

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is one thing important in human life. It is very important to know because knowing the language means that people can transfer their knowledge to the other person, nation, and country in the world. It can be spoken or written and it can also understand by many different system of communication that is used everywhere. Nababan in Choliluddin (2006) mentions the language as a communication system which part of culture and it always involved in whole aspects of culture by using language people can communicated each other.

English is one of the languages that are acknowledge as an international language. Most of people in this world used it in communicate and make the relationship with people from different part of place and languages in all over the world. Therefore, using English is the easiest ways communicate with people from others country about many aspects of human life such as education, science, business, technology, culture, and also another aspect. All of the languages is built by some skill, there are listening, speaking, reading, and writing. All of the language skills support each other, for example listening for detail, speaking to make a speech, reading for general understanding, and writing to make a note.

Translation is an effort to divert messages from one language to another language. Newmark (1988) describes “translation is A craft consisting of the attempt to replace a written message and/or statement on one language by the same message

and/or statement in another language.” In addition, (Bell:1991) the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the „source language“ original by finding equivalents in the „target language“. At the same time, all factual information in the original text must be retained in the translation.

Translation is not an easy thing to do, as it can be difficult to establish its equivalence, such as in English change into Indonesian or vice versa since there are some different systems and structures between those languages. The system and structure in SL and TL may become the obstacle if the translator faces difficulties to discover the equivalence of both languages. In translating a text, a translator should convey the message of the source language into the target language. Hatim and Mason (1997: 1), states that the translator’s task is to read and to understand a written text (source text) and then to transfer the meaning to the TL in a written form. While the other explanation is added by Catford (1984: 12) that states the goal of translator is to keep the meaning of the translation to be constant. Translator does not just transfer each word in SL into TL, but a good translator must skillful in translating the SL into TL without changing the purpose and message in TL.

While on the translation acceptability, Sipayung (2018) states that unit shift influences the lack of accuracy of translation level at bilingual history textbook but on physics, the impact of unit shift is categorized good: 2,63 in the range of 1-3. Sipayung (2018), A target text can be categorized as high level of acceptance if a

translator translates the text based on reader" norm, culture, pattern, setting, and

tradition. Even though target text is categorized accurate but l on target norm, culture, setting, and tradition affect to the translation acceptance.

Therefore, the translator can transmit the SL to the TL text by using some translation techniques in making the readers can understand about the translation in the TL. Translation techniques can be defined as a way to transfer the meaning from the SL to TL is based on micro unit (word, phrase, clause or in sentences), which influence the result of translation. Molina and Albir (2002: 499) define that translation techniques allow the people to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen. Translation technique is the procedure to analyze and classify the way of equivalence happen. Translation technique is called the realization of the decision, making process, where the product of translation can be identified on the translation result.

Argumentative is the most fundamental basis in science. Through argument, one can show statements (theories) put forward true or not which reference to the facts or evidence shown (Gorys Keraf, 2007). On the other hand, it is a text that contanation a lot of the opinion of the writer which to the reader to permit the opinion and the conclusion conveyed by the writer. Students could not permit, support, or even refuse the writer opinion if the students are disable to translate the text. But, when the students read and the students have to understand the content of argumentative text.

However, the fact shows that translating argumentative texts always causes a problem of the learner. Based on the writer"s experience through training teaching

practice (PPL), the writer found some student problems by learning English especially in translating argumentative texts by using translation techniques into Indonesian.

Example of argumentative text can be seen below:

Smoking

There are many reasons why I don't smoke. First, smoking is unhealthy. It can cause lung cancer, and it can lead to an early death. Furthermore, smoking is expensive. A pack of cigarettes costs five dollars. If I bought one pack of cigarettes at least twice a week, I would spend over Rp.1.920.000 each year. Lastly, cigarettes smell bad. When people smoke, you can smell the cigarettes on their clothes all day. For example, the other night, I went to a restaurant that allowed smoking. After I left, all of my clothes smelled terrible, as did my hair. If I were a smoker, I would smell that way all the time. To sum up, I don't smoke because it is unhealthy, expensive, and unattractive.

From the argumentative text above there is one example of student results using translation techniques in translating English to Indonesian, namely:

Source Language

There are many reasons why I don't smoke. First, smoking is unhealthy. It can cause lung cancer, and it can lead to an early death.

Target Language

Ada banyak alasan mengapa saya tidak merokok. Pertama, merokok adalah tidak sehat. Itu dapat menyebabkan kanker paru-paru, dan itu dapat membawa kematian.

From the results of the students' translation above, students use literal translation techniques in translating argumentative texts but the results are not accurate in the target language because students translate the text word for word. To

translate according to literal translation techniques is “Ada banyak alasan mengapa saya tidak merokok. Pertama, merokok itu tidak sehat. Ini dapat menyebabkan kanker paru-paru, dan dapat menyebabkan kematian dini ”. But the results of the students' translation do not match literal translation techniques, because students translate sentences, like this " Ada banyak alasan mengapa saya tidak merokok. Pertama, merokok tidak sehat. Itu bisa menyebabkan kanker paru-paru, dan itu bisa membawa kematian ”.

Generally, this happens because students lack understanding in using literal translation techniques. Then students also do not understand the context, so they translate argumentative text from word to word so make a difference in meaning between source and target language. Based on the above reasons, the writer is interested in knowing the translation techniques of the second grade students of SMK Kesehatan Wirahusada Medan in translating argumentative texts from English into Indonesian.

So based on the explanation above and find out the students used translation techniques variance as translator. so the writer entitled this research as: “The Analysis of Students Translation Techniques in Translating Argumentative Texts from English to Indonesian at The Second Grade Students of SMK Kesehatan Wirahusada
Medan.

1.2 The Problems of the Study

Based on the background above, the writer formulates the problem state as follow:

“What translation techniques are used by second grade students of SMK Kesehatan Wirahusada Medan to translating argumentative texts from English to Indonesian?”

1.3 The Objectives of the Study

Based on the background above, the objective of the study is :

“To find out translation techniques are used by second grade students of SMK Kesehatan Wirahusada Medan to translating argumentative texts from English to Indonesian.”

1.4 The Significances of the Study

There are two kinds of significances in scientific study. The two significances of the study are stated as follow:

1.4.1 Theoretically

The theoretical significances

1. The result of the study is expected to be useful to enrich the horizon of English teaching writing.
2. To increase and enrich the knowledge of the writer and reader ability in translating argumentative text.

1.4.2 Practically

The finding of the study is expected to be useful for:

1. The writer, the result of the research can be useful for the knowledge of teaching.
2. The English teacher, the result of the research can be used as an alternative strategy to teach the students about translation in English well.
3. The students, the result of the research can be enrich and comprehend their knowledge about translation.
4. The other researchers, it can be used a basic information or additional knowledge in doing further research to translation.

1.5 The Scope of the Study

The scope of this study is limited on students' argumentative text which will be analyzed to find out technique they use. In collecting the data, researchers provided texts with the title "**The Dangers of Mosquitoes and Mosquito Repellents**" and students translated the text from English into Indonesian. The writer focuses on the translation techniques variance used by students at second grade SMK Kesehatan Wirahusada Medan as translator. In analysis the text which has translated by students, the researcher focused and used theory of Molina & Albir (2002).

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The study is planned to investigate the students of translation techniques in translating argumentative texts from English to Indonesian. In conducting a research, a set of theories and ideas are needed to explain the relationship between the terms that are used in this study. The use of theories and ideas also to clarify the terms themselves to avoid ambiguity and misunderstanding to the readers. In the way, the theoretical framework is aimed to give a clear concept and applied in this research.

2.2 Translation

2.2.1 Definition of Translation

When people talk about language skill, they normally refer to listening, speaking, reading, and writing. However, there is another important skill that seems to neglect of language learning, namely translation. To define what translation is, To be clear the writer presents some theories of translation according to different experts. Newmark (1988) says that Translation is rendering the meaning of a text into another language in the way that the author intended the text. The other definition from Nida & Taber (1974) defines that translation consist in reproducing in the receptor language the closets natural equivalent of the source language message, first in term of meaning and second in terms of style. According to them, translator should use the closest natural equivalent either in the meaning or the style of the receptor language

in, other words, the result of translation should not sound as translation without changing the meaning of the source language.

Wills in Choliuddin (2005) said that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.

Based on the some definition above, the researcher concluded that the translation is the way to transfer one language to another language or how to deliver messages from one language into another language.

2.2.2 Types of Translation

Peter Newmark (1988) defines translation as a craft consisting if the attempt to replace a written language by the same message by another language. Bell (1991), stated that translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. According to Larson in Choliuddin (2006), there are two types of translation namely form-based translation and meaning based translation.

2.2.2.1 Form-Based Translation

Form based translation attempts to follow the form of the source language and is known as literal translation. A literal translation sound like nonsense and has little communication value. If the two languages (Indonesian- English) are related, the literal translation will be understood easier since the general grammatical of similar. However, the literal choices of lexical items make the translation sound foreign.

2.2.2.2 Meaning-Based Translation

Meaning based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translation. Idiomatic translation used the natural forms of the receptor language, both in the grammatical and in the choice of lexical items. Based on the purpose of translation, Bristin in Choliluddin (2006) categorizes translation into four types, namely: pragmatic translation, aesthetic-poetic translation, ethnographic translation, and linguistic translation.

1. Pragmatic Translation

Pragmatic translation refers to the translation of a message with an interest of the information that was meant to be conveyed in the source language form and it is not concerned with other aspects of the original language version. The clearest example of pragmatic translation is the translation of the information about repairing a machine.

2. Aesthetic-poetic Translation.

Aesthetic-poetic translation refers to translation in which the translator takes into account the effect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of this type the translation are sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

3. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source and TL version. Translators have to be sensitive to the way words are used of the words are used and must know the words fits into cultures. An example is the use of the word „yes“ versus „yea“ in America.

4. Linguistic Translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form, an example is language in a computer program and machine translation.

2.2.3 Process of Translation

Steiner in Choliluddin (2006) says that translation can be seen as generation of texts under specific constrain that is relative stability of some situational factors and, therefore, register, and classically, changes of language and (context of) culture.

There are some processes of translation namely:

- a. Understanding the meaning or message of the text in the source language.
- b. Looking for an equivalent meaning or message in the target language.
- c. Redistricting the equivalent meaning or message in the target language into an accepted form a text in the target language.

2.2.3 Methods of Translation

The central of translation whether to translate like rally or freely. This method actually uses in our daily lives Peter Newmark (1988:45) states that there are eight method of translation. They are elaborated in the following subsection below:

2.2.4.1 Word for Word Translation

In this method, the words of the source language text are rendered one by one into the target language without making allowance for grammar. In this method there is no communication value. The main use of word for word translation is either to text as a pre translation process in which the SL word order is preserved and the word order and the word translated singly by their most common meaning and out of context.

Example:

SL: The accident happened in West Kalimantan

TL: Itu kecelakaan terjadi di Barat Kalimantan

2.2.4.2 Literal Translation

This is a kind of translation which attempts to follow the form of the source language text. The source language grammatical constructions are converted to their nearest target language equivalents but the lexical words again translated singly, out of context. Actually, literal translation has a little communication value and a little help to the readers of the target language. Example:

SL: The accident happened in West Kalimantan

TL: Itu kecelakaan terjadi di Kalimantan Barat

2.2.4.3 Semantic Translation

Semantic translation, the content of the message is more emphasized rather than effect. It attempts to render, as closely as possible the semantic and syntactic structures of the receptor language. It must convey the precise contextual meaning of

the original. In this method the important cultural words are translated by functional terms not by the cultural equivalents.

Example:

SL: “Wet Paint!”

TL: “Cat Basah”

2.2.4.4 Adaptation Translation

This method is the freest forms of translation. It is used mainly for plays (comedies) and poetry. The source language is converted to the target language and the text is written. In adaptation method, the translator adds the excessive information and finally a meaning deviation.

Example:

SL: The accident happened in West Kalimantan

TL: Kecelakaan itu telah terjadi di suatu daerah di Kalimantan Barat

2.2.4.5 Free Translation

Free translation reproduces the matter without the matter or the content without the form of the original text. Usually, it is a paraphrase much longer than the original, called “intralingual translation”.

Exmple:

SL: The accident happened in West Kalimantan

TL: Kecelakaan itu terjadi di Kalimantan Barat

2.2.4.6 FaithFul Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the construction of the target language grammatical structures. It

transfer cultural words and preserved the degree of grammatical and lexical in the translation. It attempts to be completely faithful to the intentions and the text realization of the source language writer.

Example:

SL: The accident happened in West Kalimantan

TL: Kecelakaan itu terjadi di Barat Kalimantan

2.2.4.7 Idiomatic Translation

Idiomatic translation makes very effort to communicate the meaning of the source language text in the neutral form of the target language both in the grammatical construction (syntactic order) and in the choice of the lexical items (semantic). It does not sound like a translation but it is like written originally in the target language. The study of many translation shows that in order to translate idiomatically, a translator will need to give attention towards the structure of the source and target language, the choices of diction and also the culture context.

Example:

SL: A penny earned is a penny saved

TL: Hemat pangkal kaya

2.2.4.8 Communicative Translation

Communicative translation attempts to keep the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readers. It attempts to produce on its reader's effect as close as possible to that obtained on the readers on the original, emphasizes the „force“ rather

than the context of a language and cultural variety. In other words, the meaning of communicative translation is a like warning.

Example:

SL: Stop firing! He is dying now

TL: Hentikan tembakan! Dia Sekarat

2.2.5 Techniques of Translation

Translation technique is defined as the realization of translation process i.e. method and strategy of translation. According to Molina & Albir (2002, p.508), it refers to translation product and works for the micro unit of the text. However, translation technique constantly misunderstood with the term of method and strategy translation due to the confusion between translation process and translation product. Furthermore, Molina states that overlapping terms make it difficult to be understood as well.

“Terminological diversity and the overlapping terms make it difficult to use these terms and to be understood. The same concept is expressed with different names and the classifications vary, covering different areas of problems. In one classification one term may overlap another in a different system of classification. The category itself is given different names, for example, Delisle uses procedure, translation strategy, etc.”

However, there is a clear distinction to distinguish method, strategy, and technique of translation (The writer merely emphasizes the definition of translation techniques and a little bit explanation about method to make it clearer). It is mentioned by Molina & Albir (ibid.), “The translation method affectsthe way micro-

unit of the text are translated: translation techniques (p.508).” It means that translation method and technique are connect each other. The translation technique can be seen and analyzed by which translation method use by the translator, for example: literal or adaption method which is used by the translator. The translator who uses adaptation method somehow leads to translation techniques which tend to be **figurative or adapted**, for example discursive creation. It works the opposite if the translator employs literal method which leads to more literal translated texts e.g. literal translation.

According to Molina & Albir (ibid., p.509), translation techniques have five basic characteristics, they are:

- a. They affect the result of the translation
- b. They are classified by comparison with the original
- c. They affect micro-unit text
- d. They are by nature discursive and contextual
- e. They are functional

In the light of the above, there are 18 translation techniques proposed by Molina & Albir (ibid., p.509-511):

1. Adaptation

This technique is used to replace a source text (ST) cultural or social element with one from target text (TT) which more familiar for target readers, e.g. to change biscuit (UK) to cookie (US).

2. Amplification

This technique is employed to introduce details, that are not formulated in ST by adding some words (addition) or information, paraphrasing, making it explicit, or creating footnote to make the translation clear and help target readers understand the text. In detail Molina states, “This includes SCFA’s explicitation (Vinay & Darbelnet), Delisle’s addition, Margot’s legitimate and illegitimate paraphrase, Newmark’s explicative paraphrase and Delisle’s periphrasis and paraphrase. Footnotes are a type of amplification. Amplification is in opposition to reduction.”

Example:

ST: **Doing** her thesis, she drinks a cup of coffee.

TT: **Sambil mengejakan** skripsinya, dia meminum secangkir kopi.

3. Borrowing

This technique is used to take a word or expression straight from another language. There are two types of borrowing i.e. pure and natural borrowing. Pure borrowing refers to word of ST which purely loaned by TT without any change e.g. *keyboard* (English) to *keyboard* (Indonesian). A translator uses pure borrowing frequently because no equivalence found in TT for the word. Meanwhile, the natural borrowing means the word in ST is naturalized by the spelling rules in TL. It aims to make the translated word more acceptable and common in TL.

Example:

ST: The medical forum will discuss about **Tourette** syndrome this week.

TT: Forum medis akan membahas tentang sindrom **turette** minggu ini

4. Calque

It is literal translation of foreign word or phrase and it can be lexical or structural.

For example:

ST: The Ministry of Defense takes responsibility for the terrorist attack in Jakarta.

TT: *Menteri Pertahanan* bertanggung jawab atas serangan teroris di *Jakarta*.

5. Compensation

This technique is to introduce a ST stylistic effect or element of information in another place in the TT because it cannot be reflected in the same place as in the ST.

Example:

ST: A flock of bird flies to the north.

TT: *Sekawanan burung* terbang ke arah utara,

6. Description

This technique uses description to describe word or expression from ST which is not understood in TT.

Example:

ST: Gado-gado

TT: *A traditional cuisine of Indonesia that consists of vegetables and special local ingredients.*

7. Discursive Creation

This technique is employed to establish a temporary equivalence which totally different, unpredictable, and out of context. It commonly used for translating book title or any sort of literary texts.

Example:

ST: Love is an open door.

TT: *Cintamu yang indah.*

8. Established Equivalent

This technique applies recognized term or expression in dictionary or language use as an equivalence in TT. The meaning and style of ST are the same as TT.

Example:

ST: Cold

TT: *Dingin*

9. Generalization

This technique is employed to use neutral or more general term e.g. to translate Indonesian terms **becak, bajaj, bemo, delman** into **vehicle** in English. This technique is in opposition to particularization.

10. Linguistic Amplification

This technique is used for adding linguistic elements. It is frequently employed in consecutive interpreting and dubbing. It is in opposition to linguistic compression.

Example:

ST: Absolutely right!

TT: Ya, itu benar sekali

11. Linguistic Compression

It is opposed to linguistic amplification, hence its use is for suppressing linguistic element to make it brief due to the consideration of time and space. It is commonly employed in subtitling and simultaneous interpreting.

Example:

ST: Let it go

TT: *Bebaskan*

12. Literal Translation

This technique is used to translate words, terms, or expressions word for word. This technique will be properly applied when the form coincides with the word and meaning.

Example:

ST: Your smile as sweet as the honey.

TT: *Senyummu semanis madu.*

13. Modulation

This technique is employed to change the point of view, focus, or cognitive category in relation to the TT.

Example:

ST: Watch your step!

TT: *Awaslah!*

14. Particularization

It is the opposite of generalization, therefore this technique creates TT more specific, concrete, and precise than ST e.g. to translate *vehicle* in English to *becak, bajai, bemo, delman* in Indonesian.

15. Reduction

This technique is opposed to amplification which signifies that it suppresses information items of ST into TT. This is including omission and implicitation.

Example:

ST: I've been searching my whole life.

TT: Seumur hidup.

16. Substitution

This technique is used to substitute paralinguistic element (signs, gestures, etc) into linguistic element or vice versa.

Example:

ST: (A nodding head). (Hindi)

TT: No. (English)

17. Transposition

This technique is employed to change grammatical categories. It is including shift of class, unit, structure, and level/rank. The following example is changing the word class from noun *peace* (eng) into verb *berdamai* (Ind).

Example:

ST: I make peace with the past.

TT: Aku berdamai dengan masa lalu.

18. Variation

This technique is to the change of linguistic or paralinguistic elements such as gesture and intonations that effect affects linguistic variation (changes of textual tone, style, social dialect, etc) based on target reader of the text.

Example:

ST: “**Shit!** How dare you!”

TT: “**Kurang Ajar!**Berani beraninya kamu!”

The example above changes the style meaning for adult from word Shit (ST) into Kurang ajar (TT). The interpreter uses translation techniques in many areas or programs, because interpreting is a social action.

2.3 Meaning

Meaning has an important place in translation, as already been indicated by Nida and Taber that “meaning must be given priority in the translation process, the first thing to do is understand the total meaning of source text”. Nida and Taber (1982:34) classification meaning into grammatical, referential, connotative.

a. Grammatical

When one thinks of meaning, it is almost inevitably in terms of words or idioms. Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be followed if one wants to understand, but rules themselves that seem to have any meaning.

b. Referential

Referential refers to words as symbols which refer to objects, events, abstract, and relation.

Example :

He bought a **hammer**.

They will **hammer** the nail.

Dia membeli sebuah **palu**.

Mereka akan memukul paku dengan **palu**

He will **chair** the meeting.

He was condemned to the **chair**

Dia akan **memimpin** rapat.

Dia akan dihukum mati di kursi **listrik**.

c. Connotative

Connotative meaning refers to how the users of the language react, whether positively or negatively, to the words and their combination. Sometimes, the associations surrounding some words become so strong that people avoid using them at all.

2.4 Argumentative Texts

2.4.1 Definition of Argumentation

Muhammad Solahudin (2009) says that argumentation is giving opinions or the reasons to reinforce or reject an opinion. In addition, argumentation is the process of forming reasons, justifying beliefs, and drawing conclusions with the aim of influencing the thoughts and/or actions of others.

Ursula Wingate (2011), the term argument is used in different ways in academic discourse, ranging from the philosophical construct of promises and conclusions. Through argumentation, students critical thinking skills develop and ultimately their rhetorical styles become more varied. The rhetorical style in the form of writing makes it possible to achieve success easily in the field of work.

The ideality of the argument is based on two reasons: argumentation is an attempt to find out which view is better than the other and the argument is described as the way one explain and defends an idea (Gorys Keraf : 2007).

Based on the some definitions, researcher conclude that argumentative is a paragraph that explains and convinces the reader about the pro (agree) and cons (disagree), which is often called the argumentative paragraph. To find out what the argumentative is like, the easiest example of argumentative is badminton players, or table tennis players. Based on the example above, the topic to be discussed must be controversial for the public and the actual news that exists in the community today (Anthony Weston:2007).

2.4.2 Component of Argument

According to Stephen Toulmin (2003) found six components of arguments:

- Data, the backing for the claim.
- Warrant, the link between the claim and the grounds.
- Backing, support for the warrant.
- Modality, the degree of certainly employed in offering the argument.
- Rebuttal, exceptions to the initial claim

2.4.3 Generic Structure of Argumentative Text

- Introduction, this part offers an argumentative perspective about the topic.
- Body/thesis statement, It has supporting sentences for pros and supporting sentences for cons. Further both of these are called argument.

- Conclusion/recommendation, It has to use deductive or inductive reasoning, cause and effect, And argument by authority.

In addition to generic structure, argumentative also has language forms, namely:

- a) Using various tenses (multiple tenses): present, past, future
- b) Using verbs: belief, object, argue
- c) Using modal: can, will, would, should, etc.
- d) Using adverb: due to, because, etc.
- e) Using the question word: why, how, what, etc.

Example of Argumentative Text

Science and Religion

The communist ideology believes that science does not need religion. Their followers have claimed that religion is drugs or toxin, and toxin in fact make the users drunken or unaware or fly. Thus, there is no need to have religion in this life. They can live happily in balance and in harmony without any religion beside science. They call those who need religion beside science as stupid or old fashioned. Whereby, they call themselves as modern or up to date. The opponents to this belief, however, think vice versa. Science needs a religion to make it balance. They believe that science without a religion is blind. While religion also needs science. They believe that religion without science is lame. Thus, science and religion are catalysators for mankind to live on the track or in harmony. They called those who do not religion beside science as crazy or insane people. In short, both sides have their own

arguments to promote their belief and each of whom blame to one another for creating this world imbalance, war, and global crisis.

2.5 Previous Research

There were some researcher that have already reported about translation and argumentative text. Some those following findings are:

Molina & Albir (2002) was the first classification of translation techniques that had a clear methodological purpose. The term they used was „procédés techniques de la traduction.“ They defined seven basic procedures operating on three levels of style: lexis, distribution (morphology and syntax) and message. He concluded that different students applied different procedures in dealing with the similar unit of the text. This difference comes from the different background of translation competences each students has. The strategies or procedures applied in translation activity are also influenced by the characteristics of both language. In addition, most of students applied the procedures of reduction because they do not have good competence of linguistic or language in translation.

Mahfudhah (2013), her study was to identify the difficulties that they EFL English major students encounter when writing argumentative writing using think aloud protocols. The finding showed that providing detailed information about students weaknesses in their writing activity can raise awareness among EFL teachers and students. This diagnostic approach (think aloud protocol) can also be combined with other appropriate teaching approaches toward making significant contributions in having a detailed profil of students weaknesses in writing argumentative essays. Such information would be beneficial for EFL lecturers to design and improve their

writing programmes and teach effectively to further support students writing improvement.

Sari (2010), in her thesis „An Analysis of Students“ errors in translating English Verbal Idioms Into Bahasa Indonesia (A Study at the Sixth Semester students of the English Study Program in the Academic Year of 2009/2010). This research aimed to investigate the students errors and their strategies in translating English Verbal idioms into Bahasa Indonesia. The subject consisted of 25 students. The result showed students difficulties was to find out the suitable term with the context of the sentences and most of them translating English verbal idioms without concerning the suitable meaning with the idioms without concerned the suitable meaning with the idioms of the target language.

Akib (2015) also had conducted a research under the title “The Analysis of Naturalness and Accuracy of Student“s Translation of Children“s Stories at the Ninth Grade of Junior High School of Medan”. From the research, the researcher concluded the naturalness and accuracy of students translation of children“s stories was classified as almost completely successful, that was proved by the mean score obtained from the test 6,8.

Based on the above findings, the researcher concludes that, students cannot use translation techniques in translating argumentative texts correctly so that students have variance as translators. The students need a lot of exercises and interesting strategies to increase their translation. The student“s face many problems in translating which was make the students low in translating the text. From the previous research about translation, this research have some differences between the previous

research, one of the differences was the researcher focuses on finding the student's difficulties used translation techniques in translating, the researcher analyzed the difficulties in translating especially in argumentation texts among the second grade students of senior high school in Medan.

2.6 Conceptual Framework

Translation is a process of transfer meaning from the source language (SL) to the target language (TL). In process of translation, there are many things that we need to be sure such as grammatical structure, form, lexical meaning, equivalence and also in translation. In translating sometimes the learner finds some problem. One of the translation is dealing with used translation techniques in translating argumentative texts from English to Indonesian.

Translation technique is defined as the realization of translation process i.e. method and strategy of translation. The students usually find the difficulties such as in use translation techniques in translating argumentative texts. Generally, it happens because the students are lack of vocabulary. Than the students also does not understand the context, and they also translated the argumentative texts by means word to word so that it makes the different meaning between source and the target language.

In translating argumentative text, the established Equivalent is needed because is can help them to translate and understand its meaning. Established Equivalent this technique applies recognized term or expression in dictionary or language use as an equivalence in TT. The meaning and style of ST are the same as TT. It is the similarity between word, sentence in the source language and its translation in the

target language. That's why, in this research, the writer chooses a text of argumentative texts to find out the students use translation techniques in translating argumentative texts from English to Indonesian.

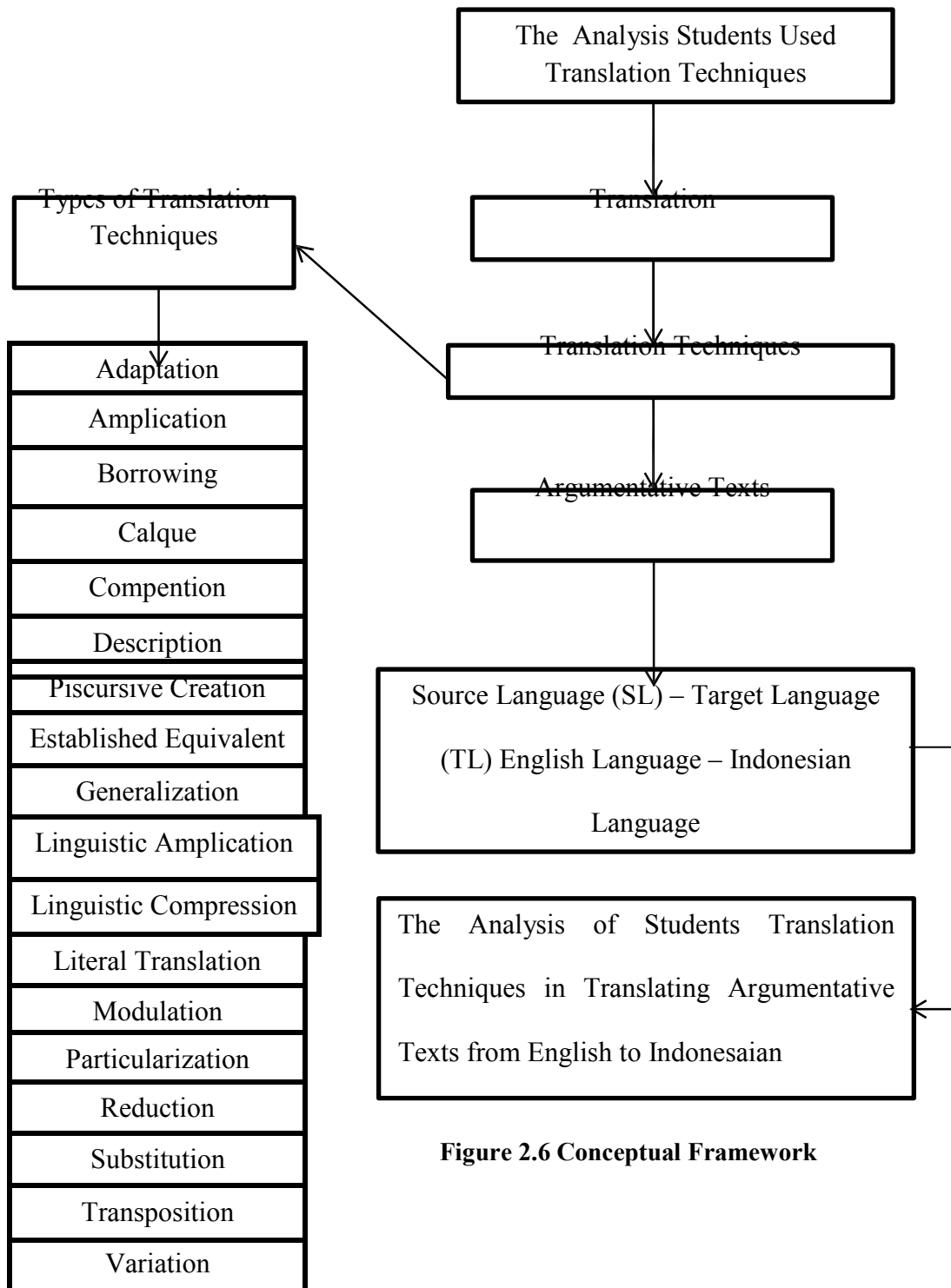


Figure 2.6 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using descriptive qualitative method. The descriptive qualitative method gave the clear description about the result of the study. Creswell (2009) stated that “qualitative research is a means for exploring and understanding the meaning individual or group ascribe to a social or human problem”. The process of research involved emerging question and procedure, data typically collected in the participants setting, data analysis inductively building from particulars to general themes, and the meaning of the data. This method purposed at finding out the students used translation techniques in translating argumentative texts from English to Indonesian. The descriptive qualitative method was matched to this study. Therefore, the writer analyzed the data to find how the translation techniques use by students in translating argumentative texts from English into Indonesian.

3.2 The Subject of the Study

The subject of this research focused at the second grade students (XI-FAR) of SMK Kesehatan Wirahusada Medan. This class consist 20 students. The writer chose this class because the writer wanted to know how the students used translation techniques and what translation techniques the students would use in translating argumentative texts from English to Indonesian.

3.3 Data and Source of Data

3.3.1 The Instrument of Collecting the Data

In this study, the writer used a translation the argumentative text as instrument of the data and used writing test as instrument of collecting the data. In this case the data took from the source by translating argumentative text. Then, the result was observed from the answer sheet of students. In this research, the writer used:

1. Observation

Observation was the method used at the beginning of the study to explore student inclusion in schools in terms of overall presentation, participation, achievement and socialization, as well as to improve researchers' understanding of students using translation techniques in translating argumentative texts from English to Indonesian.

2. Test

The writer used English test argumentative as instrument. In collecting SL and TL data from argumentative texts about health, and the writer analyzed what translation techniques students use in translating argumentative texts from English into Indonesian.

2.4 The Procedures of Collecting the Data

The data of the study is collect by following procedures below:

1. First, the writer gave a brief explanation about the translating argumentative text and used translation techniques and its example to the students and the writer gave the students texts and the texts were translation argumentative texts.

2. Second, the writer asked the students to translate English argumentative texts by using translation techniques into Indonesian and the students were allowed to open the dictionary if necessary.
3. Third, the writer gave the students ninety minutes to do the test and after the students did the test and the writer will collect their answer sheet.
4. Finally, the writer checked the students answer sheet, then the writer tried to find out what translation techniques students used in translating argumentative texts from English into Indonesian

3.5 The Technique of Analyzing the Data

After the writer collected the data through text, the writer analyzed the data based on the steps bellow:

1. First, the writer gave argumentative texts to students which translated by students and the translation texts used by students were argumentative texts from English to Indonesian.
2. Second, the writer analyzed students test results related to the meaning of translation techniques and data analysis based on students' translation answer sheets of students using literal translation, modulation, borrowing, and acting in translating argumentative texts from English into Indonesian.
3. Finally, the writer clasified the results of the students' translation in translating the argumentative text andthe writer found what translation techniques used by second grade students of SMK Kesehatan Wirahusada Medan as translators.