CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objective of the study, the scope and limitation of the study, the significance of the study and the definition of the key terms.

A. Background of the Study

Translation becomes a subject in university, but it is totally different in school where there is no translation subject. Translation is neglected in second or foreign language classrooms because it is considered an inadequate reminder of old teaching methodologies, especially those associated with the grammar-translation method. Guerra (2014: 154) stated that several scholars and foreign language native teachers argue that translation should be avoided in the language classroom, since it is not a useful tool when acquiring a foreign language (as opposed to its usefulness in the teaching of translation for professional purposes, in translator training courses). In foreign language teaching contexts nowadays, translation seems to be still largely ignored and discriminated. Whereas, translation is important in EFL classroom.

Translation is an important element in the process of communicating to those who are not native speakers of English. Translation is used in many activities such as transferring information, rendering other culture and many others (Satria, 2014). It is also used for many printed media such as reports, papers, articles, books, magazines, and novels. Actually, these media use many other languages. Because of that, there must be language barriers that obstruct the

reading process. Here, the role of translation is really important. It is used in order to transfer knowledge and gathering information.

In addition to its critical role in transfering knowledge and information, Murtisari stated in Siregar (2016:228) proposed that translation is paramount in the development of national languages by enlarging their capacities whether it is in vocabulary and organization of ideas. Because English has become an international language, there are still many people who are not fluent in using English. Translation is needed to help people to understand English in order to overcome this case.

As a technique for learning a foreign language, translation is a double-edged instrument: translation has a special purpose to show students' knowledge about foreign languages, either as a form of control or to practice their intelligence to develop their competence (Newmark, 1988: 7). This is its strong point in foreign-language classes, which has to be sharply distinguished from its normal use in transferring meanings and conveying messages.

Translation can be defined as an activity of transferring a language to another language. The exact equivalent words in terms of meaning and culture in the target language are needed to transate the words in the source language. Translation is the act of transferring meaning from one language into its equivalent in another language. There are two terms in translation called source language and target language. Source language (SL) is the language that is going to be translated, whereas target language (TL) is the language that has been translated. Newmark & Machali (1988:7) stated that translation is the process of

"recreate" where the source language is translated into the target language without changing the actual meaning. In line with Newmark, Nida and Taber (1974:12) state that translation is a process in reproducing receptor language which has the closest natural equivalent with the source language message.

Some requirements are needed to translate the source language properly. It does not only requires knowledge of grammar, the culture of both languages, but also adequate vocabulary mastery so that the equivalent word represents the message delivered well by the speaker or the writer of the source language (Akhsanah, 2019). The aim of translation is to present two languages cross-cultural communication among people so there is no misunderstanding.

It is called a good translation if the transferring of the idea from source language to target language is as similar as in the original text. That is why the translator has to understand the source text before transferring the idea into another language. The translator should produce the text equivalent enough to the grammar and linguistic feature of the target language or the target language has textual equivalent to the source language that the reader can understand the text with ease (Savitri, 2018).

There is one theory of translation that should be learned for the translator. The theory is named quality of the translation. The quality is related to the extent of accuracy, clarity and naturalness as stated by Larson in Savitri (2018:4). As mentioned by Sudirman (2014:1687) that accuracy and clarity of translation equivalences become a central issue to convey the messages from the source text to the target language. The idea from the source language should be transferred

accurately into the target language with the correct words choice. Sariasih & Zaim (2015:10) stated that the low quality of students' translation is largely categorized as inaccurate textual in that errors are caused by lack of knowledge and practice, only a few of them are classified into translations which are almost inadequate. The message in source language should be well distributed to the target language that it has similar information that the writer wish to communicate to the reader.

Meanwhile, Nerudova (2012:8) says that translation is always connected with the notion of quality. Translation quality is always a tricky issue and subject to an extensive discussion. There are various translation grading systems. It can be assumed that translation quality become an important issue to be discussed through analyzing students' translation. The challenge for translator itself is not only about transferring the meaning from source language to target language. In order to obtain a good quality translation, there are much consideration should be taken. Measuring the quality of translation is not about whether quality can be measured and which is the best measurement tool used by researchers but rather emphasizes how researchers are able to describe the quality of translations based on relevant theories and can be adjusted for English-Indonesian of the translation quality assessment. Furthermore, the assessment towards translation quality in this research focuses in three things namely accuracy, readability and acceptability.

However, the students in schools also should be taught about the translation because translation can be used by the students as a way to improve or learning their English skill. According to an observation by the researcher in MAN 5 Kediri, it is found that the translation method used by the English teacher

is dictation. The students do not translate a text by themselves, however the teachers help them and dictate the text sentence by sentence. Hence, the researcher wants to conduct a research in class X MIA-1 to find out how the quality of students' translation without any help of the teachers.

This study seeks to discover the quality of students' translation. The purpose of this study is to perceive the ability of students in translating descriptive text. Based on the reasons and the background above, the researcher wants to conduct the research which the title is "AN ANALYSIS OF TRANSLATION QUALITY AND TRANSLATION PROCEDURES ON DESCRIPTIVE TEXTS TRANSLATED BY THE STUDENTS OF MAN 5 KEDIRI".

B. Problem of the Study

Based on the research background above, the research problem are:

1. How is the students' translation quality in translating descriptive texts?

2. What kind of translation procedures are applied by the students of MAN 5 Kediri in translating descriptive texts?

3. What kind of translation methods are applied by the students of MAN 5 Kediri in translating descriptive texts?

C. Objective of the Study

The present research is conducted to find out:

1. The quality of students' translation in translating descriptive texts.

2. The translation procedures that are applied by the students of MAN 5 Kediri in translating descriptive texts.

3. The translation methods that are applied by the students of MAN 5 Kediri in translating descriptive texts.

D. Scope and Limitation

The research focuses on translating descriptive text at MAN 5 Kediri. The subject of the study is chosen for only the first grade student at MAN 5 Kediri. The first grader students of senior high school have been taught about descriptive text. The subject is limited for only one class at MAN 5 Kediri in order to shorten the time.

E. Significance of the Study

The significance of the study is addressed to teacher, student, and future researchers.

1. Teacher

The teachers can use the result of this study as a reference to assess the quality of translation.

2. Student

The students can use this research as an evaluation to make a better quality of translation.

3. Other researchers

The present research is useful for other researcher who will conduct a research in the same field.

F. Definition of Key Terms

The present research has four key terms in order to avoid misinterpretation. The key terms are tranlating, translation procedures, translation quality and descriptive text.

1. **Translating**

   Translating is an activity to restate language from source language into target language. In this research the source language is English and the target language is Bahasa Indonesia.

2. **Translation procedures**

   Translation procedures are the ways used to transfer the meaning of a text from source language into target laguage.

3. **Translation quality**

   Translation quality refers to how accurately the message of a source language text transferred into the target language.

4. **Descriptive text**

   Descriptive text is a text which explains something like a person (living thing) or non-living thing in detail.