

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

Nowadays people are required to be able to speak not only in their mother tongue but also in other languages for the world is getting smaller and smaller. English is one of the demanded language to learn as it is an international language. People from all over the world communicate with each other in English. They are, once more, required to speak fluently so that the message they want to convey can get across. They have to acquire good English to do so.

In the first language acquisition most structures of the language are acquired within the first five years old of life. The first language acquisition is rapid, succesful and inevitable. It is because someone in the first language acquisition is still in the critical period. It is a period in which language aquisition is easy and complete. On the other hand, second language acquisition does not go that way. The second language acquisition (SLA) displays some differences from first language acquisition. One of them is that second language acquisition is not more successful and learners of second language are rarely successful. Although it is so rare that learners of second language succeed in their acquisition, it is still possible for them to communicate in English as their second language. Furthermore, they might face difficulties in their communication. It is normal actually. When they face difficulties, whether it is in vocabulary or grammar structure, they will

try to overcome them. In order to overcome these problems they use various kinds of communication strategies.

According to Stern (1993:411) "Communication strategies are techniques of coping with difficulties in communicating in an imperfectly known second language". There are various kinds of communication strategies used by learners, for instance language switch and literal translation.

The two kinds of communication strategies above are commonly used by English learners, for they have limited numbers of vocabulary or poor grammar structures mastery. When they do not know the English word for a certain thing they will switch to their native language. This is what is called language switch. Furthermore, they also translate word for word into their first language. This is what called literal translation.

The language that is to be translated is called source language (SL), where as the next to be translated is source text (ST). The language that is to be translated into is called the target language (TL); while the final product is called (TT). Basically, translation an expression of meaning, communicated in the source language into the target language based on the meaning contained in the source language. Not only translation replace the source language text into the target language text but also it needs an activity to replace idea and purpose intended in the same way with the source language text of mind. To translate a work, the translator should use various strategies to translate in order that every viewer could receive the meaning and messages. Translation does not permit to change the messages or meanings of the source. However, the translator can add, omit or change the word in order to get a natural, accurate and communicative

translation. There are two ways the commonly used to translate, that is using the lips or mouth directly that we often call them interpreting and using writing.

There are some problems that often occur when the translator tries to make a good translation result. There are many problems in speaking such as the slip of tongue and different pronunciation. However, it is not a problem if the listener can still catch the expected meaning. Then problem in written languages are the equivalent meaning among the source language and target language and it is not big problem too if the translator has a creativity to cultivate every words to be a good meaning.

According to Newmark (1988b:46) "Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context". And then literal translation is a translation which translate literally and it can be happened from grammar, and translate word for word.

In this study, the researcher deals that translation method as his topic because when practiced in the field (PPL at SMA BM 3 MEDAN), the students were difficult to translate a text especially in descriptive text in another power discentive is the fear that they have nothing to say. A common response of students, when asked to translate, they do not have good vocabulary and they always use scatcher translaton while translating a text from English into Indonesia. Based on observation at SMA BM 3 MEDAN, around 50% percent students can not translate a text among them and still low to get the real meaning in translating a text.

Based on the writer's experience when doing preliminary observation. The writer found that many student found some problems that they did not understand how to translate the Phares in a test. Translation is basically a process changes a form. When we write of the form of a language, we are referring actual words, Phrase, clause, Sentences, pharagraph, etc.

Based on the Writers' experience when doing preliminary observation, the writer used instrument test. The writer found some problems that the students face to translate a text. The writer gave a text to makesure their ability in translating a text.

### **National Monument**

The National Monument or usually called **as Monas is located in Central Jakarta, Indonesia**. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. **It was opened to the public in 1975.**

The National Monument is a rectangular tower with the height of 132 meters. **The typical part of the building that becamea special characteristic of it is the flame shape** covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. **There is also an amphitheater in this building** called Ruang Kemerdekaan, **it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors**. If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also **the flame of independence**.

In this text, the writer asked the students to translate into Indonesia to find the problem that the writer will analyze, below is the translation of the text.

### **Monumen Nasional**

*Monumen Nasional atau biasa disebut dengan Monas terletak di Jakarta Pusat, Indonesia. Tugu ini dibangun pada tahun 1961 dengan tujuan untuk memperingati perjuangan dan pertarungan rakyat Indonesia untuk mencapai kemerdekaan mereka. Bangunan ini dibuka untuk umum pada tahun 1975.*

*Monumen Nasional adalah sebuah menara berbentuk persegi panjang dengan tinggi 132 meter. Bagian khusus dari bangunan ini yang menjadi ciri khasnya adalah bentuk api yang dilapisi dengan lembaran emas yang terletak di bagian paling atas bangunan. Terdapat sebuah museum di bagian dasar menara ini dengan ukuran 80 x 80 meter. Semua orang bisa mengunjungi museum itu untuk mempelajari sejarah Indonesia. Ada juga sebuah amphiteater dalam bangunan ini yang disebut Ruang Kemerdekaan, ruang ini terletak di bagian bawah Monas dan itu bisa dicapai dengan menggunakan tangga berputar di pintu utara dan selatan. Jika kamu pergi ke sisi selatan bangunan ini, kamu akan menemukan sebuah lift yang bisa digunakan untuk menuju lantai paling atas dimana kita akan menemukan pengamatan dan kemerdekaan yang berkobar.*

In translating this text some students directly translate sentences ungrammatically, for example:

**Table 1.1. The Translation Bahasa into English**

Source language	Target language (students' translate)	The Correct meaning
As monas is located in central jakarta, indonesia	Sebagai monas adalah lokasi jakarta pusat indonesia	Monas yang berlokasi di jakarta pusat, Indonesia
It was opened to the public in 1975	Itu adalah dibuka untuk umum di tahun 1975	Bangunan ini dibuka untuk umum pada tahun 1975
The typical part of the building that became a special character of it is the flame shape covered with gold foil located on the top of the tower.	<i>Bagian khusus bangunan yang menjadi karakteristik spesial dari itu adalah nyala api</i>	<i>Bagian khusus dari bangunan ini yang menjadi ciri khas nya adalah bentuk api yang dilapisi dengan lembaran emas yang terletak di bagian paling atas bangunan.</i>
There is also an amphitheater in this building	<i>Ada juga merupakan amfiater di dalam bangunan ini</i>	<i>Ada juga sebuah amfiteater dalam bangunan ini</i>
It is located in the cup part of monas	<i>Ini adalah lokasi dalam mangkok dalam monas</i>	<i>ruang ini terletak di bagian cawan Monas</i>
It can be searched by using spiral stairs at	<i>Itu bisa dijangkau oleh tangga spiral diarah</i>	<i>itu bisa dicapai dengan menggunakan tangga</i>

the north and and south doors	<i>utara dan selatan</i>	<i>berputar di pintu utara dan selatan.</i>
The flame of independence	<i>Nyali api kemerdekaan</i>	<i>Kemerdekaan yang berkobar</i>

By the example above , we can see that some wrong translation in the story above, it is because the students did not care about grammaticall correctly.

From the analysis of the student’s text, their skill in translating is still lack. From the observation, the writer found that 70% of students got 20-50 and 30% of students got 60-89. The students also did not understand how to translate the phrases, clause, and sentence. To sum up the explanation above, the writer is interested to analyze the using of literal translation as communication strategies in eleventh grade at SMK Swasta Jambi Medan

### **1.2The Problem of the Study**

Based on the background above, problem of the study can be stated as follow:

1. What kinds of Translation method do the students use in SMK Swasta Jambi Medan?
2. What is the most dominant type of translation method that used by the students in translating a text?

### **1.3 The Objective of the Study**

Based on the problem stated, objective of the study is to find out the kinds of translation that the students used, and to find out the most dominant types of translation that the students used.

#### **1.4 The Scope of the Study**

This study is related to the use of Translation method. 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. (Peter 1987:46). Based on the theories from Newmark (1988, p. 81-93), Vinay and Darbelnet (1958), Catford (1965). The types of translation Procedure are: Borrowing, Calque, Literal Translation, Transposition, Modulation, Equivalence, and Adaption.

According to Peter Newmark (1987:45-47) define that there are some translation methods in translation namely : (1) word-for-word Translation (2) literal translation (3) faithful translation (4) semantic translation (5) adaption (6) free translation (7) idiomatic translation (8) communicative translation. On this case the writer focuses on translation method. According to Gerrot and Wignel (1994:192-218) defines some types of text, they are: (a) spoof/recount, (b) Report, (c) Analytical Exposition, (d) News Item, (e) Anecdote, (f) Narrative, (g) Procedure, (h) Description, (i) Hortatory Exposition, (j) Explanation, (k) Discussion and (l) Review. Based on the types of the genres, the writer chooses description or descriptive text.

#### **1.5 The Significances of the Study**

The results of this study are expected to give useful information about analysis of students' translation in translating text from English into Indonesian. There are two kinds of significance of this study, they are:



Theoretically

- 1) The finding of the study is expected to be useful for the readers to enrich their knowledge about translation by using translation method in translating text.

Practically

The findings of the study are expected to be useful for:

- 1) For the students, help them to know about their method in translating text.
- 2) For the English teacher, it can be one of guidance for them to develop their strategies and materials in teaching students in translating descriptive text by using translation method.
- 3) For the other researchers, this finding can be used as a basic information or as a reference and also a comparison in conducting similar research about the translation by using translation method.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

The basic concept of the study should be made clear from the start. This is considered important to understand the ideas conveyed. Therefore, the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, the following is considered to be important to discuss the clarifying the concept used or being discussed so that the readers will get the point clearly.

#### 2.2 Translation

Translation typically has been used to transfer written or spoken SL text to equivalent written or spoken TL text. In general, the purpose of translation is to reproduce various kinds of texts-including religious, literary, scientific, and philosophical texts-in another language and thus making them available to wider readers.

Baker (1992:87) state that If language were just classification for a set of general or universal concepts, it would be easy to translate from an SL to a TL; furthermore, under the circumstances the process of learning and L2 would be much easier than it actually is. In this regard, Culler (1976:21) believes that languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the

world differently, and languages do not simply name categories; they articulate their own.

According to the researcher that The conclusion likely to be drawn from what Culler writes is that one of troublesome problem of translation is the disparity among languages. The bigger gap between the SL and the TL, the more difficult the transfer of message from the former to the laater will be. Before people translate a text they should know about the definition of translation. This part will talk about the definition of translation, kinds of translation, process of translation and meaning

### **2.2.1 Definition of Translation**

There are many definitions of translation from translation experts. According to Bassnett (2002: 12), Translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structure will be seriously distorted.

In general, translation was changing a text from one language into another without changing the meaning or the idea that occur in the source language. The following definitions of translation proposed by linguists around the world will be explained by According to Newmark (1988:5) translation is rendering the meaning of a text into another language in the way that the author intended the text. Newmark gave more explanation from his statement above that translation was not only translating the language but also the translator should transfer the meaning of the text, so the reader knew about the author intention.

Translation is the transfer of text from the source language to the equivalent text in the target language. The term translation can be defined as the action of interpretation of the meaning of a text, and product an equivalent text that communicates the same message in another language. Catford (1965: 20) states that translation may be defined as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

According to Jeremy Munday (2004:5) Translation is the communication of the meaning of source language text by means of target language text. Besides that, translation is a process that performed in language, a process changing a text in source language. Translation consists of giving the meaning of source language into target language. The form of language is called source language and which is changed is called target language. Translation is completed process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed even though it may be very different from the source language form.

Translation has a lot of function in social life because language is one tool of communication that has the relation between source language into target language and also when someone speaking in English we need someone to translate it into target language so we know what the meaning of that message. According to Basil Hatim and Jeremy Munday (2004:3) translation is a phenomenon that has a huge effect on everyday life.” The first of these two senses relates to translations as a *process*, and the second to the *product*. The first sense focuses on the role of the translator in taking the origin or *source text* (ST) and

turning it into a text in another language the *target text* (TT). The second sense centers on the concrete translation on the *product* produced by the translator.

Translation is the process of translating the meaning between source language to receptor language (target language). Larson (1984: 3) says that translation consists of translating the meaning of the source language into the receptor language.

Bell (1991:13) states that the word, translation has three distinguishable meanings: (a) Translating: the process (to translate; the activity rather than the tangible object). (b) a translation: the work of the process of translating (i.e. the translated text). c. Translation: the abstract concept which encompasses both the process of translating and the work of that process. Based on the definition above, the writer concludes that translation is a process of transferring meaning and message from the source language into the equivalent message in the target language. And also Translation is a form of transfer of meaning from one language to another. In addition, all the statements above about translation have the same ideas in the sense that translation is a process of replacing or transferring messages, thought, ideas, meaning, or information from the sources language to the target language. The main point of the translation is that a translator may not change the meaning of the message of the original text.

### **2.2.2 The Kinds of Translation**

Translation method means the translation method used by the translator in revealing the overall meaning of the source language into the target language. According to Newmark (1988:45-47) there are some kinds of translation methods. They are word of word translation, literal translation, faithful translation, semantic

translation, adaptation translation, free translation, idiomatic translation, communicative translation.

### 1. Word for word translation

Word for word translation 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 construe a difficult text as a pre-translation process.

### 2. Literal Translation

Literal Translation is 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-realization 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 - unenonneressantun 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. Adaption 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. 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 (Authorities as diverse as Seteskovitch and Stuart Gilbert tend to this form of lively, '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.

From the explanation above, the writer can be concludes that the method of translation is a way how to translate the source text into target language. The methods are word to word translation which the source language text translated singly by their common meanings, literal translation which grammatical of source language are converted to their nearest target language, semantic translation which emphasizes more naturalness, adaption which the freest from of translation, idiomatic translation which reproduces the message of the original but do not exist in the original, and communicative translation which reproducing the exact message of the source text content and context but it emphasizes on naturalness acceptability of reader from the target language.



### 2.2.3 The Process of Translation

The process of translation is series of activities which be done by a translator at the time she/he transfer the message from the source language into the target language. A translator has to be careful in doing the activity of translation, because a mistake in one point can caused mistakes in another point. If this happened, the result of the translation would be less satisfying. When translating a text, four levels more or less consciously translated in mind.

According to Newmark (1988:19), there are four processes of translation:

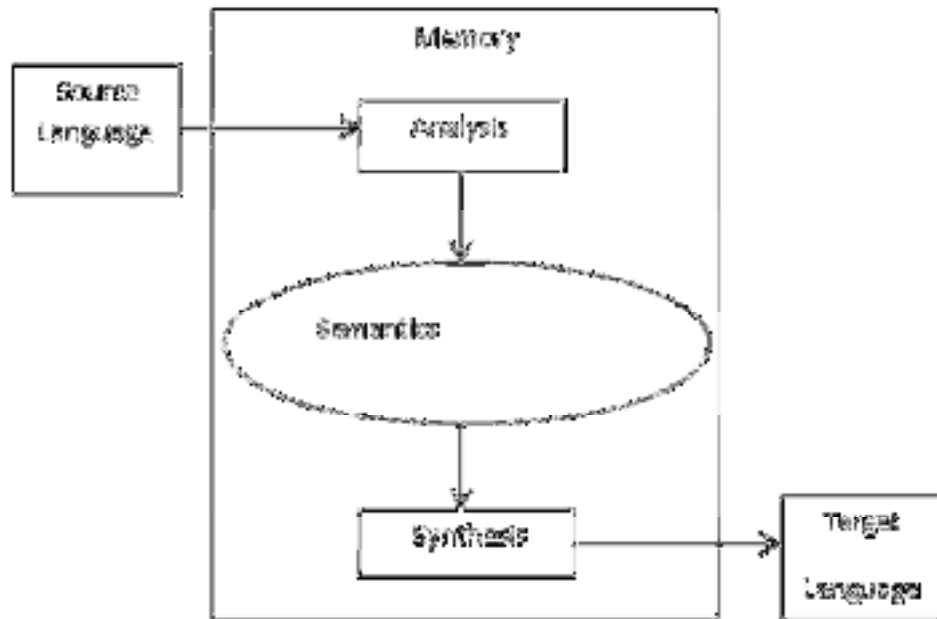
1. The SL text level, the level of language, where one begins and which one continually (but not continuously) goes back to. This is the level of literary translation of the source language into the target language, the level of translation has to be eliminated, but also acts as a connective of paraphrase and the paper-down of synonyms. Translation is pre-eminently the occupation in which the translator has to be thinking several things at the sametimes.
2. The referential level, the level of objects and events, real or imaginary, which progressively have to be visualized and built up, and which is an essential part, first of the comprehension, then of the reproductionprocess. One should not read a sentence without seeing it on the referential level, whether text is technical or literary or institutional, one has to make up mind summarily and continuously.
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 SLtext. This level encompasses both

comprehension and reproduction: it presents an overall picture, to which the language level has to be adjust. This level also links the first and the second level. It follows both the structure and the moods of the text.

4. The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. Natural 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, language where spoken and formal written languages more or less coincide.

Bell (1991: 20) also provides a similar concept of translation process. He describes the translation process as 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, and
2. The synthesis of that semantic representation into a second language-specific text (the target language text, TLT).



**Figure 1. Translation process by Bell**

Translation is a process based on the theory that it is possible to abstract the meaning of a text from its forms and reproduce that meaning with the very different forms of a second language. Translation, then, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. According to Larson (1984: 3) when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate

in the receptor language and its cultural context. The following diagram is presented by Larson as the translation process.

The translation process is an activity to translate of the source language text being transferred to the target Language text. Translation has some process or steps so that a translator has to be careful to translate because a mistake in one step will emerge mistake in other step. According Robinson (2003:90), writes the process of translation as follows:

*1. Translate*

Act; jump into the text feet first; translate intuitively. To translate a text into some language, it might also have to satisfy certain operating system requirements for the text.

*2. Edit*

think about what you've done; test your intuitive responses against everything you know; but edit intuitively too, allowing an intuitive first translation to challenge (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainty and cognitive doubt, and don't automatically choose one over the other; use the act—response—adjustment cycle rather than rigid rules.

*3. Sublimate*

Internalize what you've learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoire; but sublimate it flexibly, as a directionality that can be redirected in conflictual circumstances; never, however, let subliminal patterns bind your flexibility

## **2.3 Translation Method**

Translation methods are a way to determine direction and the characteristics of the translator in translating sentences. This part will talk about the definition of method and translation method classification.

### **2.3.1 Definition of Method**

Translation method is a method widely used in teaching foreign languages. The principle is premised in this method is that the mastery of foreign languages learned that can be achieved by exercises translation of languages taught in the mother tongue of students or vice versa. The exercises of this translation is the main exercises in this method

Method means the regular way used to carry out a job to be achieved in accordance with the desired; systemic way of working to facilitate the implementation of an activity to achieve the specified goals. Regarding translation, the method means a systematic plan and way of doing translation. A translator must have a clear translation method, which is to translate according to what was planned. For example, when translating a text for children, the translator has planned whether to eliminate difficult terms that might cause difficulties for the target reader or not. Of course the selection of a method is accompanied by careful considerations regarding the target reader, the type of text, the wishes and intentions of the author of the text, and the purpose of translating the text.

### 2.3.2 Translation Method Classification

The central of translation on whether to translate like rally or freely. This method actually uses in our daily lives. According to Newmark (1988:45-47), there are some kinds of translation methods. They are word of word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, communicative translation.

#### 1. Word to word

In this method, the word 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 words translated singly by their most common meaning and out of context.

Example:

- SL: The accident happened in north Sumatra.

TL:itukecelakaanterjadi di utara Sumatra.

- SL: The woman is visiting America next week.

TL:ituwanitaadalahmengunjungiAmerikadepanminggu.

#### 2. Literal Translation

Their nearest target language equivalences but the lexical word are again translated singly, out of context, actually literal translation has a little communication value and a little help to readers of the target language.

Example:

- ST: His heart is in the right place

TL: Hatinyaberada di tempat yang benar.

- ST: The Sooner or the later the weather will change.

TL: Lebihcepatataulebihlambatcuacaakanberubah.

### 3. Faithful Translation

Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer.

Examples:

- ST: I have quite a few friends.

TL: Sayamempunyaisamasekalitidakbanyaktekan

- SL:RadenAjengKartini was a Javanese.

TL:RadenAjengKartiniadalah orang Jawa.

### 4. Semantic Translation

In semantic translation, the context of the message is more emphasized rather than the effect, it attempts to reader, 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 less important cultural word are translated by functions terms not by cultural equivalents.

Examples:

- SL: He is a book-worm

TL: Dia adalah orang yang sangat suka membaca.

- SL: Wet paint.

TL: Cat Basah.

## 5. Adaption Translation

This method is This is the “freest” form of translation. It is used mainly for plays (comedies), a poetry, the source language culture converted to the culture and the text rewritten. In adaption method, the translator adds the excessive information and finally causes a meaning deviation.

Example:

- SL: Hey Jude, don't make it bad, Take a sad song and make it better

TL: Kasih, dimanakah Mengapa kaulinggalkan aku

- SL: Remember to let her into your heart Then you can start to make

It better

TL: Ingatlah-ingatlah kau padaku, Janji setiamu tak kan kulupa

## 6. Free Translation

Free translation is reproduces the matter without the manner, or the content with the form of the original. Usually, it is a paraphrase, much longer than the original called “in trilingual Translation”

Example:

- SL: killing two birds with one stone

TL: tembaksatudapatdua

- SL: Juan is growing with happiness.

TL: Juan, hatinyaberbunga-bunga



## 7. Idiomatic Translation

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

Example:

- SL: love me love dog

TL: cintailahakudankekuranganku

- SL: You are Cheery Mood

TL: Kamukelihatan ceria

## 8. Communicative Translation

Communicative translation attempts to keep the exact contextual meaning of the original in such a way that both contents and language are readily acceptable and comprehensible to the readers, it attempts to produce on its reader's affect as close as possible to that obtained on the readers on the original, emphasizes the force rather than the content of the message. It is mainly concerned with the receptors, usually in the context of the language and cultural variety. In other words, the meaning of communication translation is like a warning.

Example:

- SL: Beware of dog!

TL: Awasadaanjing!

- SL: Stop firing! He is dying now.

TL: hentikan tembakan! Diasekarat.

From the explanation above, the writer can be concludes that the method of translation is a way how to translate the source text into target language. The methods are word to word translation which the source language text translated singly by their common meanings, literal translation which grammatical of source language are converted to their nearest target language, semantic translation which emphasizes more naturalness, adaption which the freest from of translation, idiomatic translation which reproduces the message of the original but do not exist in the original, and communicative translation which reproducing the exact message of the source text content and context but it emphasizes on naturalness acceptability of reader from the target language.

#### **2.4. Communication**

Categorized from many aspects, the term communication can be defined in many ways. Lustig and Koester (1996:29) defined communication as “ a symbolic process in which people create shared meaning”. A symbolic refers to a word, action or object that can represent a meaning. Meaning, it self can be defined as the perception, thought or feeling that experienced and communicated by person. Lustig and Koester (1996:29) state that meaning can be defined as a personal

experience which can not be shared with others as such but needs to be interpreted as a message.

According to the researcher's opinion that Communication is a dynamic process. It changes, moves and develops all the time, people can not stick in one purpose since it will follow the world growth. And also it has a meaning when we gave a symbolic to the receiver, it is like word, action and object. Lustig and Koester (1996:30) inform that all the communication situation are unique in this nature and the process can be seen as "a sequence of distinct but interrelated steps". Communication involves shared not only form but also meanings.

The writer defined that as people experience is the world and everyday activities, they create and share meanings with other people and groups. Communication is interpretive and people actively attempt to understand and organize their experiences.

It can be defined that in communication, people behavior will also effect his or her response on the message, in which means there will be some additional as the proponents of a channel (the communication takes place), a responder ( the observer of the communicative behaviour), encoding and decoding ( the process of the producing and interpreting information), and feedback ( the information available to a source that permits him or her to make qualitative judgements about communication effectiveness).

#### **2.4.1. The Nature of Communication Strategies**

To speak foreign language as fluently as in the first language is not a simple thing, for there are many differences between the first language acquisition and foreign language acquisition. While learners are able to deliver their messages in

their first language easily, it is not that easy to do the same thing in the target language. There are some matters of words choice, structure, pronunciation, etc. They sometimes know what to say, but do not know how to say a certain word or to construct the sentence to be understood by the interlocutors in the target language. The disability of such delivery needs to be solved. Due to the fact that learners of second language are not always able to say what they want to say in the target language, they try to find a proper strategy to solve the problem. This kind of strategy is called communication strategy.

The term of communication strategy has been discussed by several researchers, such as Tarone (1980), Corder (1983), Frech and Kasper (1984). Communication strategy is one of the components of communicative competence.

According to Tarone points out that communication strategy is a systematic attempt by the learners to express or decode meaning in the target language in situations where the appropriate systematic target language rules have not been formed. He also defined communication strategy as learners' pattern of using what they know as they try to communicate with speakers of the target language. Thus, when they face problems, they will use the communication strategy in order to bridge the gap of the two languages. Bialystok (1990:3) cites some definitions of communication strategies, they are:

- a. A systematic technique employed by a speaker to express his meaning when faced with some difficulties (Corder, 1977).
- b. A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone, 1980).

- c. Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983).
- d. Technique to coping with difficulties in communicating in imperfectly known of second language (Stern, 1983).

From the Bialystok's explanation the researcher defined that in this context, communication strategy is seen as the way to solve the problem of communicating in the target language and also to reveal the same purpose of communication strategies to solve an emerged communication problem by applying some kinds of techniques. The definitions of Faerch and Kasper (1983) and Stern (1983) also provide us specific and precise description for communication strategies which refers to the employed techniques when speakers have problems in expressing themselves. Thus, we can assume from the definitions state that learners use communication strategies when they face problems in their communication in the target language.

The total number of variety of strategies employed and the frequency with which any given strategy is used are not necessarily indicators of how usefull they will be on the language task. It means that derives of numerous forms of communication strategies, it is not correct to say that one kind of strategy is better than another, but rather than kind of strategy chosen by the speakers so that it can help him to overcome his problems. So, the main point is the strategy the learners choose, whether it is potential and effective for their difficulty or not. Furthermore, there are variables that influence the use of communication strategy. These could be age, cultural background, satge of the development, etc.

While in the discussion, we acknowledge how the use of communication strategies helps the students to solve their problems in communicating in the second language. It is also important to see the other effect of using communication strategies. Communication strategy is also considered a risk avoiding and risk taking. A risk taking likely benefits the second language acquisition. On the other hand, the risk avoiding strategies are more problematic. It is worried that the use of such strategies may lead to a lack of linguistic forward movement. Moreover, it is found that learners who develop strategic competence may do so at the expense of the development of linguistic competence. However, it can not be defined that communication strategies do at last keep communication open. The possible objection is actually where the learners pick up their mastery of their first language, so that some errors occur where as an error is a problem in a foreign language acquisition.

Although a strategy is actually general, students must show that the use of such strategies can encourage them to find ways to a better foreign language use. Furthermore, students must be encouraged to use such strategy rather than remain silent if they can not produce grammatical or lexical correct forms and must be given opportunity to use them. So, in this discussion the writer is going to observe the use of literal translation and language switch. It is also interesting to discover whether a successful use of communication strategy encourage the students to learn the correct target language forms.

#### **2.4.2 The Classification of Communication Strategies**

Since the students of second language might face problems in their communication in the target language they will try find a correct strategy to solve

it. Many researchers their own clasification of communication strategies. Here are the classification according to Tarone, Corder, and Faerch and Kasper.

**Table 1.2. Classification of Communication Strategies**

Tarone (1981)	Corder (1981)	Faerch & Kasper
<b>1. Paraphrase</b> a. Approximation b. Circumlocation c. Word coinage <b>Language transfer</b> a. Literal translation b. Language Switch <b>3. Mime</b> <b>4. Appeal for assistance</b> <b>5. Avoidance</b> a. Topic avoidance b. Message abondenment	<b>1. Non Cooperative Strategies</b> a. Approximation b. Borrowing c. Paraphrase d. Non linguistic means <b>2. Message adjustment</b>	<b>1. Achievement strategies</b> a. Paraphrase b. Word coinage c. Foreignizing <b>2. Reduction strategies</b> a. Avoiding topic

Since the objects of the research the writer is going to observe the literal trasnlation, the writer focusses on one classification including those strategies, it is Tarone’s. Here is the more complete Tarone’s classification.

**Table 1.3. Classification of Communication strategies (Tarone 1981:286, adapted from brown 1994:119)**

Typology	Definition and example
<b>1. Paraphrase</b> a. Approximation	a. The use of a vocabulay item or structure which the learner knows it is not correct but which shares semantic features with the desired item, for example : A: “what do people usually buy there?” B: “handicraft and...old

<p>b. Circumlocution</p> <p>c. Word coinage</p>	<p>objects”.</p> <p>A: “antique, right?”</p> <p>b. Describing characteristics or elements of the objects or actions, for example : A: “I saw...a ship that doesn’t float on the water, it’s under the sea.</p> <p>c. Making up a word to communicate a concept, for example : The learner says “air ball” for “balloon”</p>
<p><b>2. Language transfer</b></p> <p>a. Literal translation</p> <p>b. Language switch</p>	<p>a. Translating word for word from L1, for example : A: “can you speak English?” B: “little-little”</p> <p>b. Using L1 without translating, for example : A: “what happens?” B: I’m so...sebel</p>
<p><b>3. Mime</b></p>	<p>a. Non verbal strategy, for example : learner shakes his head to show that he does not understand.</p>
<p><b>4. Appeal for assistance</b></p> <p><b>5. Avoidance</b></p> <p>a. Topic avoidance</p>	<p>a. Asking for the correct items, for example : A: “what is he?” A man who is active in politics”. B: “politician”</p> <p>a. Avoiding topics for which L2 items or structures are not known, for example: A: “what do you think about war in iraq?”</p>



b. Message abandonment	<p>B: "I prefer to talk about the general election".</p> <p>b. Learner tries to talk about a particular topic, but gives up, for example :</p> <p>A: "I went to see Thomas Crown affair".</p> <p>B: "what was the movies about?"</p> <p>A: "it's about the...James Bond? (laugh)</p> <p>B: "I think a man who steals picture".</p>
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Despite all kinds of communication strategies offered by many researchers, Cohen claims that no inherently good or bad strategies but rather whether they have the potential to be used effectively. So no matter how many kinds of communication strategies are, the main thing is how a student could select a proper strategy to solve his problem in his communication, so that he could convey his messages.

## 2.5 Descriptive Text

Descriptive text is one of some genres in English that should be mastered by the learners both in junior or senior high school students beside other English text. Fawcett and Sandberg (1984:6) said that descriptive text is a kind of text that describes something, a person, a scene or an object into words so others can imagine it. It is almost the same as Heinle (2002:73) mention that descriptive text shows how something looks, sounds, smells, tastes or feels. If we are talking about the genre, we can avoid that the learners will always face to important components of the text itself that are generic structure and grammatical features. Descriptive text is also has two components, the students need to observe and find

characteristic of the subject when they are about to write descriptive text. They can make a simple writing by describing people, animal, place and person. By describing the characteristic of the simple topics, students will learn more and capable to make descriptive text using more challenging topic.

### **2.5.1 Purpose of Descriptive Text**

Descriptive text is a kind of genre that students have learned in junior and senior high school. It is familiar for the students, because elements in descriptive text are easy to remember by the students. Rinastuty (2014:23) mention that descriptive text is also used in ll forms of writing to create a vivid impression of a person, place, object or event e.g : to describe a special place and explain why it is special describe the most important person in your life, describing the animal's habitat in your report. Descriptive writing is usually used to help the writer develop an aspect of their work, e.g, to create a particular mood, atmosphere or describe a place so that the reader can create vivid picture of characters, places, objects etc.

### **2.5.2 Generic Structure**

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description according to Djuharie (2007:24). The generic structure of descriptiove text includes :

1. Identification.

This part intriduces the subject of the description to the audiance. It gives the audiance brief details about the when, where, who or what of the subject. On the other words this parts stating classification of general

aspect of thing, animal, public place, plant etc which will be discussed in specifically.

## 2. Description.

This part consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this part should describe one features of the subject. All the paragraph in this part built the detailed description of subject. It may described physical appearance, qualities, general personalities or idea, and characteristics.

## 3. Conclusion (optional)

The concluding paragraph contains the conclusion of the topics and sign the end of the text. There are two important part of the generic structure when writing descriptive text. The first is identification, and the second one is description. Students can add with the concluding paragraph but it is not a must.

### **2.5.3 Language Features**

Besides the generic structure, genre also has language feature as the guideline in writing very part of generic structure of the text. It deals with the grammatical features.

#### 1. Use of simple present tense

Simple present tense is one of the common tenses in English, in both in writing and speaking. Simple present tense in English says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact/to express the habitual everyday activity. S+VERB (V) 1 (S/ES).

Example:

- 1) He plays football everyday
- 2) They buy a bag every Sunday

## 2. Use of Adjective

The use of Adjective can be seen in the sentences:

- 1) Their hair are curly
- 2) Meli is a beautiful woman

## 3. Use of Adverb

An adverb is an assertion that function to make clear or complete a sentence passage. By an adverb, the conveyed message in a sentence to be clearer. In a sentence, an adverb gives an explanation, such as: plays, time, manner, frequency, purpose etc.

### a. Adverb of manner

Adverb of manner is explained how is something done. Example: she moved slowly and spoke quietly

### b. Adverb of Place

Usually it used to show places. Example: (1) she has lived on the island all her life. (2) she still lives there now

### c. Adverb of frequency

Adverb frequency tells how often something is. How many times something happens. Example: (1) she takes the boat to the main land everyday. (2) she often goes by herself

d. Adverb of Time

Adverb of time is used to determine a time. Example: (1) she tries to get back before dark. (2) she finished her tea first

e. Adverb of purpose

Example: she drives her boat slowly to avoid hitting the rocks.

Example of descriptive text:

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for

Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

## **2.6 Previous Research**

According to Nord's approach (1991) strategic competence is believed to be crucial in dealing with translation problems. It plays an important role as a regulating mechanism, compensating for deficiencies in the other sub-competencies and contributes towards solving the problems that arise. Nord also argues that there is a need for further research that can provide empirical data derived from the problems encountered by translators. The data can also be relevant to the mechanisms the translators use in solving problems. Based on Nord's claim, this study has investigated the *Analysis of Students' Translation used by a sample of thirty six Saudi majors at the College of Languages and Translation at King Saud University in Riyadh*. First, the strategies employed by Saudi students to compensate for any difficulties they encountered during translation process were examined. The subjects involved were asked to translate a one- page text from their native language, Arabic, into English. It was found that approximation was the most frequently used communication strategy. The other strategies used in order of frequency were circumlocution, message abandonment/reduction, and literal translation. These strategies are elaborated along with recommendations to provide more insights into how to develop students' strategic competence in translation. The similarities of this study with my study is both of the study is focuses on literal translation as communication strategies and the result of this study will be used as the references to conduct my study.

Kurniasari, W. N. I. 2009. *An Analysis of Translation Method by Students at Ta'mirul Islam Modern Boarding School of Surakarta. Final Project. English Department, Faculty of Languages and Arts, Semarang State University*. First Advisor: Drs. Ahmad Sofwan, Ph. D, Second Advisor: Drs. Amir Sisbiyanto, M. Hum. Key words: communication strategies, language switch, literal translation, second language acquisition. This final project is descriptive analysis on the use of language switch and literal translation as communication strategies by students at Ta'mirul Islam Boarding School. The aims of this study are to find out language switch and literal translation used by students in their daily conversation and to describe in what context and to what extent they use both strategies. The population of this study was the year XII students who always used English as their daily language in their school and dormitory. There were ten students involved in the conversation. Questionnaire and recording daily conversation were used to collect the data. The result of the study shows that there were 8 language switches and 25 literal translations occurred during the conversation, 24% of language switch and 76% of literal translation. It means that literal translation was used more than language switch. I also found that although they used many language transfers, the communication could run well. Based on result above, it is suggested that all studentss minimize the use of language switch and literal translation and start to construct grammatical English utterances. Second, the teachers need to pay more attentions to the use of the students' communication strategies and to motivate them to avoid constructing ungrammatical utterances. These strategies are elaborated along with recommendations to provide more insights into how to develop students' strategic competence in translation. The

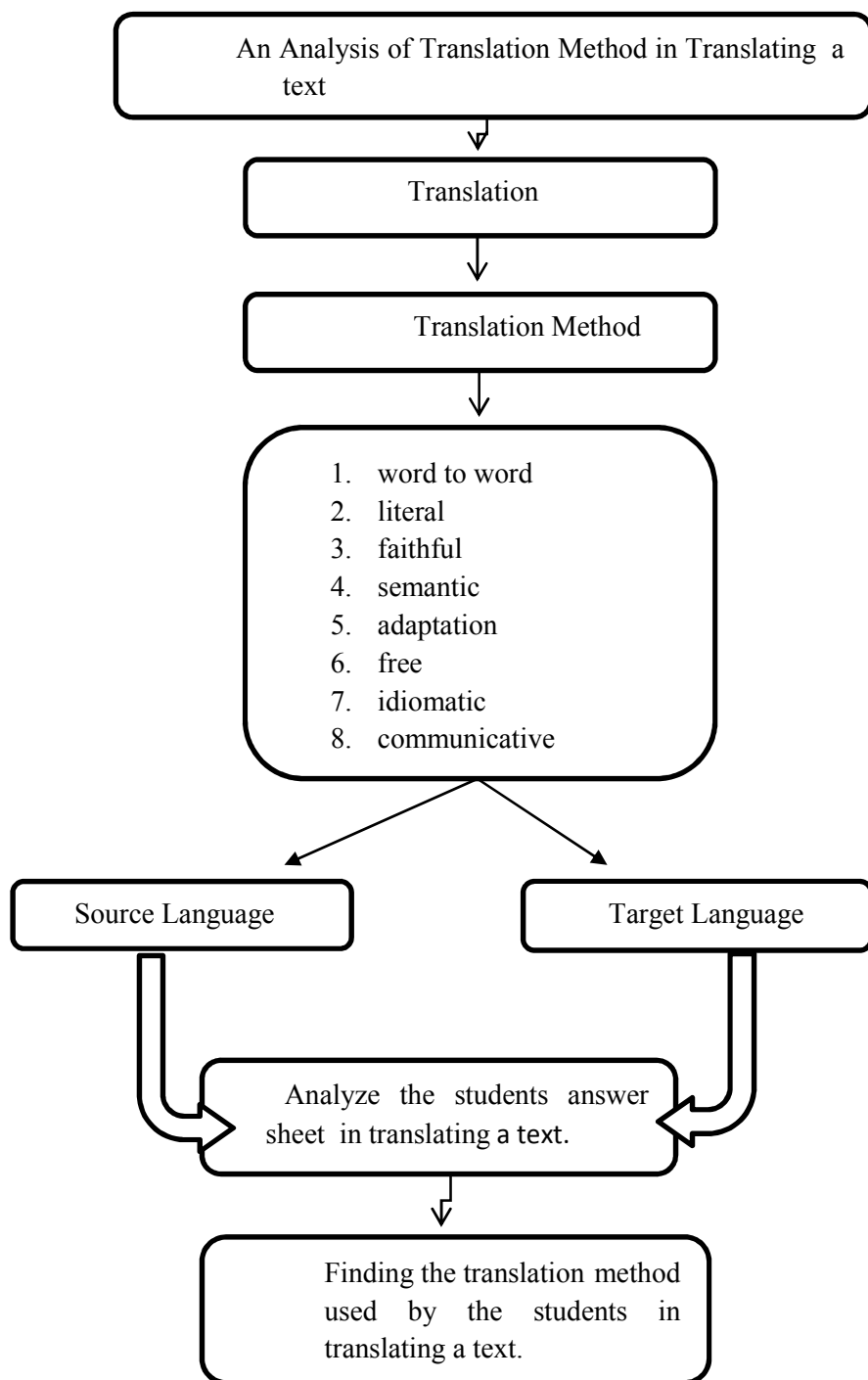
similarities of this study with my study is both of the study is focuses on literal translation as communication strategies and the result of this study will be used as the references to conduct my study.

## **2.7 Conceptual Framework**

As mentioned before this research study conducted the translation method based on the Peter Newmark. According to Peter Newmark, states that there are eight types of translation methods, they are, word to word, semantic, idiomatic, free, literal, communicative, faithful, adaptation. This research study will conducted all the types of translation method based on the Newmark theory.

This study will analyze the translation method used in translating a text. Following the literal review and conceptual framework, the analysis carried in this study is constructed in the figure below:





**Figure 2. Conceptual Framework of Analysis Students' Translation Method in Translating a Text.**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 The Research Design**

The research design of the study was conducted by using descriptive qualitative research. This study includes into the qualitative because this study was aimed to prove the phenomenon. Creswell (1998 :15) ‘Qualitative research is an inquiry process of understanding based on distinct methodological traditions on inquiry that explore a social or human problem. The researcher built a complex, analyzed words, reports details of informants, and conducts the study in a natural setting’. Furthermore, this research used descriptive research. Creswell (2009 : 4) stated that descriptive qualitative data means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It was conducted in the purpose to describe systematically about translation method were applied by the student. The work way of descriptive qualitative was collecting data, arranging the data and interpreting the data.. The analysis of the data was taken from the student’s writing.

This final project concerns more with words utterances rather than numbers as the data analysis, therefore, in analyzing the result of investigation, the researcher employed a qualitative approach. This approach was aimed to describe literal translation employed by the students when they encountered problems during their communication.

### **3.2 The Subject of the Study**

The subject of the study was the students of SMK Swasta Jambi Medan in academic year 2018/2019 consisting of three classes of accounting and each class consists of 20 students. And the writer chose one class from three classes as a sample randomly. One of the class was eleventh grade of accounting namely accounting one, and they consists of 5 boys and 15 girls.

### **3.3 The Object of the Study**

The object on the research was students' literal translation. It was found from the paper of the students at the eleventh grade on SMK Swasta Jambi Medan. Then the writer classified the method translation. There are some method of translation commonly used in translating the text namely: word for word translation, literal translation, faithful translation, semantic translation, adaption, free translation, idiomatic translation and communicative translation.

### **3.4 Instrument of Collecting the Data**

The data was taken by doing observation. And the writer gave a text to the students to get the data from the Student's paper that the text had been translated it into Indonesia language. In this research, the writer employed total sampling technique.

### **3.5 The Technique of Collecting Data**

The data was analyzed to identify the kinds of translation of the text and the students were asked to translate the noun phrase, clause, and sentence. The researcher applied some techniques of collecting data for kinds of translation method applied by the students in translating a text. The techniques were mentioned below:

1. Asking the students to translate a text that given by researcher
2. The number of the data is 20 students included in one class
3. The time allocation that the writer gave to the students is 60 minutes.
4. Collecting the students' answer sheet
5. Checking the students' answer sheet.

### **3.6 The Technique of Analyzing Data**

After collecting data, the writer was analyzed data to achieve the intended objective. The writer analyzed the data of the study with the following steps. The technique of analyzing the data of every kind of translation method and types dominantly:

1. After the data was Collected, so the data was categorized based on Peter Newmark.
2. Analyzing the students' translation by seeing each sentence in the text.
3. The text was analyzed inductively.
4. Choose from the text, which one they translated in literal translation.
5. The writer made a conclusion in the result of the text to find out the students' method in translating the text.

### **3.7 Validity (Triangulation)**

The trustworthiness of the data need to be checked to examine the validity of the data. In this research, the writer used the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about same social phenomenon, rather than the purpose of triangulation is to increase one's understanding of what ever being investigated. William Wiersma in Sugiyono (2007:372) also stated that

triangulation is the qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures. Norman Denzim in Hales identify triangulation into four types, they are:

1. Data triangulation

Data triangulation relates to the use of variety data or information including time, space, and person in a resarch. Data triangulation is the process rechecking and comparing information by writer which obtained in the different source, to get the data, the writer will compare observation data with and questionare data.

2. Time Triangulation

Time triangulation relates to the use of time in getting more valid data. Writer needs to do the observation more than once to make sure the validity of data.

3. Theory Triangulation

Theory Triangulation relates to the use of two or more theoies which is combined when examining situation and phenomenon. Some theories support both of way of colecting and analyzing data need to be created more complete to give more comrehensive data.

4. Methodology triangulation.

Methodology Triangulation relates to the effort of checking the data or data result. The aim is to conduct situation and phenomenon by using some methods. Methodology Tringulation was similar with the mix of method approaches use in social science research., where the result from

one method are used to enhance, argument, and clarify the results of others.

In this research the writer use questionnaire data triangulations. The questionnaire is made based on the title. The writer also compare the finding of data observation and data questionnaire, and the writer compared some theories to support this research and make sure the data validation.