

# CHAPTER I

## INTRODUCTION

### 1.1. Background

Translation plays a very important role at the present time. It has become a medium to overcome the barriers of multi-cultural and global communication. In this line, Bassnett explains that translation has a crucial role to play in aiding understanding of an increasingly fragmentary world (2002; 1). Without translation, people of across cultural background cannot build a communication very well. Communication can be the daily communication or communication in certain purposes, such as educational communication, political communication, or trading communication. In regard to this, Jumpelt (in Mehta, 2009: 3) states that the twentieth century is the age of translation. It shows how significant translation is.

In the multi-cultural and global communication, English has become the most influential language for all people around the world, including Indonesia. English has been used for different purposes such as in business and education. As a pattern in business area, people in a country that does not have English as the first language, should translate all information about the products or commodities into English when promoting, distributing or trading them to other countries or to global market.

Tian (2004: 1) gives description about other significance of translation. He states that translation is becoming more and more important in international and intercultural activity, for it facilitates mutual understanding among different and

conflicting racial, ethnic, religious and cultural groups. This is because translation has a function to bridge a communication among different people with different language and culture. For this reason, then he adds that, training translator turns into an important mission, and translation teachers are, indeed, indirectly making contribution to the world peace. Briefly to say, through translation people from different place and background can understand each other.

Without translation, the information available in the research finding will not be known and used by other people as it should be. Then it can make them not able to find the continuity or to develop it for public interest. In fact, translation studies have been applied and taught in this country since long time ago following with the English teaching development. It is because translation study is not an independent program. It is just a kind of subject involved in language or linguistic program. However, most English teachers and linguists cannot do translation well. Simply to say, translation study needs a new orientation or focus in its teaching or training.

Following the development of language and linguistics faculty, beside the awareness of its role at present time, translation study has a new broad position. Beside it is a subject that is studied in language or linguistics program in which it is taught twice (for example translation I and II) in certain grade or semester of a whole education program, translation itself, in certain universities, has stood as a program under language and linguistic faculty in which translation is taught more than usual.

In general, the students in translation program and those who are not, learn many things related to translation theory and its application in the field. Briefly, they are taught and trained how to translate well or to produce good text of translation in the target language. This, however, doesn't guarantee the students to be able to produce good translation and do not have problems in translating text. This because producing a written text using another text as a basis is a much more complex phenomenon than what is commonly believed (Dominguez and Rokowski, 2003: 1).

In translating a given text from a source language for a good one in target language needs some competences and also strategies. Competences of translation are like the ingredients to do the task. In other word, without translation competences, nothing translator can do in translation. Meanwhile strategies are methods used to do translation. Strategies that are used in a certain translation constitute the reflection of the translator's competences. And in translation, every one usually has different strategy from others in doing translation and in coping the problems or difficulties he or she deals with in translating text. In this line, this research is, intentionally, conducted to investigate the students' strategies in translating an English text into bahasa Indonesia which is reflected through their translated text and to find out the difficulties they deal with, and also the way how they cope the difficulties in their translation activity.

It is really expected that the findings of this research will inform the readers the strategies of translation reflected in the students' works and also the basic difficulties of translation every translator usually deals with in general and more

specific is in giving contribution to students' translation competence development in translation class. At least it can help the instructors to find the primary focus on translation instruction.

## **1.2. Research questions**

Based on the description in background above, this research addresses three questions to find the answers. The questions are as follows:

1. What strategies do the students apply in their translation activity?
2. What difficulties or problems do the students deal with in translating English text into Indonesian?
3. How do the students cope with the problems?

## **1.3. Aims of the study**

This study, basically, aims to:

1. identify the students' strategies in translating an English text into bahasa Indonesia.
2. explore the difficulties encountered by students in translation activity.
3. investigate the factors of the difficulties and how to cope them.

## **1.4. Scope of the study**

To reach any goal, each one needs competences and strategies to be used. The strategies can be different from one to another in reaching the same goal. In making good translation, the translators need some competences, strategies, methods and procedures. However, this research focuses on the strategies or procedures applied by the students or participants in translating English text into bahasa Indonesia, and the problem they deal with in their activity.

### **1.5. Significances of the study**

The result of this study is expected to give information related to translation in EFL classroom, especially:

1. to give new consciousness to students and teachers of the importance of translation in Foreign Language Teaching, especially for English Language Teaching.
2. to inform the readers what important strategies play in making good translation.
3. to solve the difficulties that the students encounter in translation classroom.
4. to give input information for designing new concern of translation in ELT.
5. to help the teacher in developing the students capability in English learning through translation beside to become the qualified and excellent translators.

### **1.6. Definition of key terms**

There are some key terms used in this thesis writing that are very important for the readers to understand in order to avoid their misinterpretation. On other word, the writer wants to specify the definitions of the important key terms to ease the reader in reading this report. The terms are as follows:

- *Translation*, refers to a process to transfer or to render the written text from a language (SL) to other language (TL) without changing the

meaning. *Translating* refers to the activity or the act of process to transfer the text from source language (SL) to target language (TL).

- *Strategies* are commonly known and used in some fields such as in warfare, business, play or teaching and learning as the ways or methods to reach a goal or target. At present time, strategies are also generally called as tactics, techniques and procedures as well. However, strategies in this study refer to the procedures the translators employ in order to solve the problems he or she deals with in translating a text from source language (SL) to target language (TL) to make good end; good translation.
- *Competences* refer to the skills or ability owned by the students or translators to translate text of a source language (SL) into target language (TL). The competences in this term are like linguistic competence, textual competence, subject competence, cultural competence and transfer competence.
- *Problems or difficulties* refer to all obstacles that the students have while doing a translation task, namely from English into bahasa Indonesia.

### **1.7. Organization of the Thesis**

This thesis comprises of five chapters. The description is as follows:

Chapter I puts forward the introduction of the study that involves the description of research question, scope of the study, purpose of the study,

significances of the study, the explanation of key terms and organization of the thesis writing as well.

Chapter II describes some theories of translation related to the research. The theories are like the definition of translation, competences in translation, strategies or procedures in translation, the process in translating text, problems in translation, text types and the criteria of good translation.

Chapter III is about methodology that consists of research design, site and participants of the study, techniques of data collection and techniques of data analysis. While the chapter IV reveals the findings of the research and its discussions. And chapter V draws the conclusions of the research and presents the recommendation for further research.