

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Translation is something that is very important in human life when they try to speak with other people that have different language in communication, in order that they can understand each other. Besides that, to make communication go smoothly, people have to be good in grammar and vocabulary. A person who wants to use another language in communication with people that have different culture, he or she must learn how to use the words in a culturally acceptable manner because every language in the world has different meaning.

To translate a text from source language (SL) into target language (TL) is many times a problematic. Sometimes translators face many problems may be in grammatical aspect, diction, and cultural context because to translate a text from source language (SL) into target language (TL) is not an easy task. A good translation will be accurate in terms of meaning and nature in the receptor language.

Translation is a transfer process which aims at the transformation of a written SL text in an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of SL (Wilss, 1984). In addition, Catt Ford (1965) states that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). It means that, in the replacement the meaning of the source language text does not change. Translation equivalence could be in the rank

of word for word, phrase for phrase, sentence for sentence. It seems easier to get Indonesian equivalent of English word in isolation, but when it comes to phrases and sentences, it is sometimes difficult. It happens because grammatical construction of every language is mostly different and word is very complicated.

In translation, the richness of vocabulary, depth of culture, and mastery of grammar are really important for a good translator. Even more, a translator who translates must not only have good knowledge but also a good skill in translation itself, and to understand how the languages communicate and how a translator uses it in communication without many troubles.

Translations demand linguistic ability of a translator. It is because translator will only be able to transfer the meaning of what is to be translated. If a translator is lack of grammar knowledge and poor mastery of vocabularies, he or she might not transfer the meaning correctly and automatically the content cannot be understood.

In learning English, students should master in grammar and vocabulary to attain a good translation. When studying grammar and vocabulary, they might encounter a great variety of sentence patterns that make up the language and describe the form and the function of words used in sentences.

Based on the writer's experience when she conducted the teaching practice at SMP Negeri 1 Kupang, most of the students who are learning English still have difficulties in doing translation from Bahasa Indonesia into English. It happened because the students are deficient in grammar and they have a weakness in mastering vocabulary so they cannot transfer the meaning or message correctly. Sometimes they found some difficulties in doing translation because they don't

know how to formulate the sentences into good sentences especially from Indonesian sentences into English. Moreover, they have difficulties in determining and using appropriate words to translate the sentences. There are some factors that might happen, one of them is the teaching method of the English teacher doesn't work effectively to teach the students how to create the sentence into a good sentence. Based on the writer's observation, the teachers just ask the students to translate a text or a sentence or a message without giving them some clues how to translate a text, a sentence, etc. So, the students are really confused to do it. Therefore, they make some errors in doing translation from Bahasa Indonesia into English. Two examples are given below.

1. The error in using grammar (the use of tenses)

SL : Dedy melihat Doni kemarin.

Student's translation: Dedy see Doni yesterday.

TL : Dedy saw Doni yesterday.

2. The error in using appropriate word.

SL : Kami belajar tentang sejarah Singaraja di Bali.

Student's translation : We study about the history of Singaraja in Bali..

TL : We learn about the history of Singaraja in Bali..

From the examples above, we can see that the students have still difficulty in translating. The first sentence shows that the source of difficulty is the error in using grammar especially in using tenses. There is no equivalence between source language and target language. It happens because the students using simple present tense to translate the sentence. It can be proof in verb of 'see' in student's

translation. It must be 'saw' because it happens in the past. Why? Because the setting of time 'yesterday' that showing us it must use simple past tense.

The second sentence shows the error in using appropriate words especially in using noun. It is same as the first sentence that there is no equivalence between source language (SL) and target language (TL). The students still have problem in choosing appropriate words in translating the sentence. It can be proof in verb of 'study' in student's translation. It has to be 'learn'. In this sentence shows us that the students translate the sentence literally. It happens because the students still have the weaknesses to choose appropriate words.

Based on the problems above, the writer is interested in proposing the title:
An Analysis on Translation of Recount Text from Bahasa Indonesia into English Produced by the Eighth Grade Students of SMP Negeri 1 Kupang in the School Year 2015/2016.

1.2 Statement of the Problem

The topic of the study is specified into some problem statements. The problem statement is stated in questions.

1. Do the eighth grade students of SMP Negeri 1 Kupang translate the recount text from Bahasa Indonesia into English literally or idiomatically?
2. How many students who produce literal translation and idiomatic translation in translating the recount text from Bahasa Indonesia into English of the eighth grade students of SMP Negeri 1 Kupang?

1.3 Objectives of the Study

The study has some objectives. They are in line with the problem statements having been stated above. The objectives in detail follow.

1. To know whether the eighth grade students of SMP Negeri 1 Kupang translate the recount text from Bahasa Indonesia into English literally or idiomatically.
2. To find out how many students who produce literal translation and idiomatic translation in translating the recount text from Bahasa Indonesia into English of the eighth grade students of SMP Negeri 1 Kupang.

1.4 Significance of the Study

The significance of the study is actually the benefit for people, such as teacher of English, students, and the writer herself.

1. For the English Teacher

In the research, the writer provides useful information for English teacher about the progress of his/her students, especially in translating of recount text based on which good strategy of teaching translation can be attempted and also the English teacher will know his or her student's difficulties in doing translation from Indonesian into English.

2. For the Students

They could know their quality in translating a recount text from Indonesian into English, so they will be encouraged and motivated to improve their skill and knowledge in translation, especially the skills and techniques of translating recount text.

3. For the Writer

By doing this study, the writer may develop her knowledge and skill in English especially on theory of translation. The writer is also trained in how to write scientific writing.

1.5 Scope and Limitation

This study is about translation. The writer does not describe the whole theoretical concept of translation. In this case, the writer just limits on analyzing the students' translation from Bahasa Indonesia (source language) into English (target language) produced by the eighth students of SMP Negeri 1 Kupang.

There are many kinds of texts that can be translated, such as descriptive text, narrative text, procedural text, expository text, and so on. Yet, in this study the writer focuses on the translation of recount text. The writer chooses recount text because she interested in learning more about recount text. Besides that, the students have learnt all about of the aspects of recount text.

1.6 Definition of Terms

To avoid misunderstanding of the readers, some important terms are clarified and defined. They are explained below:

1. Analysis

Analysis is a way of determining or describing something separating into component parts (Gunn, 1975: 15). In this study analysis means, a way of determining or describing the sentences produced by the students in translating recount text into component parts of the target language (English).

2. Translation

Translation is the process of changing from one state or form to another, to turn into one's own or another language (Lake, 2013: 2). In this study the translation means that the activity of changing the form of Bahasa Indonesia as source language into English as target language of recount text.

3. Recount Text

Recount text tells about something that happened in the past. Yuniadi (2008: 42) stated that recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happening in the past. Recount text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a recount text.

4. SMP Negeri 1 Kupang

It is one of the state Junior High Schools, which is located at Prof. Dr. W. Z. Johannes Street No. 30, Kupang – East Nusa Tenggara Province.