

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Translation is a complicated task, during which the meaning of the source-language text should be conveyed to the target-language readers. In other words, translation can be defined as encoding the meaning and form in the target language by means of the decoded meaning and form of the source language. Hatim and Munday (2004:p,6) define translation as process of transferring a written text from source language (SL) to target language (TL)". In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process.Unfortunately, translating is not easy work. There are some aspects which are important to know in translating. Some of them are the message, the audience, source language and target language. The message refers to the topic of the text. It means a good translator should have more knowledge about the topic of the text. The audience refers to target of the readers and their education level. Source language and target language refer to the circumstances in which the translation takes place or received.

Moreover, a translation could be done if the language had similarities. So that the speaker of the foreign language could understand the meaning of the target language. In addition, the term about the grammatical structure and vocabulary also studied in translation that could be known as a subsequent lesson (Larsen & Freeman, 2000). As a result, translation learning is continues and does not stop atone point.

Language is the ability possessed by humans to communicate with other humans using signs, such as words and movements or a tool to interact and communicate, in the sense of a tool to convey thoughts, ideas, concepts or feelings. The main function of the language itself is as a tool to interact with humans, as a tool for thinking, as a means to channel the meaning of trust in society. As a method of learning in the sphere of language itself, and many more functions of language in general in the everyday life of every human being. For instance, people who have different languages, sometimes face difficulties in communicating and understanding other languages.

English is one of the foreign languages where the language is designated as a world language. The relationship between English and translation is very close. This is because English cannot be interpreted by words, there is a vocabulary in English that needs to be understood with the science of translation.

In translating a text, we cannot translate it with words. This is because later the meaning of the intended will be different from the original. In English, there are idiom words that cannot be interpreted by words. In English vocabulary, there are several words that need to be understood with the science of translation. For example, in the vocabulary He means he. In the science of translation, the word he means his word specifically for men. If we only understand it from the meaning and without the science of translation, then we can just use the word he when we are talking about women. Not to mention the word girl. Girl means girl. However, in the science of translation, the word girl is more suitable for women in their teens. If there is a middle-aged woman then we call her as a girl, then it's not suitable. then English is very closely related to

translation. If the meaning interpreted is unclear. So, no matter how good knowledge is written in a foreign language, that knowledge will not be useful. Because the meaning without translation will produce meaning that is not clear.

English is a foreign language that is considered important that must be mastered by each country because English has a very important position, namely in addition to being a means of communication as well as a language of communication between countries. English is the official language of many countries and is understood and widely used in more countries in the world than other languages. English is also the language used as a medium of communication and as the first international language used to interact with others throughout the world. If language, especially English, is just a classification for a set of general or universal concepts, it would be easy to translate from Source Language (SL) to Target Language (TL). In Indonesia, especially, English is learned mainly for the absorption and development or relation with other nations. The function of English is a medium that students can improve their abilities in science, technology, art and culture so that they will not feel neglected in their society.

In learning English as a foreign language, the students sometimes face some difficulties; such as grammatical error, wrong pronunciation, lack of vocabulary that made them did not even know the meaning of the words. Furthermore, the differences between Indonesian structure and English structure sometimes made the students confused when they tried to translate the English language into the Indonesian language. For example, the meaning of “Football club” is “klub sepak bola”. If the students translated it word by word the

meaning of the word would be “Football” mean “sepak bola” and “club” means “klub”. If the word was combined, the meaning would be “sepak bola klub”. From the example above, it is identified that the second meaning is incorrect because the structure is back and forth. Therefore, the correct one is the first meaning that is “klub sepak bola”.

The students have to fulfill some criteria in translating. Firstly, they must have many words, understand in using language structure and grammar. Secondly, understand in using translation procedure in translating. It is not easy to translate a text from one language to another language. The translator needs to use some procedure in translating. So that, they cannot get confuse in translating. Using some affective procedure can produce a good translation. That is the reason the students should be able to translate each sentence or paragraph in writing using translation procedure. Meanwhile, the students have to know some strategies or procedure that they used in translating.

On the other hand, the goal of study English is to develop culture and profitable science and technology that the developing countries have. It can obtain the information and study it easily so that are able to translate the information from English into Indonesian. Many Indonesians use translation as the best way to comprehend the source language to the target language, that is, from English to Indonesian or from Indonesian to English especially to translate narrative text.

Narrative text is an imaginative story to entertain people of events especially in a novel, fables or legend etc. It is a process of skill of telling a story. An important part of narrative text is the narrative mode, the set of

methods used to communicate the narrative through a process narration. Thus narrative tells about the event which happened in the past time. Generally the tense that is often used in narrative is past tense form, because past tense is a tense used to describe actions or events which took place in the past.

From the explanation above, the researcher is curious about The Translation Procedure of Narrative Text used by the first grade students. Therefore I propose the title "AN ANALYSIS THE TRANSLATION PROCEDURE APPLIED BY THE FIRST GRADE STUDENTS IN THE TRANSLATION OF NARRATIVE TEXT" as a tool to help students learn these points.

1.2 The Problem of The Study

Based on the background of this research the problem is "What translation procedures are used by the tenth grade students in translating narrative text?"

1.3 The Objective of The Study

The objective of this research is to describe the translation procedures used by the tenth grade students in translating narrative text.

1.4. The Scope of The Study

Based on the theories from Newmark (1988). There are eighteen Translation Procedure as follows : Literal Translation, Transference, Naturalization, Cultural Equivalence, Functional Equivalence, Descriptive Equivalence, Through Translation, Synonymy, Shift/transposition, Modulation, Recognized Translation, Translation Label, Compensation, Couplet, triplets, and

quadruplets, Component Analysis, Reduction Expansion, Paraphrase , Gloss, notes, and addition.

The researcher will conduct the observation of the study tenth grade students to get the data by using the text especially Narrative Text. As the focus is the result of the students translation which is they refers to the most dominant.

1.5 The Significances of The Study

The finding of the study to be theoretically and practically relevant:

1. Theoretically

The result of the study will be the data or evidence of translation procedures used by the tenth grade students in translation of a narrative texts.

2. Practically

The results of this study hopefully will be useful to provide input for :

Teacher : through this research, teachers can provide knowledge about translation procedure.

Students : The students can enrich their knowledge in translation subject so that they can carefully doing translation to avoid mistakes and misunderstanding in the process of translation.

CHAPTER II REVIEW OF LITERATURE

2.1. Theoretical Framework

This chapter presents a review of related to literature and explanations of the material that will be discussed in this chapter. The writer presents the discussion in some theories relate to this study in order to strengthen the research.

2.2. Translation

2.2.1. The Definition of Translation

There are several definitions of translation define by some experts. Translation is a tool to understand a foreign language from the source language into the target language. According to Bassnet (2002:12) translation involves the rendering of a source language into the target language. It can be simply known that translation is transferring a language from one language to another language, for instance transferring the English language into the Indonesian language. In the other hand, translation is one of the ways to get information. For example, when Indonesian students read English text and they did not understand the meaning, they can understand the meaning of the words by translating the text into the Indonesian 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 is 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 complited 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 as a process is always performed in a given direction from a source language into the target language. It can be stated that the process of translation is from a text of one language in another language. It is similar to Merriam Webster Dictionary (1989:1), that stated that translation has changed the text from one state or form to another, or to turn a text into one's own or another language.

Moreover, the translation is the way or process to transfer one language to another language. Translating is the process of transferring the meaning of a text in one language into a text in another language (Rachmadie, 1988). Newmark said, translating as for the process of translation, it is often more dangerous than asentence or two sentence before reading the first two or three paragraphs unless a quick glance through convinces you that the text is going to present few problems. In fact, the most difficult is the term of linguistically and culturally. It means that when the students translate a text, at the first they must read their translation. For example; the students have already translated one paragraph if they want to translate the next paragraph they must read the first paragraph so their translation can be related. So, the researcher can conclude that the translation is one way to learn, to understand, to know the meaning of foreign language and the process of translating from one language or own language into another language or target language.

2.2.2. Types of Translation

There are three ways of interpreting a verbal sign. It may be translated into other signs of the same language, into another language, or into another nonverbal system of symbols. Jakobson (1959/2000:232) in Hatim and Munday (2004:124-126) differently label the three kinds of translation as follows:

1) Intralingual translation

Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language. The intralingual translation uses either another, more or less synonymous, word or resorts to a circumlocution. Yet synonymy, as a rule, is not complete equivalence for example, 'every celibate is a bachelor, but not every bachelor is a celibate.' A word or an idiomatic phrase-word, briefly a code-unit of the highest level, may be fully interpreted only by means of an equivalent combination of code-units, i.e., a message referring to this code-unit: 'every bachelor is an unmarried man, and every unmarried man is a bachelor, 'or 'every celibate is bound not to marry, and everyone who is bound not to marry is a celibate.' House (2009:4) defines intralingual translation as a process whereby a text in one variety of the language is reworded into another. This would be the case where the message of a text in, say, Old English is reworked into a text in Modern English, or a text in one dialect or style is reworked into another.

2) Interlingual translation

Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language. On the level of interlingual translation, there is ordinarily no full equivalence between code-units, while messages may

sere adequate interpretations of alien code-units or messages. Most frequently, however, translation from one language into another substitutes messages in one language not for separate code-units but for entire messages in some other language. Such a translation is a reported speech; the translator recodes and transmits a message received from another source. Thus translation involves two equivalent messages in two different codes. Equivalence in difference is the cardinal problem of language and the pivotal concern of linguistics. Like any receiver of verbal messages, the linguist acts as their interpreter. No linguistic specimen may be interpreted by the science of language without a translation of its signs into other signs of the same system or into signs of another system. Any comparison of two languages implies an examination of their mutual translatability; widespread practice of interlingual communication, particularly translating activities, must be kept under constant scrutiny by linguistic science. It is difficult to overestimate the urgent need for and the theoretical and practical significance of differential bilingual dictionaries with careful comparative definition of all the corresponding units in their intension and extension. Likewise differential bilingual grammars should define what unifies and what differentiates the two languages in their selection and delimitation of grammatical concepts.

3) Intersemiotic translation

Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems. Although this seems to be a little interest to the practitioners of translation, this is closer to the translation made present in the reading of scientific texts that are essentially multisemiotic in

character. House (2009:4) says, And we can also speak of ‘translation’, when the replacement involves not another language but another, non-linguistic, means of expression, in other words a different semiotic system. In this sense we can say for instance that a poem is ‘translated’ into a dance or a picture, a novel into an opera or a film. Such transmutations are examples of intersemiotic translation.

2.2.3. Principles Translation

Sufficient knowledge of the source and target language is needed to produce a good translation and there re basically more things to be taken into account by a translator. To For example: the knowledge of translation principles shows what to do and what to leave. Therefore, it can give much help to a translator.

Tyler and McQuire (1980:34) in Sinambela (2010:114) formulate the general principles of translation as the following:

- 1) Translation presents a perfect transferring of ideas conveyed in the original text.
- 2) The style and way of translation have to have similarities with the original text.
- 3) The translator must have a perfect knowledge of the source language and the target language.
- 4) A translator has to use the form of speech generally used.
- 5) A translator has to avoid translating word by word.
- 6) A translator has to select and arrange the words accurately and properly.

Based on the explanation above, it concludes that the principles of translation will give some advantages to the translators in analyzing the grammar

and meaning of word relationship which are done. Identification of text in cultural context and its circumstance should firstly be conducted.

2.2.4. Methods of Translation

Nababan (2008: 30) classify translation into three main kinds namely :

a. Word to word translation

In this way, the translator translate the source language text into target language text by only looking at dictionary. Consequently, they often make wrong choice of words and their translation sound strange and unnatural for the readers. The format of word in sentence translation identical with the format of word in original sentence.

b. Free Translation

Free translation is often not tied on searching equivalent of word sentence, but the searching of equivalent tends to occur at the level paragraph disource. Translators should be able to get the message in the source language at the level of the paragraph or disource as a whole and then transfer it and express it in the target language. It is difficult to do, especially by inexperienced translators. If there is any free translation, the translation like that generally limited at the level of phrases, clauses, or sentences. Idiomatic expressions and proverbs are often translated freely.

c. Literal translation

Literal translation is located between the word to word translation and free translation. Literal translation may be at first conducted like word to word translation, but then the translators adapt the format of word in the target sentence. This type of translation usually applied if the structure of

source language sentence is different from the structure of the target language.

Table. 2.2.4. Nababan (2008: 33)

Example :

English Sentence	Word to word translation	Free Translation	Literal translation
His heart in the right place	Kepunyaan hati adalah dalam benar tempat	Hatinya berada di tempat yang benar	Dia baik hati

2.2.5. Characteristic of Translation

Characteristics of Translation A work can be stated as the work of translation when it has the following requirements :

1. It is a kind of replacement or reproducing message, of SL into TL.
2. It concerns with written message or textual material or text.
3. It transfers the content or thought or messages; not the form of SL text.
4. It is also a kind of process or exercise.
5. The second text must have the same meaning or message with the first or original.
6. Second text uses idiomatic expression in the TL to retain the style or to make it sounds like the original text.
7. The second text uses target language equivalent to the source language.

Talk about Translation competence, an author has made explicit statements about translation competence: Meanwhile Pym in Stuart Campbell provides a definition of translation competence in a kind of behavioural framework, those are the ability to generate a target-text series of more than one viable term for a source text and the ability to select only one target text from this series, quickly and with justified confidence, and to propose this target text as a replacement of source text for a specific purpose and reader.

2.2.6. Function of Translation

Translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text, analysing those factors in order to find out its appropriate meaning, and then reconstructing the same meaning using the lexicon and grammatical structure in suitable communication situation, and cultural context accepted in the TL. So, 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.

2.3. Translation Procedure

2.3.1. The Definition of Translation Procedure

Translation procedures often appear in other terms, such as translation strategies' or translation techniques'. Those terms have the same functions and purposes for assisting the translator to render the object materials from SL into TL. There are inseparable components within the translation process which focuses on linguistics competences. It begins by implementing one of the translation procedures named restructuring. Those procedures are stressed to

achieve acceptable translation as a product, commonly known as techniques ((Putra 2017). It is proposed to convey a meaning or form from SL to TL and then to produce a target language output close to target readers' senses. Additionally, Said (2016) expresses those aspects as translation strategies. It is applied for finding an SL message and then obtaining TL equivalence. There are different cultural comprehension and lexical inconsistencies between two languages, such as phrases or idioms intricating to deliver, so that is why adaptations are sometimes applied a word-for-word equivalence for translation strategies. These priorities completely assist the translator to make a good translation for the target reader. Larson (1984:17) states that "when translating a text, the translator's goal is an idiomatic which makes every effort to communicate the meaning of the source language text into naturalness forms of the target language".

2.3.2. Translation Procedure

There are eighteen types of translation procedures according to Newmark (1988) as the followings :

1. Literal translation

Literal translation transfers SL grammar and word order, as well as the primary meanings of all the SL words into TL words. the rendering of SL into TL precisely. SL translated according to grammatical functions into TL oriented suitably. (Example: SL: somebody ® TL: seseorang).

2. Transference

Transference is the process of transferring a SL word to a TL text as a translation procedure. This procedure occurs from SL into TL referring to its contexts and forms transferred. (regular ® reguler).

3. Naturalization

Naturalization adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. It is used in TL by adapting the original phonetics and morphemes in SL. (performance ® performanz)

4. Cultural equivalence

Cultural equivalence is an approximate translation where an SL cultural word is translated by a TL cultural word. It is translated by portraying of SL specifically the same as in TL cultural terms. (cocka-doodle-do ® cocorico)

5. Functional equivalence

Functional equivalence requires the use of a culture-free word, sometimes with a new specific term. It, therefore, neutralizes or generalizes the SL word. An unknown term in SL can be conveyed through culture-neutral word in TL by stating its equivalence meaning. (licensed card ® SIM)

6. Descriptive equivalence

Descriptive equivalence is an essential element in explanation. Its function is used to be neglected. It describes through the specifications and or characteristics of the object by supporting the detailed descriptions in TL. (tukang panjat kelapa®The men climbing the tree).

7. Through translation

Through translation is a kind of literal translation of common collocations, names of organizations, as well as the components of compounds and phrases. It renders for specific terms in SL by borrowing another expressions into TL literally. (CIA®Badan Intelijen Pusat).

8. Synonymy

In the sense of a near TL equivalent to an SL word in a context, where a precise equivalent may or may not exist synonymy is applicable. This procedure is used for an SL word with no clear one-to-one equivalent. It changes s word into different shapes. Hence its meaning and form in TL is exactly as equal as the one in SL. (kind person ® personne Gentile)

9. Shift/transposition

Shift/transposition involvea a change from singular to plural. The grammatical structure does not exist in the TL. literal translation is grammatically possible but may not accord with natural usage in the TL and the replacement of a virtual lexical gap. The change from SL into TL is related to class words, units, and formats without transmuting its meaning. (a pair of glasses ® sebuah kaca mata).

10. Modulation

Modulation is a variation through the change of viewpoint or perspective and very often of category of thought either lexically or structurally from SL to TL. (never stop to do ® terus melanjutkan)

11. Recognized translation

Recognized translation is used for official or generally accepted translation of any institutional terms. It is restricted to authoritative names. (constitutional state®rechtsstaat)

12. Translation label

Translation label is a provisional translation (new institutional terms) which should be made in inverted commas. This is almost the same as recognized translation which emphasizes conditional names. (heritage language ® langue d'heritage).

13. Compensation

Compensation is used for overcoming loss of meaning, soundeffect, metaphor or pragmatic effect in one part of a sentence by compensating it in another part of or in a contiguous sentence when the elements in SL cannot not be replaced or there is no similarity in TL. (Me? ® Apan?)

14. Couplet, triplets, and quadruplets

Couplet, triplets, and quadruplets combine two, three or four of the above-mentioned procedures respectively for dealing with a single problem. These procedures can be identified by the constitution of two or more different procedures (Hartono, 2018). (tooth and nail ® Matimatian)

15. Component analysis

Component analysis is splitting up a lexical unit into its sense components. The results can be from one to two, three or four

translations. The units in SL are translated into certain detailed meanings in TL. (run ® berlari, mengatur, mengelola, mengalir)

16. Reduction and expansion

Reduction and expansion are used for imprecise translation procedures, particularly in poorly written texts. This happens by condensing SL information into TL information. (children of the chamber ® tamu dalam pernikahan)

17. Paraphrase

Paraphrase is an amplification or explanation of the meaning of a segment of the text. It is used in an anonymous' text when it is poorly written or has important implications and omissions. Paraphrase can be applied by giving description and clarification in TL expression. (the central of trade ® pusat semua jenis perdagangan)

18. Gloss, notes, and addition

In gloss, notes, and addition, the translator may have to add to his version that is normally cultural (between SL and TL culture) dealing with the topic or linguistic elements. There is optional information by adding more explanations in TL. (the kombinat ® combine) Those translation procedures above which are sometimes defined into other terms are the appliances to cope with the translation impediments and to afford equivalence in target readers' senses. Translation methods are centered on the text entirely, whereas translation procedures are targeting to look for how the detailed-meaning in SL are translated into TL properly.

2.3.3. Translation Process

The process of translation is the stages of the translator goes to move, the steps of doing translation start from reading the source language of text or words and understanding the equivalents in the target language. Bassalamah (2007) said, that the result of the translation from understanding the source of the text is from reading and interpretation. So, reading should be the way to understand an effective interpretation, and finding the most appropriate equivalents. The translation has to be good and educated about the languages. Newmark (1981) argued for the writer and the translator has to be aware of such “special language” and “special theory” of meaning as well.

Later, Hatim & Munday (2004) give details to Nida & Taber’s model that there are three phases in the process of translation as follow:

1. Analyzing the SL message into its simplest and structurally clearest forms (or the kernels’)
2. Transferring the message at this kernel level
3. Restructuring the message in TL to the level which is most appropriate for the audience addressed.

The translator must be ready to translate effectively to equipped in solving any problems that may come during the translation process. Consequently, the translation is not an easy task, but enriching and indispensable work that demands honesty, and modestly, although it is an arduous job that notifies you, and puts you in the state of despair at times. Then, the translator not just master in linguistically, but also culturally. So, the translator not only needs to understand the linguistic competence, but rather a socio-cultural one.

The translator needs to practice a lot, he or she must more familiar with the second languages he or she would be. His or her practice will make him or her in some way experienced. Reading and understanding an appropriate text is followed by an accurate interpretation that leads to an acceptable translation. When you want to translate easily and effectively, you are required to be acquainted not only with the target language, but rather than to all what is related to it either culturally, socially, or historically as customs, and traditions.

2.4. Narrative Text

2.4.1. The Definition of Narrative Text

According to Sally Hampton, et al. in their book "Using Rubrics to Improve Student Writing" (2009 : 9), Narrative Text is the genre most commonly associated with elementary school. In fact, people assume that narrative, or more specifically, story, is the purview of our youngest students. According to Kane (2000), narrative text as a meaningful series and events written in words. It can be imaginary story or based on a real incident. Moreover, the story of animals (fable), the story of citizen (folktale), and legend can be found in narrative text (Mukarto, 2007). In other words, narrative text is a written text contained a message which is aimed to make the reader understand meaning of the story.

2.4.2. The Generic Structure of Narrative Text

Pardiyono (2007:97) states that narrative text has three generic structures. There are generic structure of narrative text:

a. Orientation

Introduction of the story which involves the characters, setting and time of the story are established. Usually answer who ? when ? where ? and it is stated in the beginning of the story. Usually the first paragraph is the orientation where reader finds time and place set up and also the participants as the background of the story. The starting point of a narrative story to make readers understand what the stories talking about. Thus orientation means to introduce the participants or characters of the text time, sets of the scene, creating the picture of the setting and atmosphere.

b. Complication

It explores the conflict in the story. It will show the crisis, rising crisis, and climax of the story. This structure of narrative text is to tell the event involving the main character : either the character goes against tradition or does something quite unexpected. Complication is the problem raise. It is divided into major and minor complication.

c. Resolution

It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail.it means the complication may be resolved for better or worse / happily or unhappily. Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader. Resolution is the final series of the events which happen in the story of the text. Like complication, resolution also devided into major and minor resolution

In conclusion, generic structure of narrative text can be concluded into three parts, such as: orientation, complication, and resolution. First, orientation is the paragraph that is contain about the introduction of the character involved in the story. Second, complication is the paragraph that is contain about the conflict that happen among characters involved in the story. Third, resolution is the paragraph that tells us about the solution of the problem that involved that character in the story.

2.5. Previous Research

The writer took the review of related literature from journal of KUSUMA CHANDRA (2012), entitled AN ANALYSIS ON STUDENTS' TRANSLATION PROCEDURE OF IDIOM IN NARRATIVE TEXT. The idiom 'burning rubber' means 'driving very fast', and can be translated into 'mengendarai dengan cepat'. Student chose to translate it into 'sedang mengendarainya dengan kecepatan yang sangat tinggi', which has equal meaning to 'mengendarai dengan cepat'. On the other side, the paraphrase procedure which is the second most used procedure provides less accurate and even totally incorrect translations, caused by students' misunderstanding towards the idiom and contexts of the sentences that contain the idioms. Students tried to deliver their understanding of the idiom by their own words, but most of the time, the result was not as it should be. Based on the result of the research, the researcher took some conclusions. First, the semester-6 students of English Study Program of Teacher Training and Education Faculty of Tanjungpura University who participated in this research tend to use three procedures in translating the idioms. They are equivalence, paraphrase, and literal translation procedure.

Second, most of semester-6 students of English Study Program of Teacher Training and Education Faculty of Tanjungpura University who participated in this research failed to apply appropriate translation procedure to translate the idioms and as the result, the translations became hard to be understood.

The second is the writer took from journal of Srikandini Narulita (2016), entitled AN ANALYSIS STUDENTS' ERROR IN TRANSLATING A NARRATIVE TEXT. In the translated text of the student, the researcher analyzed that, students presented three main reasons supporting their stances: (1) because a particular word in one language often contained meanings that involve several words in another language. For example, the English noun word "hair" might be rendered into Indonesian as "rambut/bulu". But in this case, this was a rabbit hair, in Indonesian meant "bulu kelinci", not "rambut kelinci"; (2) because grammatical particles (verb tenses, singular/dual/plural, case markers etc.) were not available in every language. For examples: in plural term in noun, "several days", in Indonesian meant "beberapa hari" not "beberapa hari-hari". "Beberapa" was a term in plural one, so in this case, the word "hari" without plural term, "beberapa" was presented in plural; (3) because idioms of one language and culture might be utterly perplexing to speakers (student) from another language and culture (Indonesian). For examples: English's idioms, "those humiliations", in Indonesian meant "segala cobaan tersebut" or "apparently" meant "ternyata".

The third is the writer took from the journal of Nurlaila Daud, entitled TRANSLATION PROCEDURES APPLIED BY STUDENTS IN TRANSLATING INDONESIAN SPECIFIC TERMS INTO ENGLISH. In general it could be said that in translating education and research in education

terms, a translator could use more than one translation procedure. Moreover, the translator should know the education and research in education terms both in source language and target language so that the concept or meaning of the terms of the original text could possibly be transferred in the proper procedures. From 89 sentences from the result of students' translation on specific term or expression exactly on education and research in education terms, it was found that there were 8 translation procedures applied by students in translating specific terms from Indonesian as source language into English as target language. The eight types of translation procedures found in the data were established equivalent, borrowing, transposition, literal translation, calque, reduction, transposition+reduction, and calque+borrowing.

2.6. Conceptual Framework

To make it clear, the researcher make a framework about what the relation of all topics in this research.

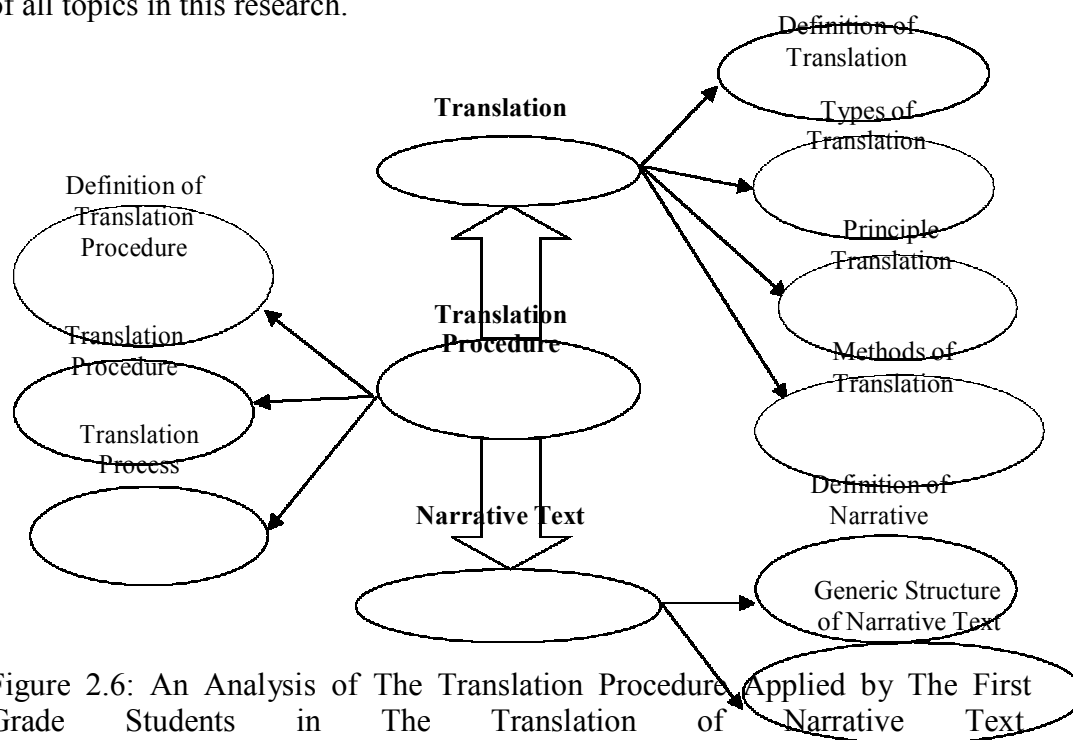


Figure 2.6: An Analysis of The Translation Procedure Applied by The First Grade Students in The Translation of Narrative Text

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The research designs is an important part of the research. A research design is a plan for collecting and analyzing data in order to answer questions. Creswell (2012:3) states research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. Ary (2006:470) said the research design is the researcher's plan of how to process to gain an understanding of some group or some phenomenon in the natural setting. The present research used descriptive research design.

In doing this, the writer used a descriptive qualitative research design to find out the translation procedures used by students in translating narrative texts. For Supporting this, Creswell in Sugiyono (2014: 228) states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexibel writing structure. Using this design, the researcher was to gain the information about the types of translation procedure in translating the narrative text, the most dominant of the procedure in translating the narrative text, and how the students' use the proceudre in of translating the narrative text.

3.2. Research Subject

The subject of the study was the students of SMK Kesehatan Imelda Medan in academic year 2019/2020 consisting of five classes and each class consist 25 students, And the writer chose one class from five classes as a sample randomly. One of class was tenth grade of Pharmacy I. And they consist of 2 boys and 23 girls.

3.3. Data and Source Of Data

The Data is text especially Narrative Text, and The Source of Data is The Result of students translating from paper students sheet.

3.4. The Instrument of Data Collection

According to Sugiyono (2014: 102), research instrument is a tool that is used to measure nature phenomenon or social which is observed. In the qualitative research, the instrument or the tool of research was the researcher herself. Therefore, the researcher as the human instrument must determine the research focus on chose the informant as the source of data, and did the collecting of data. Furthermore, the researcher uses students' translation test as instrument.

3.5. Technique of Collecting Data

Technique of collecting data is the strategic way in the research, because the main objective from the research is gaining the data. Without knowing the technique of collecting data, the researcher was not get data that is fulfill the standard of set in data (Sugiyono, 2014: 224). Based on the way of collecting data, the collecting of data can be done through observation, interview, questioner, documentation, and triangulation (Sugiyono, 2014: 225). The data

needed in this research were concerning about the students' problem in translate narrative text.

To collected the data, the authors take the following methods;

1. The writer asks students to take a piece of paper.
2. The writer asks students to translate the narrative text that has been made by the author.
3. The author gives 50 minutes to translate the narrative text.
4. After time has passed, the writer collects student papers.
5. The author identified what translation procedures were used by ten grade students.
6. The writer found some translation procedures used by students
7. The writer examined them, and then the writer got the type of translation procedure the dominant one is used by students in translating narrative texts.

3.6. Technique of Analyzing Data

In collecting the data, the researcher used qualitative data for analyzing technique. As using this technique, the researcher collected the data, arrange the data and present the data. The qualitative data analysis is kind of research without using any calculation or statistic procedure. based on the descriptivemethod applied in this study, Miles and Huberman in Sugiyono (2015: 338) states the method of data analysis called interactive model. The technique of analysis data uses in this research as follow:

1. Data Collection

Data collection is a silical and interactive process. Data collection in terms of data collection in the form of literature or existing data collected. While data is collected circulating among these four steps continuously to understand all the information needed in the next step of data analysis. In this study, researchers collected data from students through tests.

2. Data Reduction

Data reduction is a process of sorting and selecting the relevant data or not relevant data to the research conducted. Hence, data reduction is a process of simplification and transformation data from the written form data through editing, segmenting, and summerizing data.

3. Data Display

The next techniques was be the data display. Data display organizes, compress and assamble information. The forms of qualitative data include types of matrices, graphs, charts, or networks. The function of these types of data display is to perform acessible, compact, and organize information of the data. The researcher was displayed the transcript result from the translation procedures that the students used in translation activity.

4. Data Verification

Data verification or conclution presented the conclution from the data which the research has collected. The researcher was interpreted the content of data display analysis. With the result that, through the data verification the researcher has the possibility to establish the conclution and verified the translation methods that the students used in translation activity.

3.7. Validity (Triangulation)

In this research, There are three kinds to testing the validity of the data namely triangulation sources, triangulation techniques, and triangulation of time.

1. The triangulation sources is done by comparing and re-check the confidence level of an information.
2. The triangulation technique is done by comparing the results of translation text with data from interviews, so the researcher can get the valid data in this research.
3. The triangulation of time is done by checking the interviews and translation text in a different time to produce valid data in the research.

In order to get the valid data, the researcher was used English text and the students was translate some of English paragraph into Indonesia paragraph.