The source language in this study is English.
4. Target language (TL): the objective language which is resulted through translating process. Indonesian is the target language of this study.
5. Narrative text: a text which recounts events. It recounts events which are either real events which occurred in the past or imaginary events which occur in sequence in the mind of the narrator (Larson, 1984).

1.8 Organization of The Paper

Chapter I Introduction

This chapter provides the information about the background of the study, the scope of the study, the significance of the study, the research questions, the research aims, the research methodology, the clarification of key terms, and the organization of the paper.

Chapter II Review of Related Literature

This chapter provides theories which are relevant to the study. It consist of the definitions of translation, the process of translation, the characteristics of a good translation, the methods and strategies of translating, the reading skill and translation, and the narrative text.

Chapter III Methodology

This chapter discusses the methodology of the study related to the research questions as mentioned in the chapter one. It contains description about the research methodology, the instruments used to gain the data, the data collection, the data analysis, and the procedures of the study.

Chapter IV Findings and Discussions

The collected data is analyzed and discussed in this chapter.

Chapter V Conclusions and Suggestions

In this chapter, the conclusions of the study are given and the suggestions are served for further study.