

## CHAPTER I

### INTRODUCTION

#### 1.1. Background

English has been used as a tool of communication all over the world. Nowadays many sources of information are available in English. Despite the importance of the information, yet many people of non-English speaking countries do not understand English. Indonesia, for example, is a non-English speaking country. It is rather difficult for Indonesian people who do not understand English to get new information about technology and other information. Japan is another example of a non-English speaking country. However, they can easily get the information from many sources, including those from the west, by reading the translated version. A number of books and literatures have been translated to Japanese, and every new published book will immediately be translated to make the people more easily learn new information.

A Japanese writer, Yoko Hani, writes that reading translated foreign books has been quite a national passion since the first rush to Westernize after the 1868 Meiji Restoration (Hani, 2004). It is similar to what is stated by a professor of international studies at Dokkyo University, Saitama, Japan, Tadashi Aruga that translation of books written in Western languages, particularly in English, is a thriving business in Japan today as it was in the early Meiji era. Meaning that translating foreign books in Japan has been started more than a hundred years ago. This could be one factor which speeds up the development of Japan.

Those examples show how important and urgent it is to translate foreign books, particularly English books. Moelyono (as cited in Noorman, 2001) states:

"Which is cheaper (in the cost spent) and efficient (in the time spent) for us: teaching foreign language to the learners in order to make them able to read foreign books, or translating the foreign books to make the new information available to be learned by those who don't understand foreign language?"

Learning language will take more time for people before they are really able to read foreign books. Thus, translators are needed to translate foreign books.

Meanwhile, in Indonesia there is no particular course which is aimed to produce translators. Therefore, English Departments, in which English and translation are taught, are responsible for this demand (i.e. producing good translators). Being students who learn to translate, English students are prepared to become the facilitator for those who do not understand English to make them able to "consume" the information previously available in English. In English Department of UPI, students are prepared by being given step by step series of subject of Translating-Interpreting from one semester to next semester. However, some researches conducted in English Department of UPI revealed that the translation students still face problems in translating texts.

Azis (1991) investigated the English Department students' reading comprehension and related it to their translating ability. He revealed that lack of vocabulary mastery was still a problem in drawing comprehension that in turn it hampered the students' translating ability (Azis in Djuharie, 2000: 2).

Further, Holidaja (1993) also conducted a research in English Department and found out that the lack of Indonesian (as TL) mastery and the inability to

reproduce the English text in the Indonesian natural expressions and styles clearly without converting the meaning also hampered students in making good and acceptable translation (Holidaja in Djuharie, 2000:2).

Yusrida (2001), thinking that the result of translation is still far from satisfactory, conducted a study to describe its possible factors, that is the problems encountered by the translation students during the process of learning and teaching translation at English Department as a formal institution where translation is taught as a compulsory subject. The study was aimed at describing the students' problems in translation from English into Bahasa Indonesia in the aspects of lexical and grammatical meanings, and their gravity in global and local problem.

Students should understand the techniques and strategies of translating that they will use in translating text. This is in line with Benny Hoed (1993), Gile (1995) and Surtiati (2000), that lecturers are encourage to give students techniques and strategies of translating explicitly so that the translation process will be more effective and efficient and the result will be more satisfying (in Noorman, 2001:36).

English Department of UPI has already had a subject about translation theories i.e. Principles of Translating which is given to the students of translation for the first subject in the series of Translating-Interpreting subjects. However, each lecturer has the power to choose which materials and methods to be applied in the class. Therefore, the materials and methods in Principles of Translating will vary among each class.

The various choices of materials and methods will more or less determine the mastery of translation theories. Those various choices of the way of learning and teaching chosen by the lecturers might invite different perceptions from the students. Perception is defined in Oxford Advanced Learners' Dictionary as a way of seeing, understanding or interpreting something, in this case are the materials and methods in Principles of Translating.

There have been various studies concerning perception in educational setting, for example those which were conducted by Ratnawati (2003) on the seventh semester students of English Department of UPI. There were 40 students participated in this study. This study was aimed to identify students' perception on online lecture technique held in writing 5 subject. The result of this study showed that most students hold positive perception on online lecture.

Another study was conducted by Indah (2004). The respondents were the second grade students of SMK Sangkuriang 1 Cimahi from three classes (100 students). This study is aimed to investigate students' perception on ESP materials taught in SMK Sangkuriang 1 Cimahi. The result of this study showed that most of the students give positive perception on the materials provided in the classroom.

However, there has not been any study conducted about perception related to translating field. In responding to this, a study about students' and lecturers' perception on the materials and methods in translation classroom is conducted, specifically in Principles of Translating. There might be many problems encountered by the lecturers in preparing Translating materials and methods as well. This study is conducted to describe those phenomena.

### **1.2. Statements of Problems**

In this study, the problems to be investigated will cover:

1. What are students' and lecturers' perceptions on teaching materials and methods in the subject of Principles of Translating?
2. What are lecturers' problems in preparing the teaching materials and methods for the subject of Principles of Translating?
3. What are students' problems encountered in the subject of Principles of Translating?
4. What are students' expectations on the subject of Principles of Translating?

### **1.3. The Aim of the Study**

The study is aimed :

1. to identify students' and lecturers' perceptions on teaching materials and methods in the subject of Principles of Translating,
2. to study lecturers' problems in preparing the teaching materials and methods for the subject of Principles of Translating,
3. to recognize students' problems encountered in the subject of Principles of Translating, and
4. to identify students' expectations on the subject of Principles of Translating.

#### **1.4. The significance of the Study**

This study is expected to:

1. provide the information about the problems found in teaching Principles of Translating,
2. inform the lecturers about students' problems encountered in the subject of Principles of Translating so that the lecturers can take follow up action, and
3. provide recommendations to the English Department of UPI in developing teaching materials and methods in the subjects of Principles of Translating.

#### **1.5. Limitation of the Study**

This study will be limited only to identify students' and lecturers' perception on teaching materials and methods in the subject of Principles of Translating, study lecturers' problems in preparing teaching materials and methods for the subject of Principles of Translating, recognize students' problems encountered in the subject of Principles of Translating, and identify students' expectations on the subject of Principles of Translating.

#### **1.6. Research Method**

This study will employ descriptive method. Verma and Beard (1981: 57) stated that descriptive method of research is primarily concerned with portraying the present. While according to Mc Millan and Schumacher descriptive design simply describes an existing phenomenon by using numbers to characterize

individuals or a group (1989: 33). Further, Verma and Beard stated that there are three types of descriptive research, i.e. surveys, case studies, developmental studies, and comparative studies (1981: 59). This study is included into survey study.

This method is frequently employed to indicate prevailing conditions or particular trends. It is not concerned with characteristics of individuals as individuals, but it is concerned with providing information about population variables. Surveys include topics such as population trends and movements, pupil and/ or teacher opinions on various educational matters, pupil drop-out rates, etc. (Verma and Beard, 1981: 60)

As stated above, survey study includes pupils and/ or teachers opinions on various educational matters. This study will describe students' and lecturer's perception on teaching materials and methods in the subject of Principles of Translating.

### **1.7. The Respondents of the Study**

This study is going to be conducted on the English Department of UPI. The fourth semester students who are taking Principles of Translating from Education program class A and B will be taken as the respondents of this study. There are 29 students participating in this study from all 40 students of the two classes, i.e. 19 students from class A and 10 students from class B. Five other students from each class are taken earlier to fill try out questionnaire.

### **1.8. Data Collection**

The data will be taken by using some instruments as follows:

1. Questionnaire, which will be open-ended and close-ended. This instrument is used to get a description about students' perceptions on teaching materials

and methods in the subject of Principles of Translating, students' problems encountered in the subject of Principles of Translating, and students' expectation on the subject of Principles of Translating.

2. Interview to get a description about lecturer's perceptions on teaching materials and methods in the subject of Principles of Translating and lecturer' problems in preparing teaching materials and methods for the subject of Principles of Translating.
3. Observation to get a description on how the teaching and learning process of the subject of Principles of Translating are held.

### **1.9. Data Analysis**

The data will be analyzed by following these steps:

1. The collected questionnaire will be rechecked to make it sure that it is acceptable to be processed.
2. The total number of students answering certain item will be calculated and will be grouped based on each category. The number of each category will be changed into percentage by using this formula:

$$\frac{\text{Total students answering certain item (f.)}}{\text{Total subjects}} \times 100\%$$

3. Analysing and interpreting the data.
4. Writing the report.

### **1.10. Clarification of Terms**

Some terms are clarified to avoid unnecessary misunderstanding:



1. Perceptions:

Perception in this study refers to students' and lecturers' perceptions on teaching materials and methods in the subject of Principles of Translating.

2. Teaching materials:

Teaching materials in this study refers to the materials that are given by the lecturer of the subject of Principles of Translating.

3. Teaching methods:

Teaching methods in this study refers to the methods taken by the lecturer to teach the subject of Principles of Translating.

4. Problems:

Problems in this study refers to students' difficulties encountered in the course and lecturers' difficulties in preparing teaching materials and methods in the subject of Principles of Translating.

5. Expectation:

Expectation in this study refers to students' expectation on the subject of Principles of Translating in terms of materials and methods.

6. The subject of Principles of Translating:

The subject of Principles of Translating in this study refers to the first subject in the series of subjects provided for Translating-Interpreting On Top in English Department of UPI.

### **1.11. Organization of the Paper**

There will be five chapters in this paper:

Chapter I : Introduction

- Chapter II : Review of Related Literature
- Chapter III : Methodology
- Chapter IV : Findings and Discussion
- Chapter V : Conclusions and Suggestions

