

CHAPTER I

INTRODUCTION

1.1 Background

In Indonesia, English is deemed as a foreign language instead of a second language. However, as our local communities are becoming more global, coupled with our country's booming economy, learning and mastering English has become a must (Muhammad, 2012). Therefore, English, though it is deemed as a foreign language, becomes important skill to support their life and their need. Since elementary school, English becomes one of the subjects for National Exam since high school.

Approximately 375 million people speak English around the world and there are more than 50 English speaking countries ("English Around the World," n.d.), where English is either the official or the primary language. It is the third most common primary language in the world (behind Mandarin Chinese and Spanish).

English students, in college, needs to translate journals, books, even scripts of drama for their educational purpose. Sometimes, people will ask English students to translate their needs. There must be, at least a subject of translation in the college.

Abbasi et al. (2012) believes that the most effective way of communicating and also a way of exchanging cultures and knowledge due to necessity of communications in human life, which is filled by variety of languages and cultures. In line with Salehi (2012), the problem, however, is that not all people share the same language and culture. At this point the indispensable intervention of translating and translators is felt.

According to Newmark (1988), we need to analyze the text for the process of translating. We need to focus on language functions, text-categories, text types, the culture, translating metaphors, the use of componential analysis, neologism, grammar application, technical, the procedure and method itself.

Ahmad (2012) states in Newmark (1981: 17), that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message in another language. Furthermore, Ourdudari cites in Novari, (2012), that translation is used to transfer written or spoken the source language text. In general, purposes of translation are to reproduce various kinds of text including religious, literary, scientific, and philosophical texts in another language and make them available to wider readers.

Gasset (1945) defines that translation as an "utopian operation". So, it means that translation is an activity that leads to creativity and a translator has a great responsibility for developing a better understanding among people. Benjamin (1999) encourages teachers to use the native language in lessons to influence the classroom dynamic, offer a sense of security and authenticate the learners' experiences.

According to Mehta (2010), the actual usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue. He conducted a research in this context and found out that a high percentage (88.7%) of the student participants felt that the mother tongue should be used in their English classes. Ross (2000) states, if students are aware of the differences, language interference (transfer) from their own language is likely to be reduced. Hauglund (2011) also states, transfer is in linguistic stage where it aims to communicate source-text linguistic features, such as grammar and syntax onto the target language.

Furthermore, Mehta (2010) cites that translation in the L2 classroom offers a way to highlight similarities and differences between L1 and L2 forms. Translation is sometimes referred to as the fifth language skill along with the other four basic skills (listening, speaking, reading, writing): "Translation has a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and

understanding between strangers." No matter how good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages conscious of the significance of translation in language classrooms.

There are some reasons for the students use their mother tongue in classroom session. According to Harmer (2001), a principal cause of this L1 use is provoked by the activity, i.e. if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in learning a language, and code-switching between L1 and L2 is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities. No one is in any doubt that students will use their L1 in class, whatever teachers say or do (Harmer, 2001). Evidence from research into the crucial issue of the L1 use in classrooms around the world is analyzed by Mattioli (2004). For instance, L1 use in the Chinese classrooms offers substantiation that L1 is a precious tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. The translation is helpful for L2 acquisition because, firstly, it uses authentic materials, secondly, it is interactive, thirdly, it is learner-centered, and finally it promotes learner autonomy (Mahmoud, 2006). Regarding the use of L1 in the L2 classroom, it is important to find out how students themselves feel about it.

Prator and Celce-Murcia (1979), say that the salient features of the Grammar Translation Methods are: classes are taught in the mother tongue, with little active use of the target language; much vocabulary is taught in the form of lists of isolated words; long elaborate explanations of the intricacies of grammar are given; grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words; little attention is paid to the content of texts, which are treated as exercises in grammatical analysis; often the only drills are exercises in translating disconnected sentences from the target

language into the mother tongue; and little or no attention is given to pronunciation. According Larsen-Freeman (2000), it provides some common/typical techniques closely associated with the Grammar Translation Methods. The Methods are: Translation of a Literary Passage (Translating target language to native language); Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience); Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words); Cognates (Learning spelling/sound patterns that correspond between L1 and the target language); Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples); Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type); Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms); Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words); Composition (Students write about a topic using the target language).

1.2 Research Questions

The study is conducted to answer the following research questions:

- 1) How are the processes of translating a short story “The Gift of The Magi” from English to Indonesian done by the Students?
- 2) What problems are encountered by the students in the process of translating?

1.3 Aims of the Study

The aims of this study are to identify the process of translating a short story “The Gift of The Magi” from English to Indonesian done by students at the English Education Department in a State University in Bandung. This study also attempts to reveal the problems encountered by the students in the process of translating the text and exploring the solutions done by the students to cope with their problems.

1.4 Scope of the Study

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The study focuses on three main aspects from identifying the process of translating a short story, finding out the problems encountered by the students in the process of translating and sharing the solutions done by the students to cope with the problems in the process of translating the short story.

1.5 Significance of the Study

This study itself has much significance for the further researcher. Translating lecturer will gain new ways or information of teaching translating. Translator will see an example of translating a short story. The present research is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical significance

The research findings can be used as the contribution toward the research about students' needs of translating method.

2. Practical benefit

The research findings will be useful for students and the readers who are interested in looking for the benefits of translation.

3. Professional benefit

The research findings can help teachers and students to understand and gain translation pedagogical in translating class.

1.6 Clarification of Key Terms

There are some terms in this study that need to be clarified. The definition of them as follows:

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1. Effectiveness in this study is to measure the good result of the use translating process for college students
2. Process of translating can be learning in the Translation class, but there are several different methods that students must understand the difference of them.
3. Experimental research is the study of finding out whether or different processes has a different way to use it in translating process

1.7 Organization of the Paper

The research is organized in five chapters. Each chapter has some sub-topics which help the readers to clarify the information and give detail on the information of which the researcher input into this research.

The organization of the paper is as follows: Chapter I provides the information on background of the study, statement of problems, purposes of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper; Chapter II consists of theoretical foundations. This part elaborates in detail the theories which are relevant to the study; Chapter III discusses the methodology in conducting this research. It includes the preparation stages, instruments, techniques and the result of the research; Chapter IV describes the analysis, discussing and interpreting the finding. The research also present the description of data collection, description of data, data analysis and present the finding from the research; Chapter V consists of conclusions and suggestions. This chapter is concluding that research is done and put forward the answer from statement of the problem. There are also some suggestions from the research for further research or readers' interest.

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