CHAPTER I

INTRODUCTION

1.1 The Background of the study

Language is set of rules which are used by human as a tool of communications, to express our feeling, idea, emotion, and share information to each other human need a language. Though language, the human being express their communication in interaction where the speaker can convey their ideas to the listener and it has a close relation with human activities. English is a compulsory subject to the level of learner such as, kindergarten up students at school level. It is used for haggling with speaking, reading, listening, and writing, without language there is no interaction from one person to another. Communication would be effective and success if the purpose of the communication can be gained well and under able, both speaker and hearer have the same perception of the thing they are talking about based on the context or situation.

This fact implies that people all over the world, including Indonesian should master English for diverse purposes. For Indonesian, English is learn mainly for the absorption and development or relation with other notions. On the other hand, the goal of the study English is to develop culture and profit able science and technology that the developing countries have. We can obtain the information and study it easily so that we are able to translate the information from Indonesian into English language.

Translation is one element of learning English. In our age translation is becoming more and more important because the distance between peoples notions have been reduce by science and technology. Translation means the rendering of a literary work from one language into another. It

is finding out of linguistic equivalents between the source language and target language. Without translation one country will not able to understand the language of another as well translate English- Indonesia or translate Indonesia – English. Based on curriculum, students are provided to process translating which unfiled and coherent structure grammatically.

Students who are taking English major in Indonesia are included into bilingual people, who are able to communicate in two languages,whether spoken or written. As stated Concise Oxford Dictionary,"Bilingual means having speaking, spoken or written in two languages. That is why; English students are expected to be able to give information related to English subjects to other people. They have to transfer the message from source language into target language in coherence. That is what we call translation process.

For bilingual people, translation is an activity which indirectly they do every day. Unfortunately, not every bilingual person can become a good translator. Translations not only change language from source language to target language. Transferring the message to target language is not an easy thing. Baker (1995) stated that "translation is difficult, even for people. To begin with, you have to know two languages intimately, and even if you speak two or more languages fluently, it is not a trivial matter to produce a good translation ".For that reason, before we pass the message, we have to understand the message accurately.

In addition, Zohar Shavit (1986) mentioned that in viewing translation as part of a transfer process, it must be stressed that the subject of stake is not just translation of texts from one language to another, but also the translation of texts from one system to another –for example, translation from adult systems into the children's. That is why, it is important to have a translation naturally and accurately. A translation can be considered as natural translation if it sounds like not a translation work. While, an accuracy in the translation means that the translator

should able re-communicate the meaning of the original message as precisely as possible in the language into which he is translating.

Again, it can be said the translating is not an easy thing to do, especially in translating literary works. Just like the other short story, children's storycan be categorized as literary works. Translation is a text in one language that counts as another text in another language for some purpose.

Based on the writer's experience when the writer was in sixth grade, the writer took courses translation and learned about literary translation. One of them is accuracy. In here the writer seeing in the translation of many mistake. especiallyin word selection. Because in the selection of this word, know whether this translation is accurate or inaccurate. That's why the writer interested to analyze accuracy in translating children's story.

Based on the background above, therefore the writer is interested in showing how the students could achieve accuracy in translating a text by analyzing their translation work.

1.2 The problem of the Study

Based on the background the writer identifies the following problems:

How accurate is the translation of word and sentences in translation children story by English department of UHN?

1.3 The objectives of the Study

This research aims to know:

To find out the accuracy in the translation of words and sentences in children story by English department of UHN

1.4 The Scope of the Study

In this study, the writer focuses on discussing about accuracy and inaccuracy in translating children story. The writer chooses Cinderella Story. And the data of the thesis are all words and sentences only in paragraph one in the Cinderella story

1.5 The Significance of the Study

There are two significance of the study, theoretically and practically.

1. Practically, this research will enable the readers to have a better understanding of the accuracy in translation

2. Theoretically, this research can give information to the students of English department about accuracy in translation.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in the study and they need to be the theoretical explained. In following parts, theoretical elaboration on the terms used will be presented.

2.2 Translation Theory

Translation has become a main topic among the linguistic for many years.A lot of theories about translation are set forth in different approaches by them in field of translation in line with their different points of view concerning translation as a solvent art, as a purposive activity or something else. These different theories denote general guidelines provided for the translation and the translation students in working with translation professionally.

2.2.1 Definition of translation

Translation is communication of the meaning of source-language text by means of an equivalent target-language.

According to Newmark (1988) is rendering the meaning of a text into another language in the way that the author intended the text. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another. On the other hand, you may see it as complicated, artificial and fraudulent, since by using another language you are pretending to be someone you are not. Hence in many types of text (legal administrative, dialect, local, cultural) the temptation is to transfer as many SL (Source language) words to the TL (Target Language) as possible. The pity is, a Mounin wrote, that the translation cannot simply

reproduce, or be, the original. And since this is so, the first business of the translator is to translate.

According to Catford (1965) translation is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics. From the point of view of translation theory the distinction between synchronic and diachronic comparison is irrelevant.

According to Larson (1984) defined translation as transferring the meaning of source language into receptor language. It means that the only thing changes is the form, no the meaning.

2.2.2 Types of Translation

There are many classificationsof translation types proposed by many experts. Those different types are influenced by their point of view about translation.

According to Jakobson (1959) there are three kinds of translation: Intralingual translation, interlingual translation and intersemiotic translation.

Intra-lingual translation is the type of translation which deals with translation of verbal signs that are interpreted by means of other signs of the same language. Paraphrasing a poem in the same language of simplifying a novel also in the same language is the examples of this type of translation. Since evolves only in the one language, it is also called monolingual translation.

Inter-lingual translation is the translation which refers to different languages whether bilingual or multilingual. The message of a language is transferred into a different language in this type of translation. This is the kind of translation which is done more often. Translation of books, novel, dubbing and subtitling of movies into different languages are few examples of the type.

Inter-semiotic translation refers to an interpretation of verbal signs by any means of other sign of non- verbal sign system. There is transfer of message from the shapes of symbol and sign into the language or other shapes. Reading the newspaper, looking the sign of traffic light, trying to understand a picture are examples of this type of translation that happen in our daily activity

Another categorization is rank of translation. Two classification of this categorization of the translation are rank-bounded and unbounded translation.

Catford (1965:25) divides translation free, literal, and word for word translation. The free translation is unbounded translation where the equivalences are shut up and down the rank scale. This translation tends to have a higher rank than the source text. Word for word translation is a rank bounded translation at word rank. In fact, this translation achieves equivalence including the morpheme. Literal translation is positioned between word for word and free translation. It may start from a word for word translation then make changes or adjustment in the target grammar.

2.2.3 The Process of Translation

Newmark(1988) Translating procedure is operational. It begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind: (1) the SL text level, the level of language, where we begin and which we continually (but not continuously) go back to; (2) the referential level, the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process; (3) the cohesive level, which is more general, and grammatical, which traces the train of thought , the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to

adjust the language level; (4) the level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. Again, this is a generalized level, which constitutes a band within which the translator works, unless he is translating an authoritative text, in which case he sees the level of naturalness as a point of reference to determine the deviation if any between the author's level he is pursuing and the natural level. This level of naturalness is concerned only with reproduction.

Finally, there is the revision procedure, which may be concentrated or staggered according to the situation. This procedure constitutes at least half of the complete process.

Based on Nida and Taber, the processes of translation are first, analyzing the source language message. In this step, the translators analyze the SL text in the basis of the relationship of existing grammar (SL AND TL grammar) and also analyze the meaning of words and sentences in order to understand the messages comprehensively (Nida and Taber, 1982 as quoted in Suryawinata and Hariyanto, 2003). The second process is transferring the result of analysis into similar message of the SL which have been understood are transferred into the translators' mind. And the last is restructuring the transferred message into the natural form into TL.

2.2.4 Translation Methods

1. According to Newmark (1988 : 45-47) uses eight term in his classification .they are word- for- word, literal, faithful, semantic, communicative, idiomatic, free and adaptation.

   a. Word- for -Word Translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context.

b. Literal Translation

The SL grammatical forms are converted to their nearest target language equivalent. However, the lexical words are translated out of context.

c. Faithful Translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical abnormality (deviation from SL norms) in the translation.

d. Semantic Translation

Semantic Translation differs from faithful translation only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on meaning where appropriate so that no assonance, word-play or repetition jars in the finished version.

e. Free Translation

Free translation reproduces the matter without the manner, or the content without the form of original.

f. Adaptation Translation

This is the freest form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten.

g. Idiomatic Translation

Idiomatic translation reproduces the message of the source text but tent to distort nuances of meaning by preferring colloquialisms and idioms where thse do not exist in the original

h. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

2. According to Larson (1984:15) there are two kinds of method's translation:

a. Form based translation attempts to follow the form of the source language and known as literal translation. If two languages are related, the literal translation can often be understood, since the general grammatical form may be similar. However, the literal choices of lexical items make the translation sound foreign

b. Meaning based translation makes every effort to communicate the meaning of the SL text in natural form of the TL that was famous by name idiomatic translation. Idiomatic translation uses the natural form of the TL, both in the grammatical construction and in the choice of lexical items. A truly translation does not sound like translation. It sounds like it was written originally in the TL.

2.2.5 Translation Procedures

The translating procedures as depicted by Nida (1964) are as follows:

1. Technical Procedures

Technical procedures, they are analysis of the respective language, source and receptor, careful study of the source language and determination of the appropriate equivalents

2. Organizational Procedures

The technical procedures apply to any and all types of translating, but there are different types of procedural problems, owing to the diverse ways in which a translation process may be organized. There are naturally many varieties of such organization, as implied elsewhere in the

description of the pioneer, midwife, and split - personality types. Moreover revisions are in some ways a good deal more difficult than original translations, and hence often involve very complex procedures, usually because of vested interest.

2.2.6 Principles of Translation

According to Duff (1989: 10-11) proposes some general principles which are supposed to be relevant to all translations.

1. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed.The following questions may be very helpful:

    a. Is the meaning of the original text clear? If not, where does the uncertainty lie?

    b. Are any words loaded, that is, are there any underlying implications?

    c. Is the dictionary meaning of a particular word the most suitable one?

    d. Does anything in the translation sound unnatural or forced?

2. The ordering of words and ideas in the translation should match the original as closely as possible. (This is probably essential in translating legal documents, guarantees, contracts, etc.). But differences in language structure often require changes in the form and order of words.

3. Languages often differ greatly in their level of formality in a specific context. To resolve this difference, the translator must distinguish between formal or fixed expressions and personal expressions in which the writer or speaker sets the tone.

4. Many translations do not sound natural. This is because the translator's thoughts and choices of words are too strongly influenced by the original text. A good way to avoid

this is to set the text aside and translate a few sentences from memory in order to get the natural patterns of thought in the target language.

5. The translator should not change the style of the original as much as possible. Changes are likely to happen if it necessary such as, many repetitions or mistakes in writing

6. Idiomatic expressions. Including similes, metaphors, proverbs, sayings, jargon, slang, colloquialism, and phrasal verbs are commonly hard to translate. To solve this problem, try any of the following

   a. Keep the original word between inverted commas.

   b. Keep the original expression, with a literal explanation in brackets

   c. Use a close equivalent

   d. Use a non-idiomatic or plain prose translation

Those Principles Translation. It is hope that the translators could employ these principles in their translation as a technique in translating a work.

2.3   Literal Translation

According to Fadaee (2011:1) naturalness as well as and clearness accuracy is one of the main features of evaluating translation of literary books. An acceptable translated book is the one which includes all these three factors.

2.3.1 Accuracy in Translation

According to Shuttleworth and Cowie (1997) accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original.

According to Larson (1984) stated accuracy deals with the meaning that is transferred between SL and TL. The translator should achieve a fully equivalence between the Source

Language (SL) and the Target Language (TL) in order to achieve a fully accurate translation. The translator, as he contends, should be faithful to the meaning of the original text as well as to the structure of the receptor language. Moreover, in a good translation, wrong, fuzzy, confusing or different information must be avoided. He emphasizes the responsibility of the translator is to attach to the original message and not to add additional information to the total message. A translator is dealing with concepts in the structures of both languages. However, accuracy forces the translator to asses a range of all possible word choices in the structure of the language and carefully decided on the most contiguous word which equates with the vocabulary used in the source language. Also stated by Larson, one way to check the level of accuracy is by comparing the translated text and the source text. The comparison includes the semantic comparison.

According toNewmark (1988) Inaccuracy of translated literature has much longer roots: the attempts to see translation as an exercise in style, to get the flavor or the spirit of the original: the refusal to translate by any TL word that looks the least bit like the SL word, or even by the SL word's core meaning talking mainly of adjectives, so that the translation becomes a sequence of synonyms grammatical shifts, and one word to two or three word translations are usually avoided, which distorts its essence.

Accuracy is defined by Rahimi (2004) as the suitable of detailed explanation of the source language and the transmission of the message as exactly as possible. KhomeijaniFarahani (2005) believes that accuracy refers to the extent to which the writer translates a text accurately and precisely. He believes that there are two possible ways in which one can determine the degree of accuracy of the translation. The first way is to identify and underline the key (or content) words of the original text and their equivalents in the target language text and compare them to establish how close the two sets of vocabulary

items are. The point, here, is the selection of the best possible equivalents for the source language keywords. If the translator has been successful to do so, it can be concluded that they have managed to convey the same message as the source text and thus the translation is acceptable in terms of accuracy criterion the second method is back to translate the translated text to the source language and then to carry out a contrastive analysis and examine how close the reconstructed text is to the original text. If the reconstructed is reasonably close to the original one, it may be concluded that the translation is acceptable in terms accuracy. A much unexpected result for reconstructed text is to be completely identical to the original text, which makes the translation entirely acceptable.

From several explanation about accuracy in translation, the writer chooses to apply the theoretical frame of accuracy and inaccuracy formulated by Larson because his theories is clearer, more detail in explaining the criteria of accuracy and inaccuracy.

2.3.1.1 Equivalent

Nida argued there are two different types of equivalence which in the second edition by Nida and Taber (1982) is referred to as formal correspondence and dynamic correspondence. Formal correspondence' focuses attention on the message it, in both form and content.' Unlike dynamic equivalence which based upon 'the principle of equivalent effect (1964:159) in the second edition (1982) or their work, the two theorists provide a more detailed explanation of each type of equivalence (Leonardi, 2014:3).

Formal correspondence consists of a TL item which represents the closest equivalent of a SL word or phrase. Nida and Taber make it clear that there are not always formal equivalents between language pairs. They therefore suggest that these formal equivalents should be used

wherever possible if the translation aims at achieving formal rather than dynamic equivalence. The use of formal equivalents might at times have serious implications in the TT since the translation will not be easily understood by the target audience (Fawcett, 1997).Nida and Taber themselves assert that "typically, formal correspondence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to Labor unduly hard' (ibid, 201) in Leonardi (2014:3).

Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the TC audience as the original wording did upon the ST audience. they argued frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of conceptual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful (Nida and Taber, 1982 :200) in Loenardi (2014:3)

One can easily see that Nida is in favour of the application of dynamic equivalence, as a more effective translation procedure. This is perfectly understandable if we take into account the text of the situation in which Nida was dealing with the translation phenomenon, that is to say, his translation of the Bible. Thus, the product of the translation process, that is the text in the TL must have the same impact on the different readers it was addressing. Only in Nida and Taber's edition is it clearly stated that 'dynamic equivalence' in translation is far more than more correct communication of information' (ibid:25) in Leonardi (2014: 3).

Despite using a linguistic approach to translation, Nida is much more interested in the message of the poem or, in other words, it is semantic quality. therefore strives to make sure that this message remains clear in the target text (Leonardi, 2014:3)

2.3.2 Naturalness in Translation

Another main features of evaluating translation literary book is naturalness. According to Shuttleworth and Cowie (1997) naturalness refers to the extent to which a translation is expressed in clear, unforced term in target language.

Newmark (1988) it reads naturally, that it is written in ordinary language, the common grammar, idioms, and words that meet that kind of situation. Normally you can only do this by temporarily disengaging yourself from the SL text, by reading your own translation as though no original existed. Naturalness is easily defined, not so easy to be concrete about. Natural usage comprises a variety of idioms or styles or registers determined primarily by the setting of the text. Natural usage, then, must be distinguished from ordinary language, the plain non-technical idiom used by Oxford philosophers for philosophical explanation, and basic language. Which is somewhere between formal and informal, is easily understood and is constructed from a language most frequently used syntactic structures and word basic language is the nucleus of a language produced naturally. All three varieties, natural, ordinary and basic are formed exclusively from modern language. However, unnatural translation is marked by interference, primarily from the SL text, possibly from a third language a known to the translator including his own, if it is not the target language. Naturalness is not something you wait to acquire by instinct. You work towards it by small progressive stage, working from the most common to the less common features, like anything else rationally, even if you never quite attain it.

Naturalness depends on the relationship between the writer and the readership and the topic or situation. What is natural in one situation may be unnatural in another, but everyone has a natural, neutral language where spoken and informal written language more or less coincides.

Farahani(2005) in Anari (2014:79) defines naturalness as the extent to which a work of translation sounds natural in the target language. He states that all readers have experienced text which are instantly acknowledge as translation and sound very artificial in the target language, and alternatively there are translated a text that sound quite natural and amazingly enjoyable to read. However the most important isuue,

According to Farahani(2005) in Anari (2014:79) is how to decide on the degree of the naturalness or artificiality of the poem text and he further suggests two ways to determine upon the issue. The first possibly way is to refer to the native speakers of the translated poem and ask for their judgments on the naturalness of the poem, though the problem would be to find a native speaker who is linguistically knowledgeable enough to have a reliable judgment. The second way to determine the degree of naturalness of a translation is to see whether the translator has followed the syntactic structure and word order of the target language or those of the source language.

Beekman and Callow (1974:45) in Fadaee (2011:201) have offered another criterion for assigning the naturalness of the translation. "Their definition is based on the terms 'ease'. They say there is correlation between ease of understanding the meaning of a poem and the level of naturalness which it has" in addition Beekman and Callow (1989) in Anari (2014:78) introduce four types of translation, namely highly literal, modified literal, idiomatic, and unduly free translations and believe modified literal and idiomatic types to be more acceptable than the other two types.

2.3.3 Clearness in Translation

Larson (2001:49) in Fadaee (2011:1) defines clearness as following: clearness in translation means that the translated piece can communicate to the people (target audience) who are to use it. He adds the translation "in clear translation the forms of the language used should be those which make the message of the source poem as easy to understand as the source poem it itself was to understand (Larson 2001:48) in Fadaee (2011:1) the translation lacks clarity if it does not communicate the people who are to use it and if it does not use the form of language understandable for language speakers (Rahimi,2004:56) in Fadaee (2011:1).

2.4 Genre of Text

There are various kinds of text, namely descriptive, recount, narrative, exposition, procedure, anecdote, news item text, discussion, explanation, report and review.

1. Descriptive

Descriptive text is written English text that function to describe an object. The object can be a concrete or abstract object. It can be a person, or an animal, or thing like a tree, a house or a place. Description contains two components, they are, identification and description.

2. Recount

Recount is written English text that aims to make a report about an experience of a series of related event the past. Recount text is similar to the way a narration is written. There is no conflict inside recount text. A recount is a text which contains three component, they are orientation, events, and reorientation.

3. Narrative

Narrative is any written English text in which function to amuse or entertain by telling stories chronologically. This text uses simple past tense. There is conflict inside narrative text. Narrative text has four parts, namely orientation, events, resolution and coda (optional)

4. Exposition

Exposition can be divided into two parts, namely, analytical exposition and hortatory exposition. Analytical exposition is written English text that functions to reveal the readers that something is the important case. This text contains three elements, they are, thesis, arguments and reiteration (conclusion). Hortatory exposition is written English that functions to persuade the readers that something should or should not be the case or be done. It contains three components, namely the thesis, argument of issue of concern, and recommendation

5. Procedure

Procedure is one type written English text that functions to describes how something is accomplished through a sequence of action or step. Procedure has three components, namely, topic plus statement of purpose, sequence of steps to accomplish in the topic and closing (optional).

6. Anecdote

Anecdote is a text that function to share with others an account an unusual or amusing incident. Anecdote contains six component, they are title, abstract, orientation, crisis, reaction, and coda. It uses rhetorical questions. There is unexpected of funny action.

7. News item

News item is any English text containing one or more than one paragraph that functions to inform readers about events of the day which are considered new worthy or important. News

item contains three components namely, headline or title, summary of events, background events and sources. This text uses action verbs and saying verbs

8. Discussion

Discussion is any English text that functions to present information and opinions about issues in more one side of an issue ('for/pros' and 'against/cons'). It contains four components, they are, general statement about particular social issues or social problem to be discussed, arguments for arguments against, and recommendation.

9. Explanation

Explanation is any English text that functions to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Explanation contains three components, namely, general statement about a particular topic to be explained, sequence of explanations that describe the process, the formation, the involved, and closing (optional)

10. Report

Report is one of text can be written out by a descriptive technique. It describes an object to the readers commonly. It has three elements, namely, title, general statement or general classification and description.

11. Review

Review is English text that functions to critique or evaluate an art work or event for a public audience. The elements of review text are title, identification, summary and evaluation, and author and publisher.

2.5 Norms of Translating Children's Book

According to Zohar Zavit, the translator of children's literature can permit himself great liberties regarding the text, as a result of the peripheral position of children's literature within the

literary poly system. That is, the translator is permitted to manipulate the text in various ways by changing, enlarging, or abridging it or by deleting or adding to it. Nevertheless, all these translational procedures are permitted only if conditioned by the translator's adherence to the following two principles on which translation for children is based: an adjustment of the text to make it appropriate and useful to the child, in accordance with what society regards (at a certain point in time) as educationally "good for the child"; and an adjustment of plot, characterization, and language to prevailing society's perceptions of the child's ability to read and comprehend.

These two principles, rooted in the self-image of children's literature, have had different hierarchal relations in different periods. Thus, for instance, as long as the concept of didactic children's literature prevailed, the first principle, based on the understanding of children's literature as a tool for education, was dominant. Nowadays, the emphasis differ; although to a certain degree the first principle still dictates the character of the translations, the second principle, that of adjusting the text to the child's level of comprehension, is more dominant. Yet it is possible that the two principles might not always be complementary: sometimes they might even contradict each other. For example, it might be assumed that a child is able to understand a text involved with death, and yet at the same time the text may be regarded as harmful to his mental welfare. In such a situation, the translated text might totally delete one aspect in favor of another, or perhaps even include contradictory features, because the translator hesitated between the two principles. In any case, these usually complementary principles determine each stage of the translation process. They dictate decisions concerned with the textual selection procedure (which texts will be chosen for translation), as well as with permissible manipulation. They also serve as the basis for the systemic affiliation of the text. But most important of all, in order to be

accepted as a translated text for children, to be affiliated with the children's system, the final translated product must adhere to these two principles, or at least not violate them.

2.6 Previous Research

There are some research related to analysis of translation children's stories by naturalness and accuracy. First**, An Analysis of Accuracy and Naturalness in the Translation Version of Chairil Anwar Poems by Irma Yanti.** The research is aimed to analyze the accuracy and naturalness in the translation of four Chairil Anwar Poems "BuatGadisRasid". "BuatNyonyaN , "BiarMalamKiniLalu" and "Puncak" by Burton Raffel. She applies the theoretical frame of accuracy and inaccuracy formulated by Larson (1984) as well as the theoretical frame of naturalness and unnaturalness proposed by Beekman and Callow (1989). The research method used descriptive qualitative method. The data of this thesis are all words, phrases and sentences in the four of Chairil Anwar poems and their translation into English. After analyzing all of the data, the writer found in poem 1: "BuatGadisRasid" that translated by Burton Raffel, there are 9 accuracies data and 9 inaccuracies data, then based on the same data there are 14 naturalness data and 3 unnaturalness data. Moreover in poem 2 : "BuatNyonya N" That translated by Burton Raffel, the writer found 7 accuracies data and 9 inaccuracies data, besides based on the same data there are 10 naturalness data and 5 unnaturalness data. In addition in poem 3: "BiarMalamKiniLalu" that translated by Burton Raffel, the writer found 12 accuracies data and 8 inaccuracies data, then based on the same data there are 12 naturalness data and 8 unnaturalness data. And the last one, in poem 4 : "Puncak" that translated by Burton Raffel, the writer found 7 accuracies data and 5 inaccuracies data, in addition, based on the same data there are 8 naturalness data and 3 unnaturalness data. So it is not easy work for being a translator, especially in translating literary works.

The second from thesis **An analyzing the Naturalness and Accuracy of Students Translation of Children's Stories by Yuniar.** She tried to analyze the naturalness and accuracy of students translation in translating three children stories, "Little Lily at Flower Land", "Little Lily at Candy Land", and "The Sky is Falling!" by examining the aspects of naturalness and accuracy based on Newmark (1988). They are word order, cognate words, common structures, lexical words, colloquial words, and onomatopoeic words. Those aspects were investigated through the methods that used by the students. This research used qualitative approach. The result suggested that the students translations were natural and accurate, since most of them could achieve the aspects of naturalness and accuracy. The writer found seven translation methods applied in the translations: communicative, word for word, free, idiomatic, semantic, faithful and literal translation method. The most frequently used by the students were communicative, word for word, and free translation. The problems that mostly occur in their translations were the matter of diction and grammatical structures

2.7 Conceptual Framework

Translation is communication of the meaning of source- language text by means of an equivalent target language. A good translation is one of those concepts that everyone think is crystal clear but no one can explain simply. Indeed a good translation is a very subjective concept and it important for you to check whether your idea of a good translation matches your translator's idea of it. A good translation is usually defined as the rendering of one document from one language to another. Translation has process, kinds, and procedure.

Accuracy is a term used in translation evaluation to refer to thedegree of correspondence between translated and original text.

Therefore, this research is aim to analyze students translation by accuracy in translation, in here the writer analyze about children story by accuracy in translation.
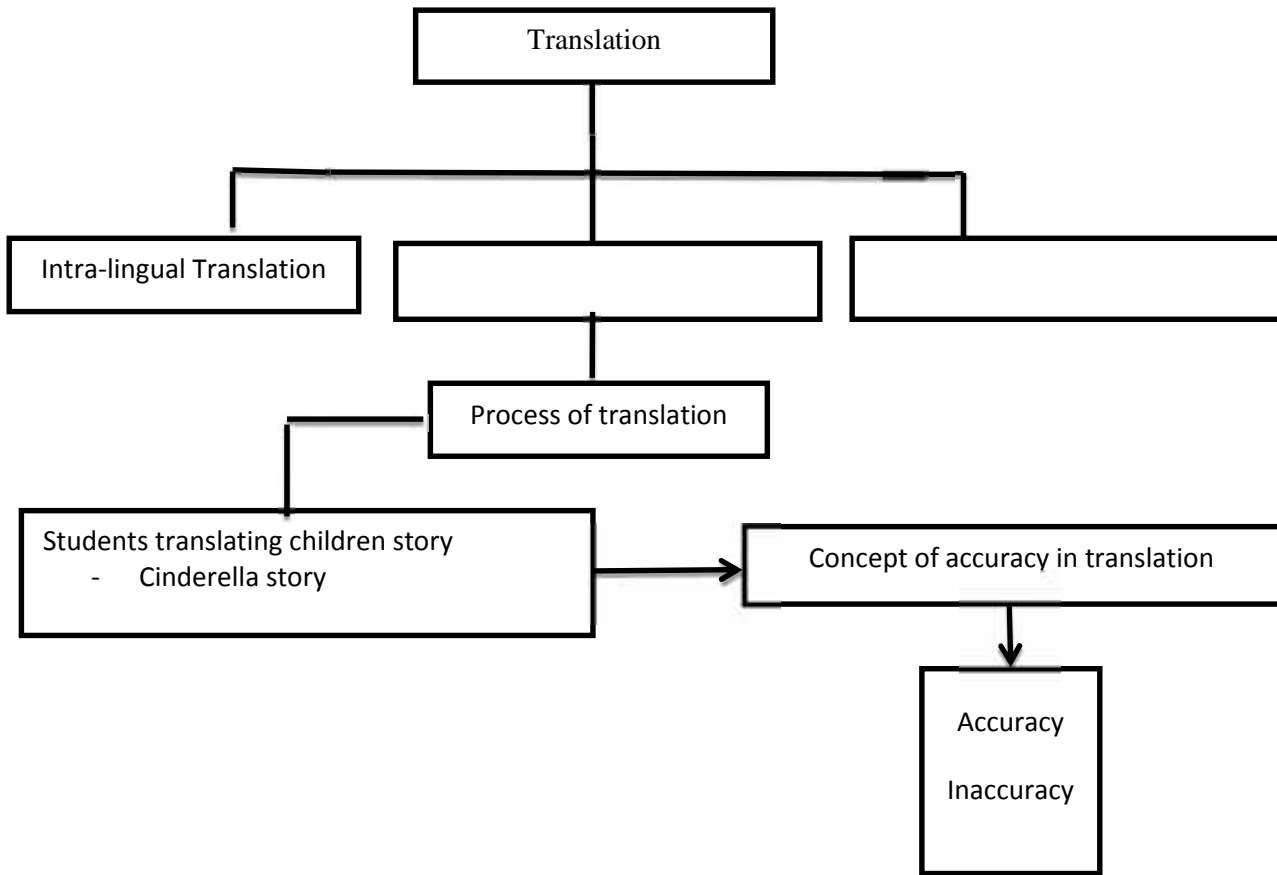
Conceptual Framework

Translation

Intra-lingual Translation

Process of translation

Students translating children story
- Cinderella story

Concept of accuracy in translation

Accuracy

Inaccuracy

Figure 2.1 Conceptual Framework The Accuracy of Students Translation of   children Story [

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CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain about the methodology of the research. This chapter consists of several steps, they are: research design, subject of the research, object of the research, the techniques of data collection and the techniques of data analysis.

3.1 Research Design

This research used descriptive qualitative approach. According to Anne Burns Qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts. Thus, in contrast to formulating, testing and confirming or disconfirming hypotheses, qualitative research draws on the data collected by the researchers to make sense of the human behaviour within the research context. The researcher treats the context as it occurs naturalistically and no attempt is made to control the variables operating in the context as these may be the very sources of unexpected or unforeseen interpretations. Observation and description and the gathering of data from a range of different resources are the main methodological tools. The process of observation and emerging descriptions and insights of the researchers themselves become an important aspect of the research findings.

Cresswell (1994) defineda qualitative study as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with word, reporting detailed views of informants, and conducted in a natural setting. Qualitative research is

descriptive in what the researcher is interested in process, meaning, and understanding gained through word or picture.

The design of this study is descriptive research to collected fact to obtain an accurate description of exiting status but also effort to trace interrelationship between facts that provided a deeper insight into the phenomena. Moreover, the design of the study provides a systematic, factual and accurate description of a situation.

Denzin and Lincoln (1998) identified qualitative research:

"qualitative research multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives." Accordingly qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter a hand.

3.2 Setting and Participant

Since this research concluded to find how English Department students translate children story, whether the translation's work is accurate or not, the participants involved are ten English Department of Nommensen University students, who had taken the translation classes but in here the writer only take data from paragraph one . this is due to efficient use of time in research.

3.3 Instrument of Collecting Data

In collecting the data, the writer applied one instrument. The instrument is Translation Test. The students assigned to translate Cinderella story. And the students collect it to the writer.

3.4 Technique of the Data Collection

In this study, the writer collects the data through the following steps:

1. The writer give the text Cinderella story to the students

2. The students translate the text into English

3. The students collect the text to the writer

3.5 Technique of Analyzing Data

The data analysis in this study on going activity. According to Sugiyono (2005), data analysis in qualitative research is an ongoing activity that occurs during the process of investigation rather than the result after the process of investigation.

In analyzing the data, the writer applied the theoretical frame of accuracy and inaccuracy formulated by Larson in analyzing each word and sentences which accurate and inaccurate in Students translation children story. So the data of tis thesis analyzed in the following steps:

1. To begin, the writer read the text carefully

2. Identifying each words and sentences which accurate and inaccurate in translation Cinderella story

3. Analyzing each words and sentences which accurate and inaccurate in translation Cinderella story