

CHAPTER I

INTRODUCTION

This chapter contains the nature of the study: background of the study, statement of the problem, aim of the study, significance of the study, clarification of the key terms, and organization of the paper.

1.1 Background of the Study

Translating as the activity of translation has been widely practised throughout the history—from the bible translation to scholar and non-scholar translation, to even has undergone sophisticated developments to machine translation, and its importance has taken a part in this rapidly changing world as it is also a part of the world's culture. The cultural exchanges as the aftermath of translating have expanded human's knowledge on many disciplines and inter-disciplines that were never before touched because of the language barrier. The international communication has also experienced the outcome of translating as it is now easier to connect to many people around the world without worrying not to understand what the other say whether it is in social context or scientific even in literary context. The human communication today heavily depends on translation and, consequently, the interest in this field has also increased.

Hence, the presence of translators has been increasingly needed over the last years, especially the well-qualified translators. This inspires many institutions to offer translation training for those who aspire to be translators whether in a form of formal or informal education program—e.g. as a study program in universities and other higher education institutions (Caminade & Pym, 1995). The training curriculum designed for the students consist of the basic theories to the practice of translation.

As it is widely known, translation is both a process and a product. Translation as process involves comprehension of source text, transfer of meaning between the two language, and produce the source text into target language (Shreve & Lacruz, 2014). Translation has very significant role to human life especially to language learning as emphasized by Duff (1989, p. 7) that translation

develops three qualities essential to all language learning: flexibility, accuracy, and clarity. It means that the students could be more 'flexible' with variety of languages and get wider knowledge to the other language rules. Besides, they will also get easiness to reach 'accuracy' in understanding unfamiliar terms and find 'clarity' on the meaning of source language (SL) to avoid misinterpretation or misperception to the concepts.

Generally, the main purpose of translation training is to produce translators that are not only have good proficiency on two languages or more but also have vast knowledge on the culture of the languages. Therefore, during the process of the training, the students often face difficulties in term of the method and strategies of translating. The difficulties thus become the starting point for Translation Studies researchers and scholars to further develop the study.

Researchers of translation have made a distinction of translation research into two categories; the process of translation and the product of translation. The process of translation research topic examines what translators do, how they translate source text (ST) to target text (TT), reveal translators working principles and preferred strategies, and is described directly on the relation between the translator and how the text is translated. Whereas the product of translation research topic typically covers the contrastive analysis between ST and TT in terms of linguistic and stylistic features, analysing and assessing published translated books, and also linking translation into a broader theoretical framework (Jones, 2011). This discipline being so new that little researches have been done in terms of translation academic training (Gerding-Salas, 2000).

However, the number of researches on difficulties of translating method and strategies; as listed in several university library repositories (UPI, UGM, UNPAD, UI, etc.); show that it seems like the topic of translation as a process is more intriguing than other topics of Translation Studies. There is, in fact, another topic in Translation Studies that has been overlooked by Translation Studies researcher, which is translation as a product.

The highlighted topic in the field of translation as a product is the evaluation and assessment process of translating. Especially in translating training, evaluation is the core of study of all disciplines as evaluation is conducted to assess the students' development on the lesson, as the process of portraying, obtaining, and providing useful information in deciding alternatives (Stufflebeam, et al., 1971), and the main purpose of evaluation is to determine the quality of a program by formulating a judgement or assessment (Hurteau, Houle, and Mongiat, 2009). Evaluation, as explained above, is done through a series of assessment to analyse the quality of the students' understanding of the lesson. It is important to be more attentive and to conduct more researches on translating as a product by assessing the product (hence, the TT) to determine its quality and to give more insight for the students to improve themselves. Translating in classroom setting, where students are trained to be translators, encounters difficulties in translating evaluation as each student produces different types of translations of different level although the translations come from one ST. It is challenging to determine the quality of the students' translation without being based on a strong theoretical foundation.

House's TQA model (1997) was used to solve the problem as she argued in her book *Translation Quality Assessment: Past and Present* (2015) "... this model is today still the only fully worked out, research-based, theoretically informed and interdisciplinary conceived approach to translation quality assessment of its kind, ...". House's model of TQA is based on theories of language use: pragmatic theory, Hallidayan systemic-functional linguistics, notions developed in the framework of the Prague school of language and linguistics, register theory, stylistics, and discourse analysis (House, 2015).

Translation functions as a communicative that is made by an equivalent thought lies behind the replacement of textual material in one language into other languages (Savory, 1968). However, many translators may not be equally fluent in the two languages on some complicated texts and transfer one form to another from very rapidly without thinking about the semantic structure overtly (Larson, 1984, p. 4). Hence, this will cause a problem in determining the quality of a

translation when a translator may not be equally fluent in source language (SL) and target language (TL). In translation quality assessment (TQA) studies itself faces difficulties to validate a theory or model in form of measurements which involves numbers and certain categories that could be calculated quantitatively. Alternatively, there is one TQA model suggested by Juliane House (1997) that has been used to determine the quality of a translation especially poetry translation as it assesses the quality through function of the text and based on functional-pragmatic theory in systemic functional language.

1.2 Statement of the Problem

The research was focused on analysing the quality of students' translation on one of the poems by Lang Leav in her poetry anthology book "Memories" entitled "She" (Leav, 2015) using Juliane House's model of Translation Quality Assessment (House, 1997).

Based on the problem stated above, the research was conducted to answer the question of how the quality of the students' translations on one of Lang Leav's poems entitled "She" is.

1.3 Aim of the Study

The aim of the research was to evaluate the students' translation quality on one of Lang Leav's poems entitled "She".

1.4 Significance of the Study

This research is believed to have several significances for some theoretical, practical, and professional benefits, such as:

1. Theoretical benefit

The research findings can be used as the contribution toward the research about Juliane House's Translation Quality Assessment (TQA) model in general and students' translation quality assessment in particular, and as one of alternatives facilitating the exchange of experience and information.

2. Practical benefit

The research findings will be beneficially useful for lecturers, students as well as readers of translated books, who are interested in translation studies specifically the translation quality assessment. The research findings can also be used as examples or guide for lecturers and students to self-assess their own translation works.

3. Professional benefit

The research findings can help lecturers and students to understand and gain more information to be shared and implemented in translating classes on translation studies in general and translation quality assessment in particular.

1.5 Clarification of Related Terms

In order to avoid misinterpretation of the terms used in this research, the following definitions were used:

1. Translation Studies (TS)

Translation Studies is an academic interdisciplinary that covers the studies of translation, interpreting, and localization which generally defined as a translation activity or process of rendering one text in one language to other languages . This is a 'new' discipline that had undergo a significant process of expansion and diversification through the establishment of its journals, researches, associations, and so on.

2. Translation Training

Translation Training is a set of academic preparation for people who aspired to be a translator. Translation in classroom context covers materials such as theory of translation, history of translation, and practices of translation where the students works out on their skills in translating a wide range of text types.

3. Translation Quality Assessment (TQA)

This term is broadly known to determine whether a translation is good or not, or whether the product of translation is satisfying or not, and can be defined as so depends on the perspectives: the clients or the assessors.

4. Literary Translation

This study acted as a prototype of development of translation studies and has been used to established the earliest theories of translation studies throughout the years. This study consists of the translation of the genres of literature: poetry, fiction, non-fiction, and drama, as well as the other types of literary texts, songs, literary articles, and so on.

5. Poetry Translation

This term is the specification of literary translation, which its activity is mainly focused on translating poetry taking into account all the elements of literature in poetry—intrinsic and extrinsic.

6 Poetry

One of the genres of literature which has been claimed by many theorists and practises as the hardest type of text to be translated as translator are not only demanded to be able to translate each words in the poetry, but also be able to maintain the meaning and the poet's intentions found within the poetry.

1.6 Organization of the Paper

This paper is divided into five chapters. Chapter I presents an introduction of the research paper that describes the background, the statement of the problem, the aim of the research, the significance of the research, the clarification of terms to define operational terms used in the current research, and the organization of the paper.

Chapter II discusses the theoretical foundation of the research which consist of six theories: Translation Studies, Translation Training, Translation Quality Assessment, Juliane House's Translation Quality Assessment Model, Literary Translation, Poetry Translation, and Poetry. This section also discusses some related previous studies.

Chapter III elaborates an explanation of research design to describe the design conducted in this research to answer research questions, the participants and method of selection of the research, data collection to describe techniques in collecting data through particular techniques and data analysis.

Chapter IV consults the core unit of the research, which elaborates and discusses the findings with relevant theories. The theories which are elaborated in this chapter have been previously discussed in the previous chapter.

Chapter V provides the conclusion and recommendation based on the findings toward theoretical, pedagogical and professional significance and also tries to answer the proposed research questions regarding to the translation quality assessment.

1.7 Concluding Remarks

This chapter has presented and elaborated the introduction to the study: the background, the statement of the problem, the aim of the research, the significance of the research, the clarification of terms to define operational terms used in the current research, and the organization of the paper.