

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a system of conventional spoken or written symbols used by people for communicating with each other. People need language to communicate, to interact and to get information from other people. With language human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings – only our imagination sets limits. We can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, we can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, we can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is language. Most or all non-human species can exchange information, but none of them are known to have a system of communication with a complexity that in any way is comparable to language.

The way of people use language can be classified in several forms. Text is one of the language forms that is often used by people to communicate. However, the vast number of languages makes it difficult for people to interact. Language is not just a means of talking or writing, but it is also a means of pleasure. Languages are used in many forms of entertainment created by human such as poems, books, movies, songs and text.

Language is built by some skills, there are listening, speaking, reading, and writing. All of the language skills support each other, for examples listening for detail, speaking to make a speech, reading for general understanding, and writing to make a note.

Talk about language skills, people normally refer to listening, speaking, reading, and writing. However, there is another important skills that they seem to neglect in language learning, namely translation. According to Bell (1991:13), translation is 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. All the same time all factual information contained in the original text, must be retained in the translation. In translating, translator or learners need to know the meanings of words in particular texts, but not necessarily all the meanings that are listed in comprehensive dictionaries. Similarly, translators do not need to analyze all the layers of grammatical structures if they can comprehend accurately the ways in which they relate to one another, they finds some problems and dealing with the equivalence that he or she cannot find the target language.

One of the object that can be translated is a text. There are many kinds of texts that taught in school and learned by students. One of the types of text which is taught in there is description so it is important to learn and translate description, especially descriptive text.

Descriptive text is a text that describes the features of someone, something, or a certain place. It uses the details to capture a scene, setting, person, or moment. People give and receive descriptive messages all day along, for the example advertisement describes products, or our social environment describes people and place. Because of that reason, descriptive text is one of the text that should we learn and know about the meaning of it.

However, the fact shows that translating sometimes causes a lot problems to the learners. Based on the writer's preliminary observation which have been conducted in Nommensen HKBP University, the writer found some students' way in translating the descriptive text. The students translate the descriptive text differently. Every students have their own way in translating the descriptive text. Some students selected and wrote down what in his or her mind in another language. Some of them just think and select accurated words in the right way in order to make it sense. Another just transfer the word in source language into target language directly. For that reasons, the writer look for the kind or explanation about the translation method that the students used for translating the descriptive text. The writer analyzed what are the translation methods that used by the students in translating text.

The theory that the writer used in translation concept is based on Roger T. Bell's theory. According to Bell (1991:13), translation is 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. All the same time all factual information contained in the original text, must be retained in the translation. Bell added 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. He also said that translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.

Concerning with those phenomena above, it is important to conduct the research. That is why the writer is interesting to do the research and tries to analyze these case in order to know how the students translate the descriptive text. From the information above, the writer is

interesting in writing a proposal which entitled **Analysis on Students' English-Indonesian Translation Method of Descriptive Text.**

1.2 The Problem of the Study

Based on the background, the problem proposed in the present study are :

1. What are the translation methods that used by the students in translating descriptive text "Panda" ?
2. What is the most dominant type of translation method that used by the students in translating descriptive text "Panda" ?

1.3 The Objectives of the Study

In relation to the problem of the study above, the writer states the purpose of this study are :

1. To find out what are the translation methods that used by the students in translating descriptive text "Panda" .
2. To find out what is the most dominant type of translation method that used by the students in translating descriptive text "Panda" .

1.4 The Scope of the Study

Translating a text is not easy task to do. Based on the writer's preliminary observation the writer focus at the second semester students in English Department of Nommensen HKBP University. The scope of the study is limited in translating an English descriptive text into Indonesian entitled Panda. The theory that will be used in this study is based on Newmark theory of translation method.

1.5 The Significances of the Study

The findings of this study are expected to be theoretically and practically significances and useful for some matters.

1. Theoretically

The finding of the study are expected to be useful for the readers to enrich their knowledge about the technique in translating descriptive text.

2. Practically

a. English teachers, it can be one of guidance for them to develop their strategies and materials in teaching students in learning translation.

b. Students, help them to know about their technique in translating descriptive text.

c. Other researchers, to provide a reference and comparison in conducting similar reasearch study about translating text, especially descriptive text.

CHAPTER II

RIVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts and terms applied in the research concerned between the writer and reader, to start the research based on theoretical concepts, becoming accurate and clearer in certain situations.

2.2 Translation

2.2.1 Definition of Translation

Various definitions of translation have been given by some experts. Generally, translation is a process of transferring messages or thoughts from one language into another language (source language to target language).

According to Bell (1991:13), translation is 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. All the same time all factual information contained in the original text, must be retained in the translation. Roger added 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. He also said that translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.

According to Newmark in Brankica (2014:4), the word translation is defined either as a process (meaning 1) or a product (meaning 2) as it is described:

1. The act or an instance of translating

2. A written or spoken expression of the meaning of a word, speech, book etc in another language. It means that the translation process goes beyond the simple concept of merely replacing words in one language with words in another.

Another expert, Munday (2001:5) defines the term of translation itself has several meanings;it can refer to the general subject field, the product(the text that has been translated) or the process (the act of producing the translation , otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

In conclusion, translation is process of transferring message in terms of thoughts and ideas from source language then reproducing the equivalence of this source-language message in the target language, which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source language, whether the language is in written or oral form.

2.2.2 Procedures of Translation

Translation procedure are used to translate sentences and the smaller units (such as clauses) of a text.In communicating through language, one can say the message written or spoken in face to face communication, it commonly uses spoken language. For this case, the writer takes the written language or text to be analyzed. In text, it can be seen the characteristic, such as in choice of words or terms, the sentence structure, and the text organization.

The translating procedures, as depicted by Nida (1964) in Zainurrahman(2009:121) are as follow:

1. Technical procedures:

1. analysis of the source and target languages;
2. a thorough study of the source language text before making attempts translate it;
3. making judgments of the semantic and syntactic approximations.

2. Organizational procedures:

Constant reevaluation of the attempt made; contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions.

Vinay and Darbelnet in Munday (2001:56) states there are several procedures of translation as follows :

1. Borrowing

Borrowing is the simplest of all translation methods. It would not even in this context if translators did not occasionally need to use it in order to create a stylistic effect. Borrowing may sound superficially unproblematic, if the target language does not have a word for something, just borrow it from a language that does, e.g :

English	Indonesian
memo	memo
atom	atom

2. Calque

A calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements. The result is either., e.g :

English	Indonesian
monetary crisis	krisis moneter

3. Literal Translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translator's task is limited to observing the adherence to the linguistic servitudes of the TL.

In principle, a literal translation is translating by moving directly the content of source language to target language, e.g :

English	Indonesian
Dina has come	Dina telah datang
It is raining cats and dogs	Itu adalah sedang hujan kucing dan anjing

4. Transposition

The method called transposition involves replacing one word class with another without changing the meaning of the message. Transposition can also be applied within a language. In translation there are two distinct types of transposition, obligatory transposition and optional transposition, e.g :

English	Indonesian
product	produk
instruction	instruksi

5. Modulation

Modulation is a variation of the form of the message, obtained by a change on the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterances, it is considered unsuitable, unidiomatic or awkward in the TL, e.g:

English	Indonesian
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Time is money waktu itu sangat berharga

He called me “lucky dog” dia menyebut ku orang beruntung

6. Equivalence

Equivalence is the translation of idioms when two languages refer to the same situation in totally different ways, e.g:

English Indonesian

cock-a-doodle-do kukuruyuk

miaow miau

7. Adaptation

This technique is the extreme limited of translation. Adaptation is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent, e.g :

English Indonesian

power power

rating rating

2.2.3 Process of Translation

According to Bell (1991:20) the process of translation shows in this model below :

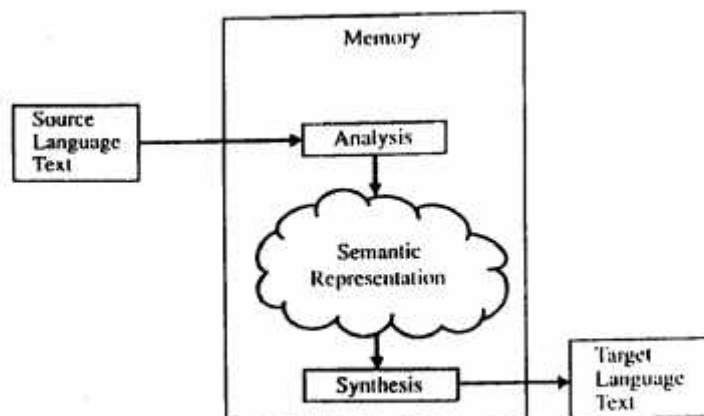


FIGURE 1.5 Translation process

Figure 2.2.3 Translation Process

The model shows, in extremely simplified form, the transformation of a source language text into a target language text by means of processes which take place within memory :

1. The analysis of one language-specific text (the source language text, the SLT) into a universal (non-language-specific) semantic representation.
2. The synthesis of that semantic representation into a second language-specific text (the target language text, the TLT).

In addition, Newmark (2001:144) in his book states there are three basic translation processes :

1. The interpretation and analysis of the SL text.
2. The translation procedures, which may be direct, or on the basis of SL and TL corresponding syntactic structures, or through an underlying logical 'interlanguage'.
3. The reformulation of the text in relation to the writer's intention, the readers' expectation, the appropriate norms of the TL, etc.

2.2.4 Types of Translation

Jacobson (1959:233) states that in his article 'On Linguistic Aspects of Translation', distinguishes three types of translation:

1. Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language). Intralingual translation would occur, for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written.

2. Interlingual translation or translation proper (an interpretation of verbal signs by means of some other language). It is interlingual translation which is the traditional, although by no means exclusive, focus of translation studies.

3. Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems). Intersemiotic translation would occur if a written text were translated, for example, into music, film or painting.

2.2.5 Problems of Translation

Translation demands a deep understanding of both grammar and culture. Translators need to know the rules of a language as well as the habits of the people who speak it. And even for the most experienced professionals, confusion and frustration are familiar feelings.

Some of the most common challenges of translation include:

1. Language Structure

Every language sits inside a defined structure with its own agreed upon rules. The complexity and singularity of this framework directly correlates to the difficulty of translation. A simple sentence in English has a subject, verb, and object — in that order. For example, “she eats pizza.” But not every language shares this structure. Farsi typically follows a sequence of subject, then object, then verb. And in Arabic, subject pronouns actually become part of the verb itself. As a result, translators frequently have to add, remove, and rearrange source words to effectively communicate in the target language.

2. Idioms and expressions

Idiomatic expressions explain something by way of unique examples or figures of speech. And most importantly, the meaning of these peculiar phrases cannot be predicted by the literal definitions of the words it contains.

Many linguistic professionals insist that idioms are the most difficult items to translate. In fact, idioms are routinely cited as a problem machine translation engines will never fully solve.

Ideally, publishers should try to limit the number of idiomatic expressions contained in content they hope to translate. But if they insist on keeping these potentially confusing phrases, cultural familiarity must be a priority in translator recruitment.

3. Compound Words

Compound words are formed by combining two or more words together, but the overall meaning of the compound word may not reflect the meaning of its component words. It's usually best to think of them in terms of three separate groups.

The first group of compound words mean exactly what they say. "Airport," "crosswalk," and "seashore," are all familiar examples. The second group of compound words mean only half of what they say — at least in a literal sense. While a "bookworm" may enjoy burrowing into a good story, these avid readers don't suddenly become an invertebrate species in the process.

The third group of compound words have meanings that have nothing to do with the meanings of the individual words involved. For instance, the English "deadline" refers to the final acceptable time to receive or deliver something. It has nothing to do with death or a line. And a "butterfly" is neither a fly nor butter.

4. Missing Names

A language may not have an exact match for a certain action or object that exists in another language. In American English, for instance, some homeowners have what they describe as a "guest room." It is simply a space where their invited guests can sleep for the night.

This concept is common in other languages as well, but often expressed quite differently. Greeks describe it with the single word “*ksnona*” while their Italian neighbors employ a three-word phrase “*camera per gliospiti*” instead.

5. Two-Word Verbs

Sometimes a verb and a preposition will take on a separate, specific meaning when used together. Two-word verbs are common in informal English. “Look up,” “close up,” “fill out,” “shut up,” “bring up,” “break down” and “break in” are everyday examples. In many cases, though, it is neither necessary nor appropriate to translate the preposition separately.

6. Multiple Meanings

The same word may mean multiple things depending on where it’s placed and how it’s used in a sentence. This phenomenon typically follows one of two patterns. There are homonyms (i.e. *Scale* the fish before weighing it on the *scale*), which look and sound alike but are defined differently. And then there are heteronyms (i.e. I drove down the *windy* road on a *windy* day), which look alike but are defined and pronounced differently.

7. Sarcasm

Sarcasm is a sharp, bitter, or cutting style of expression that usually means the opposite of its literal phrasing. Sarcasm frequently loses its meaning when translated word-for-word into another language and can often cause unfortunate misunderstandings.

Ideally, a publisher would remove sarcasm from the source text prior to translation. But in cases where that style is central to the content requirements, the publisher should explicitly underscore sarcastic passages. That way, translators will have a chance to avoid literal misunderstandings and suggest a local idiom that may work better in the target language.

2.2.6 Method of Translation

The central problem of translating has always been whether to translate literally or freely. According to Newmark (1988:45) there are some following methods of translation :

1. 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. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or [o construe a difficult text as a pre-translation process.

2. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

3. 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. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

4. 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. Further, it may translate less important cultural words by culturally neutral third or

functional terms but not by cultural equivalents - une nonne repassant un corporal may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

5. Adaptation

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. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

6. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

7. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original (natural translation).

8. 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.

In this research, the writer only focus on analyzing the method of translation that used by the students in translating descriptive text by the theory of Peter Newmark..

2.3 Meaning in Translation

Meaning has an important part 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 of source text”.

Nida in HE Yan (2008:2)classified meaning into grammatical, referential, and connotative meaning.

1. Grammatical

Grammatical meaning is the meaning refers to the meaningful relationship between the constituent part of grammatical instruction. This can be interpreted as the meaningful relationship between words, phrases and sentences.

2. Referential meaning

Referential meaning is generally thought of as dictionary meaning. In addition, referential meaning is the meaning of words as symbols which refer to objects, events, abstracts and relations.

3. Connotative meaning

Connotative or emotive meaning relates to the associative or emotional reactions to words of the participants in the communicative act.

2.4 Text

The text is any unit of language or linguistic form that is functional in text. Knap and Watkins (2005:17) Texts are always produced in a context. While texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and to other texts.

2.4.1 Kinds of Text-type (Genre)

There are many kinds of text type. According to Gerot and Wignell (1994: 190) texts are divided into thirteen types of genre. They are:

2.4.1.1 Spoof

Retell an event with a humorous twist. It has:

1. Generic Structure:

- a. Orientation: sets the scene.
- b. Event(s): tell what happened.
- c. Twist: provides the punch line.

2. Significant Lexicogrammatical Features:

- a. Focus on individual participants.
- b. Use of material process.
- c. Circumstances of time and place.
- d. Use of past tense.

2.4.1.2 Recount

Retell events for the purpose of informing or entertaining. It has

1. Generic Structure:

- a. Orientation: provides the setting and introduces participants.
- b. Events: tell what happened, in what sequence.
- c. Re-orientation: optional-closure of events.

2. Significant Lexicogrammatical Features:

- a. Focus on specific participants.
- b. Use of material process.
- c. Circumstances of time and place.
- d. Use of past tense.
- e. Focus on temporal sequence.

2.4.1.3 Report

Describe the way things are, such as with reference to range of natural, manmade and social phenomena in our environment. It has:

1. Generic structure:

- a. General classification: tells what the phenomenon under discussion is.
- b. Description: tells what the phenomenon under discussion is like in terms of
 1. Parts (and their functions).
 2. Qualities.
 3. Habits or behaviors, if living: use, if non-natural).

2. Significant Lexicogrammatical Features:

- a. Focus on general participants.

- b. Use of relational processes to state what is and that which it is.
- c. Use of simple present tense.
- d. No temporal sequence.

2.4.1.4 Analytical Exposition

To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result. It has:

1. Generic Structure:

a. Thesis:

position (introduces topic and indicates writer's position), preview (outlines the main arguments to be presented).

b. Arguments:

point (restates main argument outline in preview), elaboration (develops and supports each point/argument).

c. Reiteration (restates writer's position).

2. Significant Lexicogrammatical Features:

- a. Focus on generic human and non-human participants.
- b. Use of simple present tense.
- c. Use of relational processes.
- d. Use of internal conjunction to stage argument.
- e. Reasoning through causal conjunction or nominalization.

2.4.1.5 News Item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important. It has:

1. Generic Structure:

- a. Newsworthy event(s): recounts the event in summary form.
- b. Background events: elaborate what happened, to whom; in what circumstances.
- c. Sources: comments by participants in, witnesses to and authorities' expert on the event.

2. Significant Lexicogrammatical Features:

- a. Short; telegraphic information about story captured in headline.
- b. Use of material processes to retell the event.
- c. Use of projecting verbal processes in sources stage.
- d. Focus on circumstances.

2.4.1.6 Anecdote

To share with others an account of an unusual or amusing incident. It has:

1. Generic Structure:

- a. Abstract: signals the retelling of an unusual incident.
- b. Orientation: sets of the scene.
- c. Crisis: provides details of the unusual incident.
- d. Reaction: reaction to crisis.
- e. Coda: optional-reflection on or evaluation of the incident.

2. Significant Lexicogrammatical Features:

- a. Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.
- b. Use of material processes to tell what happened.
- c. Use of temporal conjunctions.

2.4.1.7 Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

1. Generic Structure:

- a. Orientation: sets the scene and introduces the participants.
- b. Evaluation: a stepping back to evaluate the plight.
- c. Complication: a crisis arises
- d. Resolution: the crisis is resolved, for better or for worse.
- e. Re-Orientation: Optional.

2. Significant lexicogrammatical features:

- a. Focus on specific and usually individualized participants.
- b. Use of material processes.
- c. Use of relational processes and mental processes.
- d. Use of temporal conjunctions and temporal circumstances.
- e. Use of past tense.

2.4.1.8 Procedure

To describe how something is accomplished through a sequence of acts or steps. It has:

1. Generic Structure:

- a. Goal.
- b. Materials (not required for all procedural texts).
- c. Steps 1(i.e. goal followed by a series of steps oriented to achieving the goal).

2. Significant Lexicogrammatical Features:

- a. Focus on generalized human agents.
- b. Use of simple present tense, often imperative.

- c. Use mainly of temporal conjunction (or numbering to indicate sequence).
- d. Use mainly of material processes.

2.4.1.9 Descriptive

Describe a particular person, place, or thing. It has:

1. Generic Structure:

- a. Identification: identifies phenomenon to be described.
- b. Description: describes part, qualities, and characteristics.

2. Significant Lexicogrammatical Features:

- a. Focus on specific participants.
- b. Use of attributive and identifying processes.
- c. Frequent use of Epithets and Classifier in nominal groups.
- d. Use of simple present tense.

2.4.1.10 Hortatory Exposition

To persuade the reader or listener that something should or should not be the case. It has:

1. Generic Structure:

- a. Thesis: announcement of issue of concern.
- b. Arguments: reasons of concern, leading to recommendation.
- c. Recommendation: statement of what ought or ought not to happen.

2. Significant Lexicogrammatical Features:

- a. Focus on generic human and non-human participant, except for speaker or writer referring to self.
- b. Use of mental processes (to state what writer thinks or feels about issue e.g. realize, feel, appreciate), material processes (to state what happens e.g. is polluting, drive, travel,

spend, should be treated) and relational processes (to state what is or should be e.g. does not seem to have been, is).

c. Use of simple present tense.

2.4.1.11 Explanation

To describe the process involved the formation or working of natural or socio cultural phenomena. It has:

1. Generic Structure:

- a. A general statement to position the reader.
- b. A sequenced explanation of why or how something occurs.

2. Significant Lexicogrammatical Features:

- a. Focus on generic, non-human participants.
- b. Use mainly of material and relational processes.
- c. Use of mainly of temporal and causal circumstances and conjunctions.
- d. Use of simple present tense.
- e. Some use of passive voice to get them right.

2.4.1.12 Discussion

To present (at least) two points of view about an issue. It has:

1. Generic Structure:

- a. Issue: statement and preview.
- b. Arguments for and against or statements of differing points of view: point and elaboration.
- c. Conclusion or recommendations.

2. Significant Lexicogrammatical Features:

- a. Focus on generic human and generic non-human participants
- b. Use of :
 - 1. Material processes e.g. has produced, have developed to feed.
 - 2. Relational process e.g. is, could have, cause, are.
 - 3. Mental processes e.g. feel
- c. Use of comparative: contrastive and consequential conjunctions.
- d. Reasoning expressed as verbs and nouns (abstraction).

2.4.1.13 Reviews

It is critique of art or event for a public audience. It has:

- 1. Generic structure:
 - a. Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.
 - b. Interpretative recount: summarizes the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.
 - c. Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.
 - d. Evaluative summation: provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole; is optional.
- 2. Significant Lexicogrammatical Features:
 - a. Focus on particular participants.
 - b. Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary) including: attitudinal.

2.4.2 Descriptive Text

One of the text types taught for student is a descriptive text. Descriptive text, based on the 2013 Curriculum, is one of text types that have to be learned by senior high school students in Indonesia. Emilia and Christie in Anggun(2016:147) argue that learning descriptive genre is essential in order student can describe vivid and proper information. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well, state Gerot and Wignell in Anggun (2016:149). According to Pardiyono (2007:34) descriptive text is a type of written text, which has the specific function to give description about an object (human or non human).

Wardiman (2008:122) specify the generic structure of descriptive text into two parts, that is introduction is the part of paragraph that introduces the character; and description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.

Rinastuty (2014:23)states that descriptive text is a text which describes a person, thing, place and certain condition in particular. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Commonly a descriptive text uses the first and third person pronoun as point of view.

In addition, description is also used in all forms of writing to create a vivid impression of a person, place, object or event. For example describe a special place and explain why it is special, describe the most important person in your life, etc.

Therefore, the we should know well what we want to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

Example of Descriptive Text :

Panda

Have you ever watched the cartoon movie “Kung Fu Panda”? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different.

Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas’ diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas’ diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

2.5 Previous Related Research

Many researchers had done researches about translation. A study of analyzing an Translation text had been done by Widi Dharmawan Yudha and Achmad Basari in 2013. Their study focused on *translation methods used in three chapters of “tanjung mas sebagai central*

point port” handbook. In their study, the translation method used by the translator in translating the three chapters of this book as Indonesia-English version consist of the number of word-for-word translation, literal translation, free translation, faithful translation, and adaptation translation in this handbook is different because the contained of this book is about information of Tanjung Mas. The translator made this work more clearly for the reader. The researcher found that the translation method which is the most frequently used by the translator is literal translation. Literal teanslation is used because the translator still keeps the grammatical construction of the source language is converted into the nearest the target language.

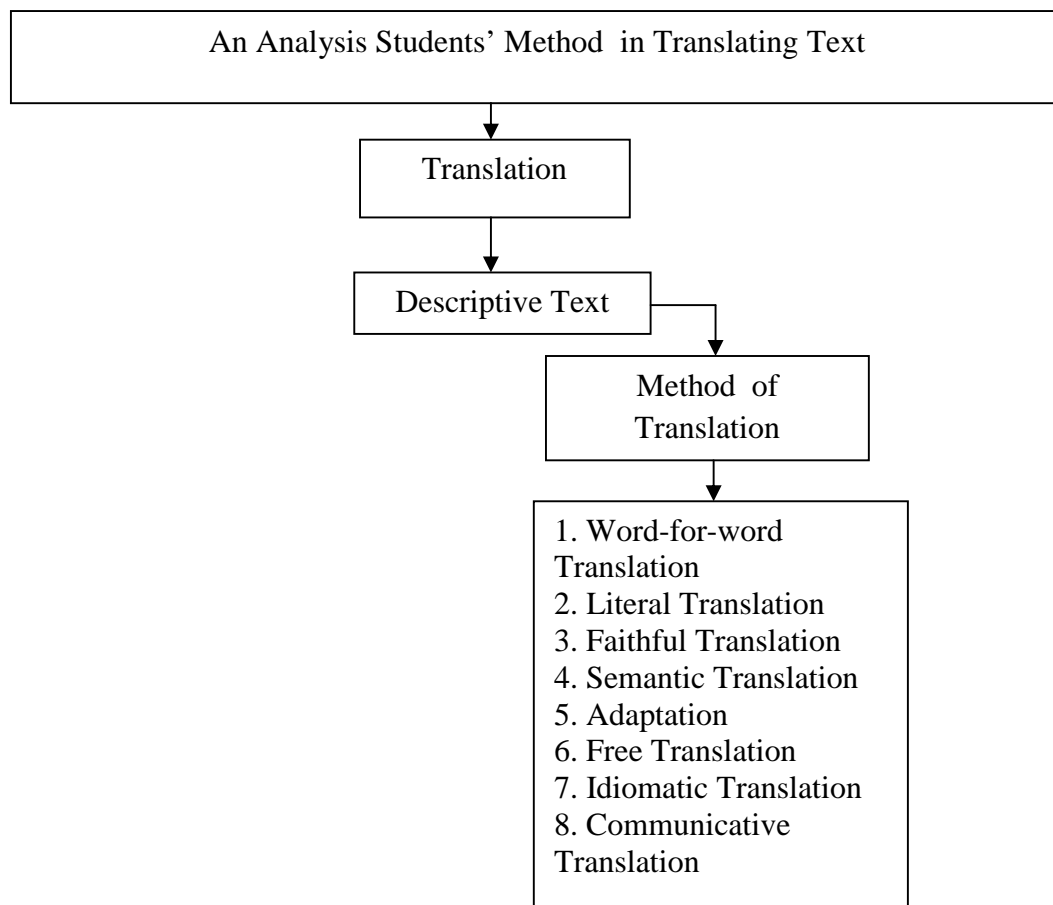
Any research had done by Lambang Prakoso in 2010. He studied about *the analysis of translation techniques and quality of translation of the website “friendster.com”*. In translating the website, the translator used some types of translation techniques, there are, structure shift, literal translation, naturalization, borrowing, free translation and adaptation. Based on this previous reseaches, the writer found some theorys that will help the writer to do the research of translation text.

2.6 The Conceptual Framework

In conducting a research, it is important to present some theories related to this study to get the same perception on every variable between the writer and the reader. Translation is an activity that aims at conveying meaning or meanings of a given linguistic discourse from one language to another. Translation can be defined in terms of sameness of meaning across languages. According to some researchers, there can be no absolute correspondence between languages and hence no fully exact translations. Translation at some level is always possible, however, there are times when interlocutors are aware that they do not mean the same by particular phrases. Meaning is formed on each occasion of linguistic interaction and is therefore

unique and not replicable. Therefore, a translation can never ‘mean’ the same as the source text. But this does not matter, because practice ensures that translators ‘get away with’ translating sufficiently well sufficiently often.

This study is intended to describe about what are the translation method that used by the students in translating descriptive text. Some students have different way or method in translating a text. The common way or method in translating text such as word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation communicative translation.



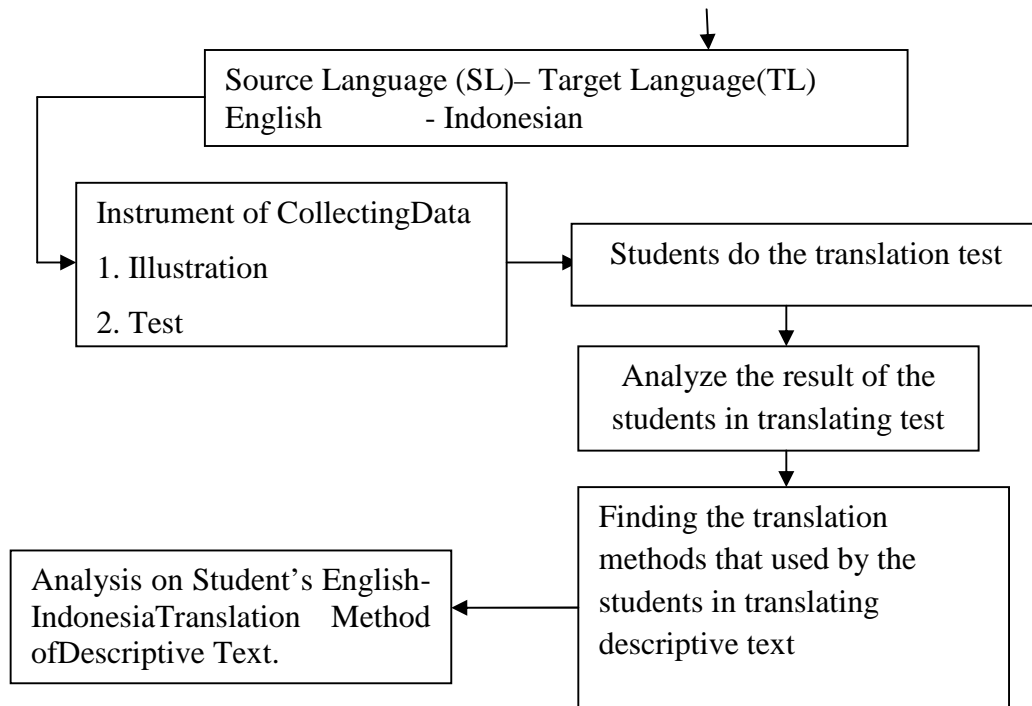


Figure 2.6.1 Analysis on Student’s English-Indonesia Translation Method of Descriptive Text(Charitas Dei Lisepong :2018)

CHAPTER III

RESEARCH METHODOLOGY

The set of rules and procedures or an approach to solve the problem systematically, and the process of study to collect information and data is the meaning of research methodology. The methodology in this case is about the research design, population, sample, instrument of collecting the data, and technique of analyzing the data.

3.1 Research Design

This study was conducted by using descriptive qualitative method. According to Denzin and Lincoln (2005) descriptive qualitative research as involving an interpretive naturalistic

approach to the world. This means that in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Qualitative research is mostly associated with words, language and experience rather than measurements, statistic and numerical figures. Research is not simply gathering the data but it is the process of selecting, organizing, analyzing, interpreting and evaluating the data so that valid statements can be made about some aspects of reality. Therefore, this study focused on analyzing the data in order to find out what are the translation methods that used by the students in translating the descriptive text.

3.2 The Subject of the Research

The subject of this research were the second semester students in English Department of Nommensen HKBP University, Medan. The writer selected one class from three parallel classes as sample randomly. The class consists of 20 students. The writer choose them because writer want to analyze what are the translation methods that used by the students in translate the descriptive text in English into Indonesia. Sometimes not only the students in school but also the students in University have their own way or method to translate the text.

3.3 The Object of the Research

The object of the research was translation descriptive text entitled Panda that have been done by the second semester students in English Department of Nommensen HKBP University Medan.

3.4 Instrument of Collecting Data

The writer used a translation test, the writer gave descriptive texts in English as material of the test in which the writer could see the students' method in translating descriptive text. The writer gave the students 60 minutes to do the test. They are not allowed to use a dictionary or mobile-phone while translating the text.

3.5 Procedure of Collecting the Data

The data of this study was collected by applying documentary technique because the source of this study is the students' answer sheet in the translation of descriptive text.

1. The writer gave a brief explanation about what the descriptive text was.
2. The writer gave the students a test and the test is a descriptive text.
3. The number of data is 20 students which one class include.
4. The time allocation that the writer gave to students is 60 minutes.
5. After students did the test, the writer collected their answer sheet.
6. At last, the writer checked the students' answer sheet, tried to find out what are the translation methods that used by the students in translate that descriptive text.

3.6 Technique of Analyzing Data

1. After collected the data from students, the writer analyzed the data.

2. The analysis data based on the data on the students answer sheet of translating descriptive text in English into Indonesia.
3. The writer analyzed the students' translation by seeing each sentence of that.
4. The writer made a conclusion in the result of test to find out the student's method in translating the descriptive text.
5. The writer have found the dominant type of translation method that used by the students.
6. Calculating the numbers of each translation methods by using the percentage formula :

$$P = \frac{f}{t} \times 100 \%$$

P = the percentage number of items

F = frequency

T = the total of numbers of each item

7. Find out the most dominant type of translation methods.