

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Language is a set of rules which is used by human as a tool of communication and is needed to express our feeling, idea, emotion and share information to each other. Language is very important in human daily life because without language, as humans can not communicate and do anything. Today, in this modern life, for communicating with other countries, language is needed. According to Brown (1994:18), language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. That's why language is used to transfer thought from someone to others.

English is an international language or a universal language which is originally of England. English has been placed in the highest position to be used in communication by many people. In Indonesia, English as a foreign language has been taught formally from the primary level up to University level. In teaching and learning activities, there are four language skills that must be achieved and Competents by students, namely listening, speaking, reading, and writing. There are some language components which may not be neglected in English teaching and

learning process, namely grammar, vocabulary, spelling, pronunciation and translation.

Translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. 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. According to Brislin (1976: 1) Translation is a general term referring to the transfer of thoughts and ideas from one language to another, whether the language is in written or oral form, whether the language have established orthographies or not; or whether one or both languages is based on signs, as with signs of the deaf. Translation is an interesting subject not only to professional and amateur translator, but also to students. If the students can translate well, they will get knowledge and improve their capability and also be broad-minded. Then, they can creatively produce new finding and new ideas. However, translation is obviously not an easy task for the intellectuals to deal with. Translators faced the complexity of work in concerned with lexicon study, grammatical structure, communication situational and cultural. Contexts of the languages, both source language and target language. Moreover, some students still consider that English is difficult subject to be learned especially when they translate the English text into Indonesian.

One of the ways to learn English is by translating a text or a book. On account fact, one of the most acceptable ways to adopt the knowledge is by translating. By translating there are at least two benefits to get first, the adoption process can be conducted more cheaply and deeply and that all people are able to take the

advantages by reading the translated works. And by translating especially English descriptive text into Indonesian the students can practice in making English sentence. There are many texts or story in descriptive to students practice translated.

Descriptive text is text that is intended to explain, evaluate, or describe something. This form can take any form, be it a person, animal, object, location, and so on. According to Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

Based on the explanation above, the researcher finds student's difficulty in translating English descriptive text into Indonesia . The researcher sees that many students can't translate a text well, especially descriptive text. They still make many mistakes not only idea but also ordering the translating in a text. students have difficult to make the correct vocabulary position in a text. So, the researcher chooses to analyze the translating English to Indonesian in descriptive text and hope that by the analyze translating English to Indonesia, the students can improve their ability in descriptive text.

## 1.2. Problem of the Study

In relation to the background of study, the problem of this study is :

1. What kinds of problems faced by the eighth grade Academic Year 2020/2021 in SMP RK Bintang Samosir in translating English descriptive text into Indonesian?

2. What kinds of translation problems are dominant faced by the eight grade Academic Year 2020/2021 in SMP RK Bintang Samosir in translating English descriptive text into Indonesian?

### 1.3. Objectives of the Study

Based on the problems above, the objectives of the research as follows:

1. To describe the kinds translation problems faced by the eighth grade Academic year 2020/2021 of SMP RK Bintang Samosir in translating English Descriptive text into Indonesia.
2. To finds out the dominant problems faced by the eighth grade Academic year 2020/2021 of SMP RK Bintang Samosir in translating English Descriptive text into Indonesian .

### 1.4. The Scope of Study

The scope of the study is limit on students problem in translating English descriptive text into Indonesian of the eight grade in SMP RK Bintang Samosir. The researcher just focuses on Davies theory they are not transmitted, incomplete sentence, target text legibility (register, coherence, cohesion, syntax, vocabulary, word order, cultural reference). But in this research, researcher focuses in not transmitted, incomplete sentence, and grammar.

### 1.5. The Significances of the Study

From the result of the research, there are some expect significances that the resesarcher can take. The Significance of the study as follow :

1. For the English teacher

The result of this research hopefully to english teacher to know about the students' problems in English descriptive text into Indonesian translation. Hopefully, the english teacher can convey in the class by using new strategies and methods to improve the students' ability.

2. For the student

The result of thid research hopefully can give advantages for students. After knowing the problems they have made in translating English decriptive text into Indonesian well.

3. For future researcher

The result of this research hopefully can give knowledge about translating English text into Indonesian and conduct any research with similar topic.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Theoretical Framework

In conducting this research, the researcher uses some related theories as the references which can aid him in analyzing the data. This chapter provides some aspects that have relationship with the theory of translation, descriptive text, problem in translation and previous study.

#### 2.2. Translation

##### 2.2.1. Definition of Translation

There are many experts who have their own definition of Translation theory. The equivalence is adopted in this book for the sake of convenience because most translators are used to it rather than because it has any theoretical status. It is used here with the provision that although equivalence can always be obtained to some extent, it is influenced by a variety of linguistic and cultural factors and it is therefore always relative (Baker, 1992:5-6). Translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text (Wills, 1982:112).

According to Malinowski in Tou (1999:31) translation must always be the re-creation of the original into something profoundly different. On the other

hand , it is never substitution of word for word but invariably the translation of whole contexts. Translation is the easiest way and alternative solution to accelerate the knowledge and technology in development country like Indonesia. Source of knowledge are dominant written in source text (English) while most Indonesian are lack in English (Sipayung, 2018:58-56)

According Tou (1997:27) interpretation of the notion of translation: (1) theory of phenomena, (2) the phenomena of study, and (3) the practice or activity of working on the phenomena, the following figure is created to give a clearer picture clearer picture of the notion to be adopted in this study. Names given and widely used to address translation as the theory about the phenomena of translated are presented. As the phenomena of study,translation can be categorized into three different groups, i.e., translation as language phenomena, translation as non-language phenomena and translation as language/nonlanguage phenomena. From The Definition above Can increase potential students in facing difficulties and translation problem.

### 2.2.2.Types of Translation

Translation is classifield into two main types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of the Source Language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the Source Language text in the natural forms of the receptor language. Such translation is called idiomatic translation (Larson 1984:15).

According to Kardimin (2013: 38) classifies translation into three types based on the language involves:

1) Intra-lingual translation

Intra-lingual translation is a replacement of the text, from one text to another in the same language based on the translators' interpretation.

2) Inter-lingual translation

Inter-lingual translation is a replacement of the text or idea from one text to another in the different language.

3) Inter semiotic translation

Inter semiotic translation is an interpretation of verbal signs by means of sign system.

According to Brislin (1976:3-4) categorizes translation into four types, namely :

1. Pragmatic Translation

It refers to the translation of a message with an interest in accuracy of the Information that was meant to be conveyed in the source language form and it is not concerned with other aspects of the original language version.



## 2. Aesthetic-poetic Translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message

## 3. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source and Translation Language versions.

## 4. Linguistic translation

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

### 2.2.3.Principles of Translation

The principles of Translation below are proposed by Duff (1989:10-11)

1. The translation should reflect accurately the meaning of the original text.
2. The ordering of the words and ideas in the translation should match the original as closely as possible.
3. Language often differ greatly in their levels of formality in a given context, for example in the business letter.

4. One of the most frequent criticisms of translation is that it does not sound natural.
5. It will be better if the translator does not change the style of the original.

#### 2.2.4. Method of Translation

Method is a program procedure that is defined as part of a class and included in any object of that class. According to Newmark (1988:22) adds that there are two best methods of translation, they are:

1. Communicative translation, in which the attempt is to produce the same effect on the target language readers
2. Semantic translation, in which the translation attempts within the bare syntactic and semantic context of the target language, to reproduce the precise contextual meaning of the author.

Newmark (1988a:45) states that there are eight methods of translation, they are:

1. Word for word Translation

The Source Language word-order is preserved and the words translated singly by their most common meanings, out of context.

2. Literal translation

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

3. Faithful translation

It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

4. Semantic translation

It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text, compromising on meaning where appropriate so that no assonance, word play or repetition jars in the finished version.

5. Communicative translation

It attempts to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership

6. Idiomatic translation

It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms

7. Free translation

It 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

8. Adaption

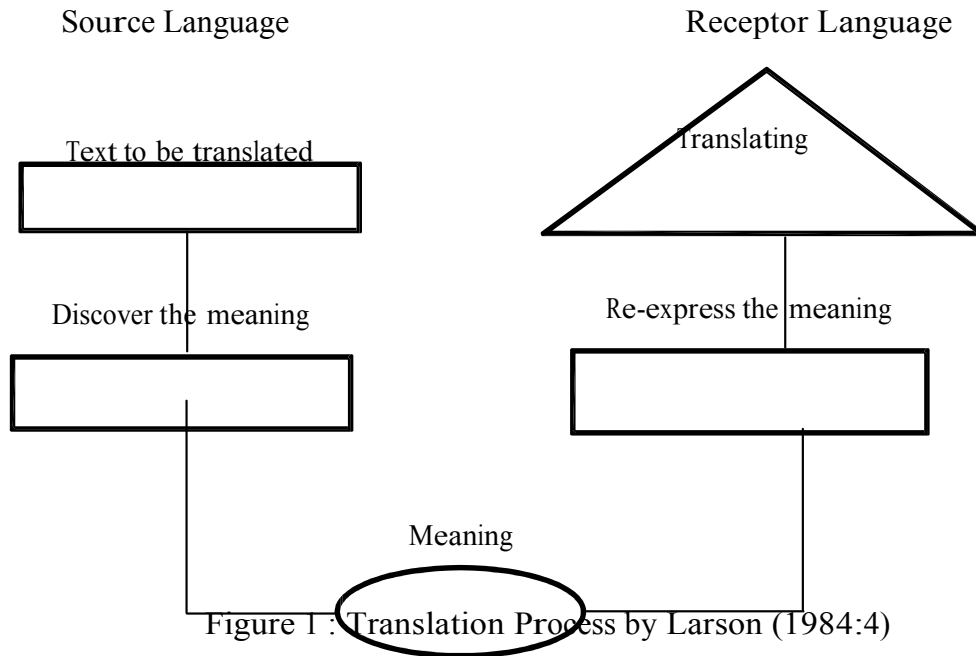
This is the freest form of translation mainly used for plays and poetry: themes/characters/plots preserved, SL culture converted to TL culture & text is rewritten.

### 2.2.5 Process of Translation

The process of translation can be understood as an activity that is done by the translator when they transfer a meaning from the source language to the target language. It refers to explain the thought process of doing translation. Larson (1984:3) states that 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, communicatin 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 reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

## Process of Translation



Based on figure above, the process of translation is elaborated into five stages. The first stage is “a text to be translated” in Source Language. Before translating it profoundly, it is necessary to “discover the meaning” first, which is considered as the second stage. After that, we get the “meaning”. After obtaining the meaning, the next stage is re-expressing the meaning. Once each meaning has been discovered, they have to be re-expressed so that the proper translation can be obtained. This stage has to be done to make the SL text equivalent with the text in TL. After that the result of “translation” can be achieved.

Nida and Taber (1982:33) distinguish translation process into three stages:

- (1) Analysis, in which the surface structure is analyzed in terms of (a) the grammatical relationship and (b) the meaning of the words and combinations of words
- (2) Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B (3) restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.
- (3) Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

#### 2.2.6. Problems in Translation

According to Davies 2002: 34 a translator will face many kinds of problems. Every language has its own system. One language may have different system as compared to another language. The difference often causes difficulties and even may create misunderstanding in translating text. The translator does not know the system or structure of the source language. Then, the translator will deal many problems of translations, such as source message, and target text legibility.

1) Source Message

a) Not transmitted

This error happens when the students do not transmit the message from the source language to the target language.

For example:

Source language : but as they were leaving, the ape finally arrives

Wrong translation : tapi mereka meninggalkan, akhirnya kera tiba

Correct translation : tetapi setelah mereka semua pergi datanglah si kera siamang.

#### b) Incomplete without hindering message

This error happens when the students omit one of the elements of the correct English sentences.

For example:

Source language : they all said that the baby cow belonged to the lion

Wrong translation : mereka semua berkata bahwa bayi sapi

Correct translation : mereka semua berkata bahwa anak sapi betina tersebut adalah milik singa

#### 2) Target text legibility

This error happens by the use of the wrong register, coherence, cohesion, syntax, vocabulary, word order, cultural references, conventions of presentation;

a) Register

An official list or record for example of births, marriages, and deaths, of shipping, or of historic places.

For example:

DS: With fishing tool company users, they have a lot of fishing hole so that a bunch of wells were not shut in. This was actually going of wireline system. Like Petronas in Malaysia, bunch of wells were run in, only a little...yeah, maybe only one or two were shut in there. No engine are shut down, check everything especially to your camera in a hole.

L: That's good. Pertamina will provide infocus so that the fiber = DS: I see. And which unit we run for MBD?

b) Coherence

The situation when the parts of something fit together in a natural or reasonable way. Coherence is a state or situation in which all the parts or ideas fit together well so that they form a united whole.

Example :

Credit cards are convenient, but dangerous. People often get them in order to make large purchases easily without saving up lots of money in advance. This is especially helpful for purchases like cars, kitchen appliances, etc., that you may need to get without delay. However, this convenience comes at a high price: interest rates. The more money you put on your credit card, the more the bank or



credit union will charge you for that convenience. If you're not careful, credit card debt can quickly break the bank and leave you in very dire economic circumstances!

#### c) Cohesion

The action or fact of forming a united whole. According to Dictionary definition of Cohesion is a word that comes to us through physics, where cohesion describes particles that are the same and tend to stick together — water molecules, for example. Outside of physics, cohesion describes unity among parts, and is something to be sought after. A team that has good cohesion is often a team that wins.

Example : Sara's teaches of Indonesian and crafts. This lesson is a lesson that he has mastered and is able to teach him well.

In this example, in the second sentence there are the words "the lesson" which means the lesson "Indonesian and craft", indicating that the two sentences have cohesion.

#### d) Syntax

Syntax is the grammatical structure of words and phrases to create coherent sentence. Syntax the grammatical structure of sentence. The format in which words and phrases are arranged to create sentences is called syntax.

Example of syntax:

- The boy jumped happily.

□ The boy happily jumped.

□ Happily, the boy jumped.

e) Word order

Word order is important: it's what makes your sentences make sense. So, proper word order is an essential part of writing and speaking when we put words in the wrong order, the result is a confusing, unclear, and an incorrect sentence. Here are some examples of words put into the correct and incorrect order :

I have 2 brothers and 2 sisters at home. SOURCE TEXT

2 brothers and 2 sisters have I at home. TARGET TEXT

I am in middle school. SOURCE TEXT

In middle school I am. TARGET TEXT

How are you today? SOURCE TEXT

You are how today? TARGET TEXT

f) Cultural references

A cultural reference is when people refer to something that relates to the culture of a country. It might be something historic that happened to that country some time ago or it might be something that is being reported in the news that day. Native speakers use cultural references to bond with each other as they're discussing shared experiences and knowledge.

## g) Conventions of Presentation

Presenting at a conventions is a core part of scientific communication for any researcher or academic. Finding the right conference with the right audience and successfully communicating your latest findings is a great way to enhance your career prospects and, in turn, learn about the newest developments in your research field.

According to Sitorus (2017: 63) there are four problems of students in translation, namely (1) grammatical structure includes incomplete sentence, tenses, and part of speech, (2) lexical, the students' inability to choose suitable words in the target language. (3) vocabulary, the students have less vocabulary so they are not able to finish their translation or they rewrite the context the context in source language to the target language. (4) syntax, the students are not able to put the Noun Phrase (NP), Verb Phrase in the right place.

## 2.3.Genre

### 2.3.1.Definition of Genre

Genre is an organizing concept for cultural practice. It is placed based on occasion, function, behavior, and interaction structure. It is classified according to their social purpose. Genre is an organising concept for cultural practices. (Knapp (1978); Watkins (2005). Genres are classified according to their social purposes and identified according to the stages they move through to attain their purpose. When genre theorists suggest that all students be taught the genres used in school, they are

not suggesting that these are the only genres around, nor that these are more valuable than other genres used in the community. They do recognize, however, that some genres are more valued than others in the context of schooling. To give all students access to the valued genres is therefore a matter of equity. From the explanation above, the researcher can conclude that genres means a particular type or style of literature, art, film, or music that you can recognize because of its special feature.

### 2.3.2.The Genre of Text

In order to differentiate the type of text, the following will explain the function of each type text. (Knapp (1978); Watkins (2005) differentiated the genre of text as followings:

#### 1) Narration

The genre of narrating or narrative has a powerful social role beyond that edium for enterteiment. Narrative is also a powerful medium for changing social opinions and attitudes.

#### 2) Explanation

The process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. The function is to explain the process involved in the formation or workings of natural or sociocultural phenomena.

### 3) Instruction

The genre of instructing is used in a variety of ways in a range of text types. Instructing involves much more than simple, sequential or procedural texts. The purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms.

### 4) Argumentation

The genre of arguing is a language process central to dealing with content from across all of the learning areas of the curriculum. In the initial stages of teaching a topic, however, it is necessary to access content through the genres of describing and explaining.

### 5) Description

Description enables the categorisation or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. The function is to describe a particular person, place or thing.

In this thesis, the researcher focus on descriptive text which is taught in the second year of high school. As stated above, the descriptive text is taught by introducing the students to the model text with a hope that they will be able to write the genre well.

## 2.4.Descriptive Text

### 2.4.1.Definition of Descriptive Text

According Gerot and Wignel (1995:208) define “descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season.

Kane (2005:352) states “description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception.”

### 2.4.2.Generic Structure of Descriptive Text

Gerot and Wignel (1994:208) state that the Generic structure of Descriptive writing are:

- a ) Identification which identifies phenomenon that will be describe
- b ) Description which describe parts, qualities, or characteristics of something or someone in detail.

### 2.4.3.Grammatical Features of Descriptive Text

Knapp and Watkins (2005:98-99) write there are several grammatical features of descriptive as the following :

- a) In descriptive text, the present tense is predominantly used

- b) Although present tense may be used in literary description, it is past tense that tends to dominate
- c) Action verbs are used when describing behaviours/ users.

## 2.5.Previous of Study

In previous study the researcher presents the thesis with same theme as the other researchers. There are two previous researches related to this study. The first previous study is a thesis entitled The Analysis of Students' Problem in Indonesian-English Translation at the Tenth Grade of SMA N 1 Kutowinangun in the Academic Year of 2015/2016 conducted by Redicha Nitami Putri (2016) from Muhammadiyah University of Purworejo. She uses the descriptive qualitative method. She uses Indonesian-English Translation by the Tenth Grade of SMA N Kutowinangun in the Academic Year of 2015/2016. In her research is shown if the students' have problems in translating Indonesian English text. Based on the result, the researcher can concludes that the students' get difficulties are being lack of vocabularies.

Redichas' research similar to this research, this research and Redichas' uses the same method that is qualitative method. It is the same case that is students' problems in translating. While, Redichas' research have different with this research. This research analyze students' problem in translating English descriptive text into Indonesian. The subject of this research is the students of SMP RK Bintang Samosir Palipi in the Academic Year of 2020/2021. The instrument used in this researcher is translation test. The second previous study

is a thesis entitled An Analysis of English Indonesian Translation Procedure on Twilight Novel by Ulfa Warhamni (2010) from State Islamic University Syarif Hidayatullah Jakarta. She uses narrative comparative method by comparing the source language text and the target language. She uses the descriptive qualitative method. Ulfas' research similar to this research, that is analyze of English into Indonesian Translation. Instruments of Ulfas' research uses Herself as the subject of research. The differences to this research is in Ulfas' research Focus on Twilight Novel while in this research Focus on descriptive Text in analyzing English-Indonesian Translation.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

According to Cresswell (2012: 20) research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. The research design of this research is descriptive qualitative method. It is descriptive because this research aims to describe the obtain data in the field and because the data form of words. This research conducted by using qualitative because the human as an instrument to analyze the written data in translations' test.

According to Sugiyono (2013: 15) qualitative research method is a research method based on the post-positivism philosophy, use to examine on naturalistic object condition while the researcher is the key instrument. Based on the explanation above, the researcher uses qualitative research because the researcher would like to identify students' problems in translating English descriptive text into Indonesian by the eighth grade students of SMP RK Bintang Samosir Palipi.

#### 3.2. Subject and Object

In a research, the research must find out the subject and object before. They are one of the most important things to complete this research. Subject and

object have a big function in this study. The subject and object in this study are the following:

### 3.2.1. Subject of Study

According to English or psychology, subject is the participant (either a human or non human) that is taken for the purpose of doing research. It also refers to the area or branch of study. In philosophy, a subject is a being which has subjective experiences or a relationship with another entity (or "object"). A subject is an observer and an object is a thing observed. From the object of the research, the researcher will use one class consisting of 10 students as the subject.

### 3.2.2. Object of Study

According to Merriam Webster, object is to oppose something firmly and usually with words or arguments and to feel distaste for something. According to the English dictionary, object is a thing that can be seen or touched; material thing that occupies space. The object of this research is the Eight grade Academic Year 2020/2021 in SMP RK Bintang Samosir Palipi.

### 3.3. Instrument of Collecting Data

According to Sugiyono (2014:102), research instrument is a tool that is used to measure natural phenomenon or social which is observed. In qualitative research, the instrument or the tool of research is the researcher herself.

Therefore, the researcher as the human must determine the research focuses to chose the important as the source of data, and collecting data. Furthermore, the researcher used students' translation text as instrument.

#### 3.4. Technique for 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 not get data that is fulfill the standard of set in data (Sugiyono, 2014: 224).

The data needed in this research is concerning about the students' problem made by the eighth grade students of SMP RK Bintang Samosir. The data were collected by analyzing carefully the kinds students' problems in translating English descriptive text into Indonesian.

The steps of collecting the data are as follow:

1. The researcher provide three descriptive text.
2. The researcher ask the students of SMP RK Bintang Samosir, to choose one of three descriptive text to a good translate.
3. The researcher collects the students' worksheet translations made by students.

The researcher uses documentation as the technique of collecting data for doing the research. According to Sugiyono (2014: 240), document is the note of event in the past. Documents can be written language, picture, or monumental work from a person.

### 3.5. Technique of Analyzing the Data

In Anthony's notion, technique was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. So, we can say that the technique is the execution from our assumptions and plans. In this research, the researcher uses descriptive text to evaluate students' translation ability. In assessing the students' translation mastery by Davies 2002. The researcher uses descriptive analysis as the technique of data analysis. The contents of the analysis are as follows:

1. The researcher identify the students problems in translating descriptive text based on the teory of Davies 2002.
2. The researcher clasify the problems of students in translating descriptive text based on Davies
3. The researcher calculated the types of students problem in translating descriptive text.