

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the research, formulation of the research questions, objectives of the research, significance of the research, scope, and limitation of the research and definition of key terms of the research.

### **A. Background of the Research**

Language is a tool to communicate with other people. Every person has a different language to communicate with others. The main function of language is to create the meaning full communication among human being (Nurhayati, 2016b). Communication is sharing knowledge and assumptions between speakers and listeners (Nurhayati & Yuwartik, 2016a). For instance, people who have different languages, sometimes face difficulties in communicating and understanding other languages. The goal of teaching English is to develop students' communicative competence that is to gain substantial ability to communicate in a variety of communicative competence (Nurhayati, 2018). Therefore, people need some ways to understand another language. One of the ways to understand the foreign language is by translating the source language into the target language. For example; from the Indonesian language into English. English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased (Nurhayati, 2016c).

Moreover, a translation could be done if the language had similarities. So that the speaker of the foreign language could understand the meaning of the target language. In addition, the term about the grammatical structure and vocabulary also studied in translation that could be known as a subsequent lesson (Larsen & Freeman, 2000). As a result, translation learning is continues and does not stop at one point.

In learning English as a foreign language, the students sometimes face some difficulties; such as grammatical error, wrong pronunciation, lack of vocabulary that made them did not even know the meaning of the words. Furthermore, the differences between Indonesian structure and English structure sometimes made the students confused when they tried to translate the English language into the Indonesian language. For example, the meaning of “Football club” is “klub sepak bola”. If the students translated it word by word the meaning of the word would be “Football” mean “sepak bola” and “club” means “klub”. If the word was combined, the meaning would be “sepak bola klub”. From the example above, it is identified that the second meaning is incorrect because the structure is back and forth. Therefore, the correct one is the first meaning that is “klub sepak bola”.

In English Education Department, translation has become one of the students’ academical activities that gave many benefits for the students. Practically, a translation could improve the students’ knowledge. In the process of translating, the students needed to find and understand many sources of a certain word or sentence. Moreover, translation can develop students’ reading and writing

skills. For instance, before the process of translating the text, the students had always to read the text until they understand the idea of the text. Then, the students wrote the idea, but they wrote in a different language. From those aspects, reading and writing have become the habit for the students because it has done repeatedly. Reading is non verbal communication. Reading allows students to understand language through text, but some students thought that reading might be a language skill that is difficult to learn (Nurhayati & Fitirana, 2018). In the end, translating a foreign language could be included as the students' habits in learning a foreign language.

Moreover, the other benefit that can be got in translation is the opportunity became a translator. In addition, as a translator doing translation is kind of routine. The translator's job is translating a text from the source language to the target language with the specified time. Meanwhile, being a translator is one of the jobs in learning a foreign language because English has been involved in every part of our life such as in education, government, social, politics, culture, etc. As a result, English has become a subject that was usually learned by the students as a foreign language since they were in elementary school. English has also a subject that students could take or choose to study at university. Many universities offer a range of subject areas such as Literature or English Education. As the students of English Department, they have to learn English more deeply than the others. Therefore, the university offers the students a specific major that they can choose based on their interest to develop their ability. One of the specific major that they can choose is a translation. In translation class, the students can get many benefits

such as they can learn how to translate a text with effective strategies, methods, techniques, and procedures. Besides, they can learn how to be a good translator.

From the explanation above, it can be stated that students who are successful in learning the language are those who are able to translate the foreign language into their own language (Larsen & Freeman, 2000). It means that, if the students understand the meaning of the text, they will be successful in learning a foreign language. Hence, translation is one of the tools for students in learning a foreign language.

The students can use translation strategy in translating text. Translation strategy is one of the skills that translators need to learn. The characteristics of translation strategy are applied to a process, involved text manipulation, goal-oriented, problem-centered, applied consciously, and inter-subjective. The strategy is usually used when they face problems and literal translations are useless. Therefore, this translation strategy can help students when they translate the text with various strategies used.

The researcher found some previous research. Firstly, Nurlaila (2017) the researcher aimed is investigating kinds of translation procedures applied by the fourth semester students who were taken Translation II subject. The researcher used case study with qualitative approach. The researcher used documentation to collect the data, especially, the data taken from the lecturer of translation class. The results of the research shown eight procedures applied by students are Established Equivalent, Borrowing, Transposition, Literal Translation, Calque,

Reduction, Transposition + Reduction, and Calque + Borrowing. Secondly, Trisnawati and Bahri (2017) the researchers discussed about the translation strategy and the impact of the strategy to the translated texts done by a number of Master's degree applicants of UIN Ar-Raniry Banda Aceh Graduate School. The researchers used descriptive analysis with qualitative approach. They used documentation to collecting the data, especially, the data taken from the results of Master's degree of UIN Ar-Raniry year 2013. The results of the research are the applicants tended to use the Local strategy and Literal method. The last, Utami (2017) the research focused on analyzing the translation strategies used by the students in translating a political speech of Barrack Obama, the difficult faced by them in translating it and the quality of the translation works. She used descriptive analysis with qualitative approach. The researcher used document analysis to collecting the data, the data taken from the students' translation work of English Public Speaking members. The results showed that the students employ nine translating strategies that are Transposition (49,33%), Reduction (14,66%), Expansion (6,66%), Literal/Word for Word (5%), Paraphrase (3,66%), Naturalization (3,33%), Equivalence (3%), Couplets (2,66%), and Calque (1,33%). The problem faced by them was complicated since political speech was contained sophisticated words and unfamiliar diction.

In this research, the researcher emphasizing on the students' strategies in translating narrative text, which in the previous research it hasn't been investigated. The researcher wants to know the students usually used when they were translating text, the students result when they translating narrative text and

the researcher analyzed the strategies they used in their usually translate the text with the results in translating narrative text. The researcher described the practice of doing the translation by the student's translation result viewed from Vinay and Darbelnet strategy (1995) because this strategy is a strategy that is commonly used to translate. This strategy has seven strategies, they are Borrowing, Calque, Literal Translation, Modulation, Equivalent, and Adaptation. In conducting this research, the researcher chooses the students of the fourth semester at IAIN Tulungaung as the subject. The reason why the researcher chooses the fourth students is they are in the first level or basic term of translation. In this basic term of translation, the students will learn materials such as the meaning of translation, translator, components of translation, the strategy of translation and others. From the explanation above, the researcher interested to conduct research that analyses the students' strategies in translating a narrative text.

## **B. Formulation of the Research Question**

Based on the background of the research above, there are some problems that can be formulated, as follows;

1. What are the types of students' strategies in translating the narrative text?
2. What is the most dominant of the students' strategies in translating the narrative text?
3. How do the students' use the strategies of translating in the narrative text?

### **C. The objective of the Research**

Based on the state of research problems above, the objective of this research can be as follows;

1. To find the types of students' strategies in translating the narrative text.
2. To know the most dominant of the students' strategies in translating the narrative text.
3. To know the students' use the strategies of translating in narrative text.

### **D. The significance of the Research**

The results of the research are expected to have a contribution to the following people:

1. Teachers:

This study is expected to give a contribution to the teachers in teaching translation. The teachers can use different translation's strategies in teaching translation. By using various strategies in teaching translation, the skill of the students in translation can be developed.

2. Students:

This study is expected to make the students active to think about the process of translating. From this study, the students can learn and translate the text by using various strategies. Moreover, they can learn how to be a good translator.

3. Future Researchers:

The researcher hopes that this study can inspire other researchers to conduct further research about translation.

### **E. Scope and Limitation of the Research**

The scope of this research is analyzing students strategies in translating the narrative text of the fourth-semester students of English education department at IAIN Tulungagung. Besides, the limitation of this research is the types of students' strategies in translating by using Vinay and Darbelnet (1995). The types of students strategies are Borrowing, Calque, Literal translation, Modulation, Transposition, Equivalence, and Adaptation.

### **F. Definition of Key Terms**

To avoid misinterpretation, the researcher gives the definitions of the key terms that are used in the research area:

1. The narrative text is a story of imagination, it's just an entertaining people and it is about the events that happened in the past time that consists of problem-solving as legend, fable, myth, and folktale.
2. Translation ability provides an avenue to understand the cognitive-linguistic experience that is particular to bilingual children. The children get two languages together.
3. Translation strategy is one of the skills that translators need to learn. The characteristics of translation strategy are applied to a process, involved text manipulation, goal-oriented, problem-centered, applied consciously, and inter subjective. The strategy usually used when they face problems and literal translations are useless.



## **G. Organization of Study**

This research paper is divided into six chapters as follows:

Chapter I provides Background of the Research, Objectives of the Research, Significance of the Research, Scope, and Limitation of the Research, Definition of Key Terms and Organization of Research.

Chapter II contains related Theoretical Foundations. It contains Translation, Narrative Text, and Previous Study.

Chapter III presents The Method used to collect data and to analyze the data about Students Translation Strategies. It covers Research Design, Data, Subject of Data, Technique of Data Collection, Trustworthiness of The Data, and Data Analysis.

Chapter IV consists of Data Presentation and Research Finding of The Research about Students' Translation in Translating Narrative Text.

Chapter V presents the discussion of the findings using related theories to clarify the findings. The discussion about types of students' strategies in translating the narrative text.

Chapter VI presents the conclusion, suggestion and limitations concerning with the results of the research.