

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It includes the background of the research, research questions, objectives of the research, significance of the research, scope of the research, clarification of terms, and organization of the paper.

1.1 Background of the Study

As stated by several experts, translation is a process of transferring the meaning from a source language to a target language text (Catford, 1965; Hatim & Munday, 2004; Newmark, 1988). The important process in translation is to deliver the meaning contained in the text as equivalent as possible. Therefore, translation becomes the common way to convey the message of a certain source language to its target language. However, there are some problems that translators, especially student translators, will face. One of the problems is to convey cultural knowledge in the source language of translation text.

The language eventually conveys some ideas, concepts, or thoughts to make communication functional (Rabiah, 2012). However, this communication system can be dysfunctional if the language used by the speaker and listener is completely different. It is because the culture of each region where the language is built forms their own terms of linguistics and cultural aspect (Cordona et al., 2015; Romaine, 2000). English, Indonesian, Japanese, and Korean have their own cultural linguistic forms that need interpretation for the reader to understand the meaning.

Abuelma'atti (2005), shares that translation is the way to introduce foreign culture to meet global purposes. In transferring the meaning of a cultural word or expression unfamiliar to the reader, the translator needs cultural knowledge to assist. It means cultural knowledge is necessary to transfer the information for the receptor to understand the language better. The interaction between two cultures in translation is not avoidable.

However, it is not easy for a student translator to gain cultural knowledge alone. According to Solovyeva et al. (2015), students' general cultural knowledge and competencies are considered low because most students do not understand the basic cultural concepts and fail to interpret the cultural contents in translation. It is unfortunate for an English education major to be considered as low level of cultural knowledge.

To this, a translator needs to be competent and become familiar with both cultures: the source language and target language to convey the closest meaning of the translation. This is in line with Schaffner and Adab (2000), who agree that highly competent translators are needed in a professional environment. To have highly competent translators, translation studies and teaching require competence enabling student translators to cope with specific demands. As for that, Schaffner (2000) also involves at least six specific competencies to understand culture: (1) linguistic competence, (2) cultural competence, (3) textual competence, (4) domain/subject competence, (5) (re)search competence, and (6) transfer competence.

According to Schaffner (2000) six competencies to understand a culture above, it is mandatory for English education students, as the first stage to receive translation studies, to be aware of cultural competence to earn the first stage of cultural knowledge. Petroniene et al. (2019) also point out that one of the cultural aspects for a translator is culture-specific items that become the second stage in learning cultural knowledge.

Although translation has become a challenge for the second language (L2) and foreign language (EFL) learners, it is a natural process to translate words that are not the first language (L1) (Hanakova & Metruk, 2017; Hubers et al., 2020). In addition to that, Calis and Dikilitas (2012) also confirm that translation is an effective language learning activity and practice in EFL setting. So, translation practices are needed to understand both cultures and make less misunderstanding in translation. According to Aixela (1996), culture-specific items are usually expressed in texts and short functional text is one of them. Students are used to learn short functional text such as email, receipt, or announcement which is usually found in daily life.

Considering the needs for student to earn cultural knowledge such as cultural competence and culture-specific items, short functional text can be used in translation practice.

Translation techniques are also required for a translator to produce a good quality translation. Translation techniques are a bunch of procedures to analyze and classify how translation equivalence works (Molina & Albir, 2002). There are classified as: adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation. These eighteen techniques have their function of techniques in translating the word.

Several studies have been conducted regarding cultural knowledge in translation and its translation techniques. Maasoum and Davtalab (2011) analyzed culture-specific items in the Persian translation of “Dubliners” by using Newmark (1988) cultural category. Similar to that, Purwanti and Mujiyanto (2015) conducted a study related to cultural knowledge in translation and translation techniques. It aims to find out the cultural terms in the Indonesian novel *Bumi Manusia*, the techniques of translation applied by the translator, and to explain how the techniques applied to reflect the ideology of translation. Unlike these studies, this study focuses on students’ cultural knowledge and translation techniques which may differ from one student to another.

Therefore, the study’s findings are expected to contribute to the field of translation especially in cultural knowledge in translation and in analyzing students’ translation techniques in translating short functional text. In addition, this study was conducted in the hope to be helpful for the further translator, researcher, and lecturer.

1.2 Research Questions

According to the background of the study above, the writer formulates two research questions to achieve the goal of the study:

1. What cultural knowledge do the students draw upon in translating short functional texts?
2. What techniques are used by students in translating short functional texts?

1.3 Aims of the Study

Related to the research questions, this research aims to answer the research questions. There are two aims: to investigate the cultural knowledge students draw upon in translation and to find out the techniques students use in translating short functional text.

1.4 Scope and Limitation of the Study

This study is focused on students' cultural knowledge and techniques used in translating short functional text. It is especially for third-semester students of English Education major in one university in Bandung who took translation studies for the first time. This study is conducted in attempt to observe students' cultural knowledge in translation studies from the lecturer and to see how much students are achieving cultural knowledge in translation. It is also to see that when translating, students should be aware of related cultural knowledge and translation techniques they are used to translating certain culture-specific items.

In this study, the writer used classroom observation, translation practices, and student documents as instruments to collect the data. The classroom observation is conducted to observe the translation study activities. These include lecturer explanation and students' discussion. The translation test is conducted in the form of practice which consists of three practices: one practice for translating postcard from English into Indonesian and two practices for translation email both from English into Indonesian and Indonesian into English. As for the student's document, it is to gain further information about students' cultural knowledge and techniques used in translating a text given. Thus, this research used qualitative research which is the data is analyzed by descriptive.

The limitation of the research is that the amount of translation study research is not as varied as other research studies. The lack of references in translation studies

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including the studies of cultural translations, and references of translation techniques in cultural translation are challenges in conducting this study. In addition to that, the qualities of the literatures and references are not enough to be added on this research. The study is mostly not up to date, thus make it even harder to conduct the study.

1.5 Significance of the Study

Referring to the aims of the study and the scope and limitation of the study, this study conducted in giving contribution in translation studies. This study specifically expected to gain several significances as follows:

1. Theoretical Significance

The findings of this study are expected to be useful references. This study also expected to enrich translation studies and theories especially in the context of cultural knowledge in translation in Indonesia.

2. Practical Significance

a. For the lecturer

The lecturers can find out the students' cultural knowledge and what kind of techniques students used in their translation process in translating short functional texts. From the result of this study, the writer hope that lecturers can use this study as references to conduct and develop better teaching material before the new semester of translation studies is started.

b. For the students

The result of this study can be used as an additional knowledge for students to improve the way students' translation, especially understanding certain cultural knowledge and techniques, hoping that it'll help students to translate much better than before. In addition, this study also expected students to be aware of the cultural knowledge in translation.

c. For the researcher

The writer hopes this study will also take a part in other researcher studies, especially for those who focus on translation of culture. In addition, the study

is expected to help and encourage researchers to conduct more translation related studies to enrich the knowledge of translation studies.

1.6 Clarification of Terms

Below are the clarifications of several terms included in this study to avoid misunderstanding:

1. Translation is a process of transferring the meaning from source language (SL) text to a target language (TL) using eight different methods according to the kind of the text (Newmark, 1988).
2. Cultural competence is general knowledge about cultural, historical, political, economic, etc. aspects for the translator to know in order to be interculturally competent (Neubert, 2000; Schaffner, 2000).
3. Culture-specific items (CSIs) are certain words categorizing cultural concept such as “ecology, material culture, social culture, organization, customs, activities, procedures, concepts, gestures, and habit” Newmark (1988, p.95).
4. Translation techniques are defined as procedures to analyze and classify how translation equivalence works (Molina & Albir, 2002).

1.7 Organization of the Paper

This study is organized into five chapters below:

Chapter I: Introduction

This chapter presents brief information such as introduction of the research. It includes background of the research, research questions and objectives of the research, significance of the research, scope of the research, clarification of terms, and organization of the paper.

Chapter II: Literature Review

This chapter provides theoretical foundation related to the research such as the theory of translation, theory of short functional text, theory of cultural knowledge in translation, and theory of translation techniques.

Chapter III: Research Methodology

This chapter describes the further discussion of the methodology used in the research including the research design, site and participants, data collection and procedure, and data analysis of the research.

Chapter IV: Findings and Discussions

This chapter presents the result of study in form of report of research findings and discussions. The result will explain the analysis of classroom observation, and student's documents.

Chapter V: Conclusions and Suggestions

This chapter is the last chapter that sums up the result of the study. This chapter contains the conclusions and suggestions of the research for further research. In addition, the limitations found in the study are also presented here.

1.8 Concluding Remark

Language contains culture that makes it different from one to another. To understand the language and culture better, translation become one of the solutions. Translation as a process of transferring source language to the target language needs cultural competence and translation techniques to transfer di closest meaning of the culture-specific items found in the translation texts. Translation studies become a way for students to learn and understand the cultural knowledge in translation. Thus, this study aims to find students' understanding of cultural knowledge in translation and students' translation techniques in translating texts.

Therefore, this chapter has already elaborated the background of the research, the research questions, the scope of the research, the significance of the research, and several key terms used to understand the research. In the next chapter, the writer will present theoretical foundation or literature reviews as well as related studies as the references to support the research in answering the research questions.