

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is an international language that is used around the world by many people. The use of English as a global language can give an impact on developing countries such as Indonesia to face globalization in almost all aspects of life including economy, politics, education, and technology. In education, translation is very important because it is necessary to obtain information and knowledge from many aspects, there are only limited books that are translated into Indonesian languages, such as educational books, novel short stories, fairy tales, movies, comics, and another media information, so we need translation to know the messages the source text.

The translation is known as a means of communication because it is used for learning a foreign language. According to Newark (1988:5) "translation is rendering the meaning of a text into another language in the way that the author intended the text". The translation is important to spreading information because it can help, who do not understand a source language, to absorb the information from certain materials also a process to transfer the message and information from source language to target language.

Not only translation "replace " the source language to the target language, but also requires activities to replace the intended ideas and goals in the same way as the source language text of the mind. To translate works, translators must use various strategies to translate so that viewers can receive meaning and messages. Translation does not allow changing the message or meaning of

the source, but can add, delete, or change words to get a natural, accurate, and communicative translation.

The translation is a process of decision making. It means that decision making is an essential feature in translation. Schmidt 2005 in (Shaki & Khoshsaligheh, 2017) stated that the decision-making process itself is influenced by the behavior, attitude, psychological disposition of translators. The personality of someone is unique which differentiates to each other. In this case, the translators are students at the second semester of English language education. They have different characteristics of personality. In other words, translators' personality which realized in the behavior of translators will affect on translation processes.

Based on the above, one of the translation studies that is often used in translation activities, is a translation method that is very important in the translation process to complement the results of the translation by learning the translation method. The translation method has been studied by the researcher so that the researcher feels interested in doing research on the translation, then the researcher will know how to convey the message in the source language to the target language correctly. Through synopsis translation, researchers will find out the personality types and methods used by students in translating

Nowadays, many synopsis of the film are translated into Indonesian, one of which is "The Rapunzel movie". Synopsis translator uses several methods in translating text. As for several methods divided into two groups, the first group consists of several methods such as word-by-word translation, literal translation, faithful translation, and semantic translation. The second group

consists of several translation methods such as idiomatic translation, free translation, and adaptation. Through this method the researcher will find out how the impact of the translator's personality type on the translation method.

1.2 The Problem of Study

Base on the background of the study, the problem of study can be formulated as follow:

How the impact of the personality type of translator on the translation method of the IX grade in SMP Negri 1 Pegagan Hilir?

1.3 The Objective of The Study

The objective of the study is:

To describe how the impact of the personality type of translator on the translation method

1.4 The Scope of The Study

This researcher focuses only on finding out the personality type translator in the translation method used in the Indonesian translated version of synopsis “Rapunzel movie” base on theories Newark (1988), Larson (1984). The eight type of translation method, they are:

1. Word-for-word translation
2. Literal translation
3. Faithful translation
4. Semantic translation
5. Communicative translation
6. Idiomatic translation
7. Free translation

8. Adaptation.

1.5 The Significances of The Study

The finding of the study is expected to contribute to two perspectives: theoretically and practically. Theoretically,

1. English teacher, to findings of the study can enrich and provide a reference in analyzing the impact of the personality type of translator on the translation method.
2. Students, to give additional, information to the students about the impact of the personality type of translator on the translation method.
3. For another researcher, to be the guidance for another reader or researcher to use appropriate and suitable research studies about the impact of the personality type of translator on the translation method.

Practically, the finding of the study is expected to be useful for :

1. English teacher, to guide in improving their teaching in helping their students to master the translation subject.
2. Students, to give them information about the impact of the personality type of translator on the translation method.
3. For another researcher, to provide references in conducting similar research studies about the impact of the personality type of translator on the translation method.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical framework

This chapter presents the view literature and explanation of relating explanation theories that are needed to explain some concepts which are applied to researcher concern. This theoretical framework which is present in order to give dome one clearer concept applied in this study is the analysis of the English-Indonesia translation method on the Rapunzel story. The basic concept of this study should be clear from beginning to give a clear concept of what has been done to research the goal of the research. Besides the term must be clarified to avoid misinterpretation.

2.2 English

English is the most important language in the world. There are many foreign languages in the world such as Korean, French, English, etc. such as, in Indonesia, English is used as a foreign language. According to Sipayung and Pangaribuan, (2019), English is rapidly gaining status as a global language, because using English as the easiest way to communicate with people from other countries about many aspects of human life such as education, science, business, technology, culture and also another aspect that used in Indonesia people.

2.3 Translation

Definition translation consists of changing from one state or form to another. So translation is a case of form changing from one language to another language. All languages in the world have the general form, such as words,

phrases, clauses, sentences, and paragraphs. These forms are in a piece of writing or speech that can be seen and heard. Translating is an activity when someone (translator) transfers a language in a text form or source language (SL) to another language or target language (TL) accurately. Accuracy is needed in the process of translating in order to make a good result of the translation. Translating is an activity when someone (translator) transfers a language in a text form or source language (SL) to another language or target language (TL) accurately. Accuracy is needed in the process of translating in order to make the good result of the translation Roger T. Bell (1991:6) states that “translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language.” So, translation is a general term that refers to the removal of reflections and ideas from one source language (SL) to the target language (TL).

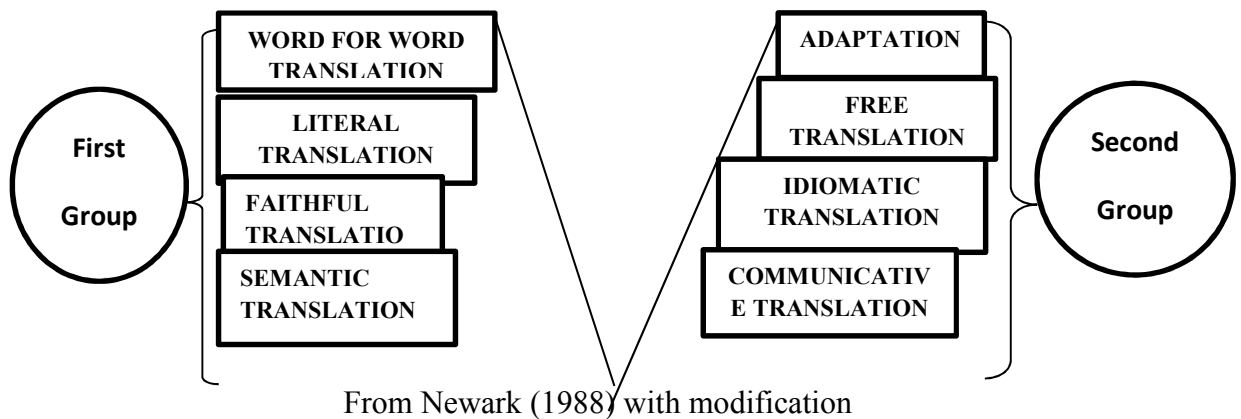
The translation is generally defined as the process of translate text or something from one language to another language. Newark (1988:5) states that “translation is rendering the meaning of a text into another language in the way that the author intended the text.” Catford (1965:20) explains that “translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).” Roger T. Bell (1991:6) states that “translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language.” So, translation is a general term that refers to the removal of reflections and ideas from one source language (SL) to the target language (TL). In translating, a

translator should carefully keep attention for every word that is translated because it will influence the equivalence meaning between SL and TL on its translation.

To translate a text from a source language into the target language, the translator should consider the process of translating. Nida as cited in Hatim and Munday (2004:45) argues that the translator should: 1. Analysis of the SL message into simplest and structurally clearest forms; 2. Transfer the message; 3. restructures the message in the TL to the level which is most appropriate for the audience addressed. Further, a good translator should be able to translate a lot of text types through the correct methods. Newark (1988:45) explores that “there are eight types of translation method: word-for-word literal, faithful, semantic, adaptation, free, idiomatic, and communicative and the translation is the easiest way and alternative solution to accelerate knowledge and technology in a developing country like Indonesia (Sipayung, 2018).

2.4 Translation Method

Translation method is a particular way of doing something. Base on the definition above, doing translation, the translator should have certain a manner to achieve well-translated text. Basically, Newark (1988) emphasis two groups of two groups of translation method. First is the source text-oriented or ideology of foreignization the last is target text-oriented or ideology of domestication. More explanation about translation methods and both groups can be seen in the following figure which familiar with v diagram.



2.4.1 Word for Word Translation

The word for word is a translation method that emphasizes to the source language. In translation, it is used to transfer a difficult word. However, word for word categorizes as the first of three processes (analysis, transfer. And reconstruct). The word for word translation is not categorized as translation meaning in the target is inaccurate, not acceptable, and not readable. In other words. Translation can be said as a pre-translation process.

Newark (1988:46) says that “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.” Example:

(SL) I can run.

(TL) Saya bisa lari.

2.4.2 Literal Translation

Similar to word for word translation, the translation with literal translation method sounds out of context in this process, the construction of original grammar is transferred to the closet of the target text. However, the problem still exists like a lexical word indicates not coherence in context. Literal translation categorizes as pre-translation since a problem arises in this process of translation.

Newark (1988:46) states that “in literal translation, the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. It means that when the translator translates, the words are translated literally from SL into TL

” Example:

(SL) Jangan Bawa hatiku.

(TL) Don't bring my heart.

2.4.3 Faithful Translation

The precise of original contextual meaning is attempted to transfer in faithful translation even though it is not acceptable in target grammatical structures. The translation with a faithful way attempts to be faithful in the sourcing norm. Cultural word is transferred to the target, even though it sounds foreign and not natural. This method can be used by the translator as the first step in transferring help.

Newark (1988:46) says that “a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It means that in faithful translation, the A translator translates the meaning from SL to convey the researcher's intention.”

Example:

(SL) Raden Ajeng Kartini Adalah orang Jawa.

(TL) Raden Ajeng Kartini is Japanese.

2.4.4 Semantic Translation

Semantic translation is in contrast with faithful translation. Semantic translation is concerned with the natural and beautiful translation but faithful is faith to be original so that translation sounds not natural. Semantic

translation is more flexible (able to change or adapt easily) while faithful translation is uncompromising (to determine the unchangeable the opinion or aims in any way). Semantic translation is accepted the creative translation, in order side faithful translation is rejected of creativity of translation or dogmatic. Semantic translation transfer the cultural word into cultural/generic word while faithful translation transfer it into not a natural sound

Newark (1988:46) states that “semantic translation may translate less important cultural words by a culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership.” Example:

(SL) Dia Adalah orang yang gemar belanja. (TL) She is a shopaholic.

2.4.5 Adaptation Translation

Adaptation translation method is free translation than the other translation. Even though it is the freest translation method, the translator needs to avoid inaccuracy, lack acceptable and low readable of translation. Generally, this method of translation is used to translate poetry, drama, themes, characters, and plot. The changing of source culture has occurred in this method but the character must be the same to original. For example, when the translator wants to translate the history of Lake Toba into English, lexical culture can be changed but the character and plot must be the same.

Newark (1988:46) says that “this is the freest form translation. It is used to translate literary works (comedies, poetry, short story, narrative, etc.) and the SL culture is converted to the TL culture and the text was rewritten Example:

(SL) The rising sun is found not to be rising sun. It is the world that goes around.

(TL) Matahari terbit ternyata Bukan Matahari terbit. Dunialah yang sebenarnya mengorbit.

2.4.6 Free Translation

The free translation process gives priority to content and sacrifices the form of the source text. Generally, translators only to paraphrase the original text and transfer it into the target text. Actually, the source text is longer than target text or vice versa this method is not looking equivalence on level word, phrase, and sentence but in the level on the text. The adaptation translation method is not the same as the free translation method. The message on free translation must be faith, the translator only free to express the source text and can not modify the target text. On the other hand, in the adaptation translation method, the translator is free to modify the actor circumstances.

Newark (1988:46) states that “free translation is part of in TL Emphasis which reproduces the matter without the manner or the content without the form of the original.” Example:

(SL) sambil menyelam minimum air. (TL) Killing two birds with one stone.

2.4.7 Idiomatic Translation

The idiomatic translation method is “live” and “nature” translation. Idiomatic translation reproduces message of the original but the trend but the distort nuances of meaning but prefers colloquialism and idiom where these do not exist the

original. 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. Example:

(SL) In sang at mudah.

(TL) It's a piece of cake.

2.4.8 Communicative Translation

This translation method tries to reproduce contextual meaning from the source text into target text accurately so that is it acceptable on target norm and easy to understand by target reader communicative translation is concern communicative principle. That's why communicative can produce different alternative translations. The different versions of translation can be occurred depend on communicative principles on target meaning context. In other words, this method is to target reader-oriented so that difficulties and the lack of clarity of overcoming through translation. This seems that form meaning and function is the main condition in the communicative translation method. It is possible that the sentence is the correct bit the usage is not appropriate and not nature. Communicative translation tries 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.

Example:

(SL) Awas Ada anjing!

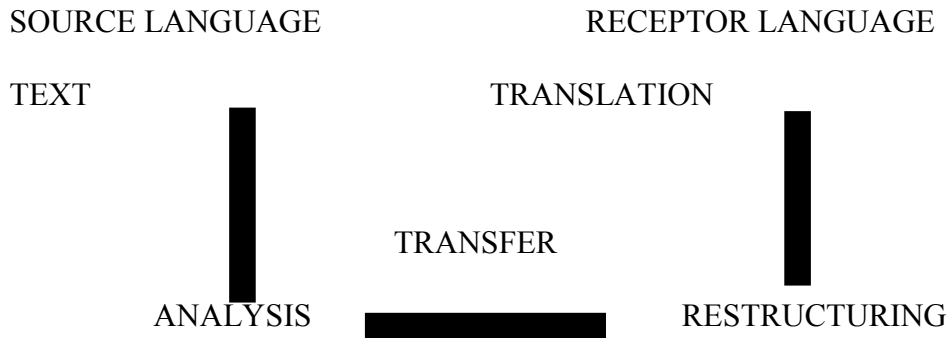
(TL) Beware of dog!

2.5 Process of translation

Newark (1988:19) referred to the translation procedure is operational. It begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind: (1) The SL text

level, the level of language, where we begin and which we continually (but not continuously) go back to (2) The referential level, the level of objects and events, real or imaginary, which we progressively have to visual and build-up, and which is an essential part, first of the comprehension, then of the reproduction process; The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level; (4) the level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. Again, this is a generalized level, which constitutes a band within which the translator works, unless he is translating an authoritative text, in which case he sees the level of naturalness as a point of reference to determine the deviation if any between the author's level he is pursuing and the natural level. This level of naturalness is concerned only with reproduction. Finally, there is a revision procedure, which may be concentrated or staggered according to the situation. This procedure constitutes at least half of the complete process.

Nida (1969) in Hatim and Munday (2002:161) stated that a careful analysis of exactly what goes on in the process of translating. That is to say, the translator first analyses the message of the SOURCE language into its simplest and structurally clearest forms, transfers it at this level, and then restructures it to the level in the RECEPTOR language, which is most appropriate for the audience which he intends to reach. Such a set of related procedures may be represented diagrammatically as follows:



Nida in Hatim and Munday (2002:45) stated that the translator:

(1) Analyses the SL message into its simplest and structurally clearest forms (or ‘kernels’).

(2) Transfers the message at this kernel level.

(3) Restructures the message in the TL to the level which is most appropriate for the audience addressed. Kernel analysis is thus a crucial step in the process of moving from ST to TT. This is in keeping with the essential universalists hypothesis to which Nida subscribes: languages ‘agree far more on the level of the kernels than on the level of the more elaborate structures’ (Nida and Taber in Hatim and Munday 2004:46). Kernels consist of combinations of items from four basic semantic categories:

1. Object words (nouns referring to physical objects including human beings)
2. Event words (actions often represented by verbs)
3. Abstracts (qualities and quantities, including adjectives)
4. Relational (including linking devices, gender markers)

2.6 Example of The synopsis of “Rapunzel” Movie

Once upon a time, a young, married couple waited for their child to be born. They lived in a beautiful house near a garden in which all sorts of fruit and vegetables grew. The woman often watched the garden through the window in a

desire to taste the Lampion (Rapunzel plant). Sometimes she would tell her husband that he doesn't know what it's like to be pregnant, and she asked him to go and get her some of the lampions.

The owner of the garden was an evil Witch, so he didn't dare to ask her for some. He didn't want to confront her, so he decided to steal some lampion but as soon as he stepped into the garden he heard a noise. The Witch yelled at him and asked him how he dares to steal from her garden. He fell down on his knees and asked her to spare him because he just wanted some lampions for his wife. The Witch was so evil that she told him he will get the lampion only if he gives her his firstborn child or she will turn him into a pig. The husband felt he didn't have a choice, so he agreed.

The woman gave birth to a little girl, and the Witch took her away. She named her Rapunzel. The days passed by and Rapunzel became a long, blond-haired beauty. Nobody knew what happened to her because the Witch had her locked away in a tower. Nobody could reach the top room where Rapunzel was because there were no stairs. There was only a small window on the top of the tower, and the beautiful girl would appear on it now and then. The Witch would call her every day to let down her hair, and she would climb to her.

Time passed, and Rapunzel only knew about the Witch. She never saw anybody else. Since she loved to sing a Prince that passed through the woods heard her. He hid in the bushes nearby and enjoyed her singing until the Witch called her to let down her hair. The prince thought he could do the same thing, so he called Rapunzel to let her hair down. He climbed to her room, and when Rapunzel saw him, she got scared. Until then she only knew the Witch, and now

she saw a beautiful prince. She calmed down, and he explained to her she shouldn't be frightened, and they fell in love.

They saw each other secretly because they didn't want the Witch to know about them. She still came to Rapunzel's every day, but she didn't notice anything strange. One morning Rapunzel accidentally told her she is much heavier than the prince and that it's harder to pull her up. The Witch was furious, and she started yelling at Rapunzel. She told her she was an ungrateful brat and reprimanded her that after everything she did for her this was how she paid her back. The Witch grabbed her by the hair and cut it off. The long hair was lying on the floor, and Rapunzel was sentenced to a lifetime of loneliness and misery in the tower. Rapunzel was the loneliest person alive. The Witch didn't only get her revenge with Rapunzel. She also decided to attack the prince.

She waited for him to call for Rapunzel to let her hair down and then she threw the cut-off hair, and he started climbing. When he came up high the tower, the evil Witch was looking at him. He saw her and got scared because of her ugliness. She let go of the hair. He fell into the thorny bushes and became blind, sad, and miserable. He searched for his Rapunzel from city to city, village to village but she was nowhere to be found. He fed on berries and drank the water from the rivers. His misery was growing by the day as he pictured his beautiful Rapunzel and her voice.

2.7 Personality

In daily life, personality is defined as features that stand out in a person, such as someone who is very shy as the "shy personality". To the sociable people are given the title "sociable personality" and to those who plan, cowardly, and the

like are given the title "no personality". Kline (as cited in Hubscher-Davidson, 2007) defined personality as an individual's trait determining all behavior. In other words, personality refers to the complex of all the behavioral, temperamental, emotional and mental activities that characterizes a certain individual. Personality is not a natural talent, but is formed by the process of socialization. Personality is a psychological tendency for someone to do certain social behaviors, whether in the form of feelings, thinking, behaving, and willing or doing. Hall & Lindzey(1993) argues that the population of personality can be interpreted as: (1) "skills or social skills (Social Skills). (2) The most prominent choice, which is liked by others (as suggested as an aggressive or quiet person).

2.7.1 The Function of Personality

(Capretz & Ahmed, 2010). Hierarchy of Functions of Personality Types
Each personality type has a function hierarchy. This hierarchy ranks functions, sensing, intuition, feelings, and thoughts, from the strongest to the weakest. In this case, Jung (2014) classifies functions into four groups: dominant, supplementary, tertiary, and inferior. As stated by Myers et al. (1998: 6), "The natural preference for one of these [personality] functions rather than the other directs the individual to direct energy toward him and to develop the behavioral habits and personality patterns that characterize the function. Jung called the mental processes of people's choices as their dominant function".

- a) Dominant Intuitive Types: INFJ, INTJ, ENFP, ENTP
- b) Type of Dominant Sensing: ISFJ, ISTJ, ESFP, ESTP
- c) Dominant thinking Types: ISTP, INTP, ESTJ, ENTJ
- d) Type of Dominant Feelings: ISFP, INFP, ESFJ, ENFJ.

2.7.2. The Myers-Briggs Type Indicator (MBT Test)

The Myers-Briggs Type Indicator (MBTI) is the most popular instrument for measuring Jung's personality with 'between 1.5 and 2 million people that he completes every year '(Jackson, Parker, and Dipboye 1996: 99). The MBTI is the first self-reporting instrument used to measure the personality of a type and is the most widely used typical instrument (Carless, 1999). MMBTI enjoys several different features. As Furnham (2002: 60) gave, "is based on classical theory; It depends to measure the type of nature of continuous variables, and is widely used to explain individual characteristics not only for professionals but also for the individuals themselves. "Over the years," MBTI has become the most widely used personality measure for non-psychiatric populations " (Myers and Myers 1995: 21). Myers and McCaulley (1985 quoted in Wilde, 2011: 18) emphasize that "the indicators do not try to measure people but to sort them into groups which, according to theory, they belong to" and indicate their type.

This instrument includes four dichotomous dimensions, which classify individuals as people who are reversed or not, sensing or integrating, understanding or understanding, and assessing or understanding (Myers, Briggs, & Kirby, 1998), which can be read in the following sections. The main feature of MBTI is the personality of each person who matches one of the sixteen types of four letters, namely ISTJ, ISFJ, INFJ, INFJ, INTJ, ISTP, ISFP, INFP, INTP, ESTP, ESFP, ENFP, ENTP, ESTJ, ESFJ, ESJ ENFJ, and ENTJ. There are four later of personality type:

1. E/ Extraverts versus I/ Introverts

According to Myers et al (1998) the extravert-introvert dimension determines how people get their energy. Extraverts presented as expressive, sociable, outgoing, talkative, and initiator of conversation; on the other hand, introverts seek their energy sources in the inner world of ideas and concepts.

2. S/Sensor versus I/ Intuition

According to Myers et al. (1998) are defined; the categories of senses intuition collect on the collection of individual information. Sensing types prefer to collect information through their five senses. They pay attention to what's real, concrete, and practical. They don't like new problems unless their previous experience helps them solve problems. Instead, intuition prefers to receive information through their intuition or premonition. These people like to solve problems and they have innovative difficulties. They rely on their inspiration and importance.

3. T/ Thinkers versus F/Feelings

The dichotomy of thought-responsibility for the decision making process. Analytic and objective decision making, while tasters base their decisions on subjective understanding (Myers et al 1998).

4. J/Judges versus P/Perceivers,

The valuation dimension assesses how people live (Myers et al. 1998). The judges choose life in a planned and decisive way, while those who enjoy life in a flexible and spontaneous way (Felder, Felder, & Dietz, 2002). An individual judge tries to complete his task in advance, before the determined time limit; Meanwhile, people who perceive pay less attention to deadlines (Capretz & Ahmed, 2010).

As Reiss (2004: 111) said, "Theoretical types will be good at translating technical and philosophical texts", and on the other hand, they will feel frustrated in translating creative and expressive works such as poetry because their theoretical character prevents them from producing artistic work. In addition, while the aggressive type cannot be a good translator; instead, he described the aesthetic type as the best translator (Reiss, 2004). Another study carried out by Kussmaul (1995) uses the think-aloud protocol method to show how different personalities can influence translated work. That is, translators who are not at a certain level of creativity will produce less creative translations, which provide evidence that supports the relationship between personality and the translation process. In a project by Karimnia and Mahjubi (2013), the relationship between students' translation personalities on translation methods. They use MBTI to determine the personality type of each participant. After the participant's personality types are identified, they are categorized, based on the taxonomy of the dominant mental functions proposed by Myers-Briggs, into four groups, namely: intuition, censorship, taste, and thinker. The results showed no significant difference between censorship of intuition and taste for thinkers in terms of their translation of operative and informative texts, whereas there were significant differences between intuition and censorship regarding their performance in expressive text translation.

2.7.3 Type of personality

In Sipayung (2020:28) state that, Personality divided into 16 personality there are:

1. ISTJ

is Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized—their work, their home, their life. Value traditions and loyalty.

2. ISFJ

is Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and home.

3. INFJ

Seek meaning and connection in ideas, relationships, and material possessions. It relates to semantic study, Semantic relation in the text is a significant concept on the process of translation which contributes to the translation interpretation because meaning exists within the text. (Sipayung, Lubis, Setia, & Silalahi, 2017). Want to understand what motivates people and is insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

4. INTJ

Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance for themselves and others.

5. ISTP

is Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

6. ISFP

is Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

7. INFP

Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

8. INTP

Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have an unusual ability to focus in-depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

9. ESTP

is Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them—they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.

10. ESFP

is Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

11. ENFP

is Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support.

Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

12. ENTP

is Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

13. ESTJ

is Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

14. ESFJ

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.

15. ENFJ

is Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone,

want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group and provide inspiring leadership.

16. ENTJ

is Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well-read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

2.8 The Example of Personality Test

1. Do new interactions or interactions with new people
 - A) excite and energize you
 - B) worry or drain you
2. Are you more
 - A) realistic
 - B) idealistic
3. Facts
 - A) have obvious meanings
 - B) explain things or situations
4. If you must disappoint someone, are you usually
 - A) honest and straightforward
 - B) warm and caring
5. Is it easier to influence you with
 - A) convincing evidence

- B) a touching appeal
- 6. Do you prefer to work to
 - A) deadlines
 - B) just "whenever"
- 7. Do you mostly choose
 - A) rather carefully
 - B) somewhat casually
- 8. At parties, do you generally
 - A) stay late, with increasing energy
 - B) leave early, with decreased energy
- 9. Do you prefer writers who
 - A) say what they mean
 - B) use analogies, metaphors, and symbolism
- 10. Do you tend to be interested in the
 - A) actual
 - B) possible

2.9 Previous Research

The following studies have been reviewed to the present study relate to personality type of translator in translation method. Here the writer who have been done the relate research above. The previous research was done by Amin Karimnia and Mahsa Mahjubi (2013) Vol. 17, No. 1. With title "*Individual Differences and Quality of Translation: A Personality-Based Perspective* " The current study was targeted at investigating the relationship between translation

students' personality types and the quality of their English-to-Persian translations with respect to different text types.

The second researcher was done by Reza Shaki Masood and Khoshsalighehi (2017) with title "*Personality Type and Translation Performance of Persian Translator Trainees*". The study investigated the relationship between the personality typology of a sample of Iranian translation students and their translation quality in terms of expressive, appellative, and informative text types. The study also attempted to identify the personality types that can perform better in English to Persian translation of the three text types. For that purpose, the personality type and the translation quality of the participants was assessed using Myers-Briggs Type Indicator (MBTI) personality test and translation quality assessment (TQA), respectively.

From those previous research, both of research are talking about personality of translator in translating text, the first research its about personality type of translation ideology that produced by lecture in university in HKBP Nommensen, while the second research is Individual Differences and Quality of Translation: A Personality-Based Perspective. And the third research is about Personality Type and Translation Performance of Persian Translator Trainees.

2.10 The Relation Between Personality and Translation Method

Translation and psychology are two different science, however, both of them can produce a great contribution in translation study. The translation is a process of decision making. It means that decision making is an essential feature in translation. Schmidt 2005 in (Shaki & Khoshsaligheh, 2017) stated that the decision-making process itself is influenced by the behavior, attitude,

psychological disposition of translators, in this context are students at the second semester of English language department. Decision-making is a mental process and the products are the manifestation of someone's personality.

The personality of someone is unique which differentiates to each other. In this case, the translators are students at the second semester of English language education. They have different characteristics of personality. In other words, translators' personality which realized in the behavior of translators will affect on translation processes, translation products (the ideology of translation: domestication or foreignization). Based on (Shaki & Khoshsaligheh, 2017) state that translators' personality plays a significant role in translating. It can be concluded that the success and failure in the process of translation depend on the personality trait. It occurs since the personality trait which affects to the dissimilar process and product of translation. As Barboni in (Shaki & Khoshsaligheh, 2017) concludes that certain personalities are more at ease when translating specific texts. In this chance, the researchers would like to know the impact of personality type of translators in translating a text

2.11 Conceptual Frameworks

Base on the title of this study that is the personality type of translation on translation method. The conceptual framework of this study begins by intention to get the information about personality type translator on the translation method. To find out the personality type of translator the researcher use theory Myers Briggs (1960). And translation method that the researcher use theory Peter Newark (1988).

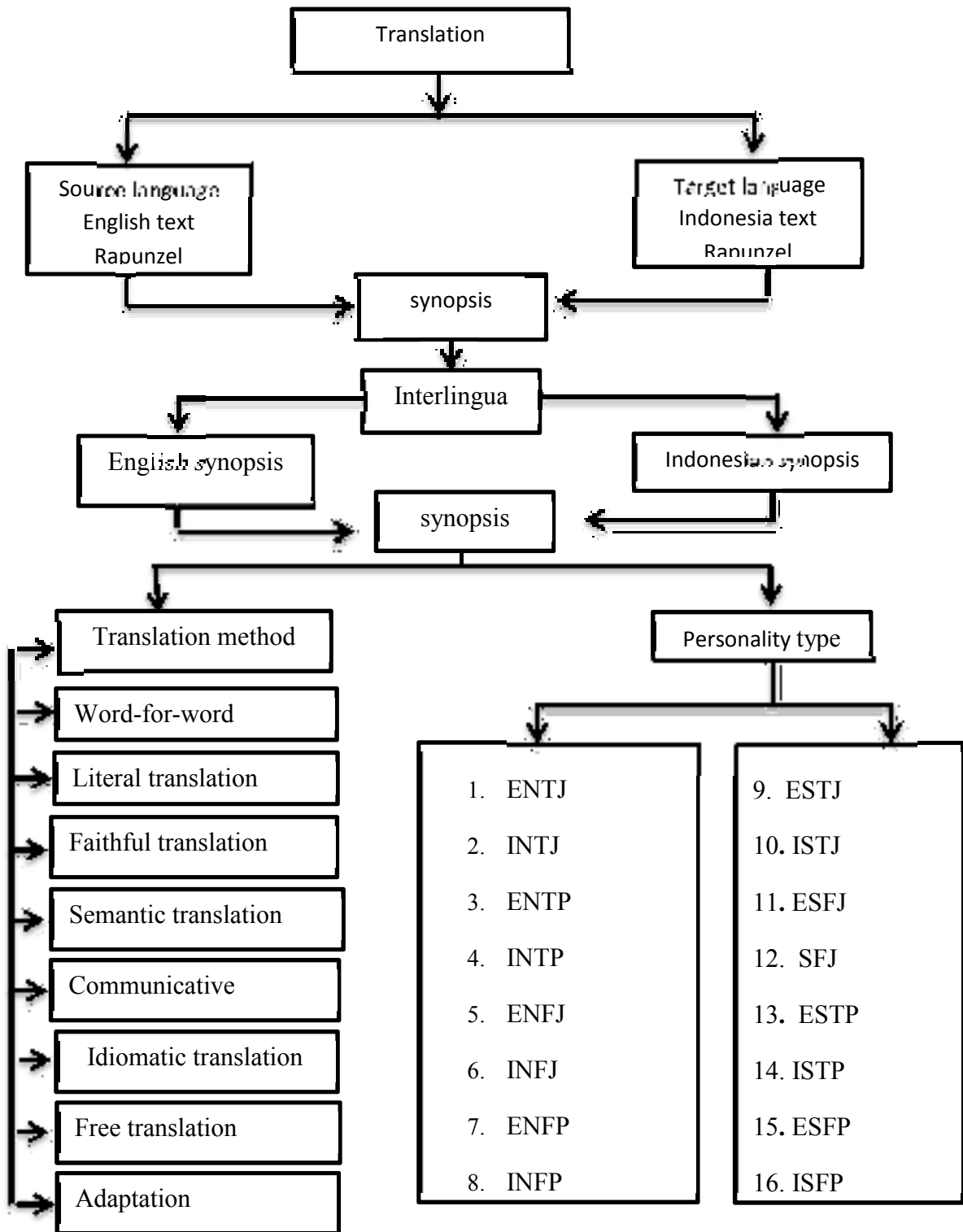


Figure 2.9 conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design in this study would use descriptive qualitative research. This study included qualitative because this study focuses to prove the phenomenon. The study deals with how someone translates the story, focused on how someone translates the story using translation methods and to know their personality. Qualitative researchers are concerned with the meaning of people to attach to things in their lives. Central to the phenomenological perspective and hence qualitative research understands people from their own frame of reference and experiencing reality as they experience it (Corbin & Strauss, 2008). Qualitative researchers empathize and identify with the people they study in order to understand how those people see things. According to Bogdan and Biklen (2006), qualitative research is a direct source of data and the researcher as a key instrument, qualitative means to find out how the theory works in different phenomena whose data collected are in the form of words rather than numbers.

3.2 The Data and Source of Data

The data source was the object from which the data have been selected for the writer. The data of this study were taken from one source that was a document or text. Text was written data source. The context of the data was words, phrases, and sentences. Sources of the data refer to the subject from which the data were obtained. The source of the data was taken from English to Indonesia on the synopsis of the "Rapunzel" movie; those students are from the IX Grade in Pegagan Hilir. As an object, the writer chose from students of the IX Grade in SMP Negeri 1 Pegagan Hilir.

3.3 Instrument to Collecting Data

The data have been collected by text from the student's paper that the text is personality test (MBT) and the Rapunzel story translates into Indonesia. In this research, the writer takes all 20 data of personality tests and the translation method can be found in the synopsis of Rapunzel movie.

3.4 The Technique of Collecting Data

The data have been analyzed to identify the personality type use personality test (MBT Test) and translate the noun, phrase, clause, and sentence on the synopsis of the "Rapunzel" movie. The researcher has applied some technique of collecting data for personality type and kind of translation method are applied by the students in translating the synopsis of Rapunzel movie and type dominantly, they are:

1. Asked the students to follow the personality test (MBT Test) after that translate the synopsis of Rapunzel movie
2. Collected the student's of the personality test (MBT Test)
3. Underline every personality type of students, underline the method of translation
4. Choose and underlining every type of personality and translation method.

3.5 Technique of Analyzing Data

After collected the data, the writer have been analyzed to achieve the intended objective. The technique that used to analyze the data is analyzed. The writer analyzed the data of the study with the followed steps. The technique of analyzed the data to conducted the impact of the personality type of translator on the translation method:

1. Collected the data from the student's of the personality test (MBT Test)

2. Identified all type of personality type of translator and all type of translation method by sentence in student's papers test
3. Classified the type of the personality of the translator in the personality test (MBT Test) and translation method from the student's test
4. Choose the type of personality translator and translation method from the student's paper.

3.6 Validity of The Data

The validity of the data will need in qualitative research. The use of validity in qualitative research is to define as the degree of confidence in the data from the study conducted by Researcher and it can help the Researcher to check the data analysis in order to reduce the Researcher's biases and prejudices. In this research, the Researcher will applying triangulation technique to support the validity of the data. Triangulation is a technique that utilizes data validity checking something else. According to Martens (1997:54), triangulation includes checking info that has been collected from completely different sources or strategies for consistency of proof across sources of data. For example, multiple strategies like interviews, observation, and documentation is used, and data is wanted from multiple sources exploitation a similar methodology.

Researcher used the type of triangulation data to check the validation of the data. The source of data referred to the types of personality type of translator . In checking the data, the Researcher asked expert to check the data that Will be collected by Researcher. It is because, to reduce the Researcher bias or prejudice.