

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research problem, the objective of the study, the significance of the study, its solve and limitations, and the definition of key terms.

A. Background of Study

"All animals have systems for communicating with other animals of the same species, but only humans have language that allows them to generate and understand new messages without external stimulus (Kreidler, 1998:3)." That's what makes humans special. They regard language as the most important thing that governs their social life. Language is used to communicate between people, to transmit ideas, and to receive ideas. Without language, we may not be able to communicate with other people and say what is intended.

On the other hand, in my part of the world, different societies have different forms of language. People speak multiple languages and may not realize how many they speak. This state is described by Wardhaugh (2005:2) as "multilingual; this means many speakers can speak multiple languages." They speak many languages because they have to speak many languages to communicate and live. But what happens when two people with different languages meet? Do they understand each other? Body language may be enough, but it only works in simple situations, and complex situations can be difficult to describe with gestures and body language.

Therefore, English is chosen as the lingua franca. Widely used for communication between two native speakers where one or both speakers use it as one, distinguishing it from each other's second language. However, if the condition cannot be learned, Lingua Franca or another language has a "language saver", or translator. Whose job is it to create connections from one language to another?

Transferring an idea from one language to another, or what we call "translating," is not an easy thing. The language from one society to another is different and includes different cultures that are essential for a translator to understand. Dealing with the cultural aspects of a source text (ST) and expressing these aspects in the target language (TL) are reasonably persistent problems faced by translators (James, 2002:2). According to Munday (2008:5), translation means converting an original written source text in the original source language into a written target text in another language. Translation can refer to the general subject, the translated text, or the translation process. Furthermore, Karimi (2006:2) defines translation as "transforming one language (SL) into another (TL) so that the target language can convey the intended message in the source language". In other words, it is a process by which the translator decodes SL and encodes its understanding in TL.

Structuring from one structure of a certain language to another structure of another language The translator must be aware not just of its structure but even of the domains of equivalence as mentioned by Karimi

(2006):2 concerning linguistic units such as morphemes, words, phrases, clauses, and proverbs. They are equivalent to each other when a particular linguistic unit in one language reproduces the same intended meaning that is contained in an encoded message in another language medium.' However, it is a complex task for the translators to carry out translation products that are comparable with other languages because they lack precisely the same characteristics. As a result, it is at this point in the translation process that finding equivalence is of greatest difficulty.

Culture originating from different communities and the culture and language of each society have an influence on the existence or absence of expression in a target language. Each tongue has its own character, and that's what makes one language different from another. Language units such as morphemes, words, phrases, clauses, idioms, and proverbs are unique to each of the different expressions of the different societies. One of the unique characteristics that we should look at is idioms, which are difficult to translate into another language because their meaning can't be instantly translated. According to Baker (1992:63), idioms are forms of language that permit a small or no change in form and often contain the meaning, which can be inferred from their own components.

In addition, the combinations of idioms are fixed in form, and their meaning comes from the combination. According to Ahmadi and Ketabi (2011), all languages have idioms, which are strings of words whose meaning is different from that of the individual words. It's a big challenge for the

translator to translate idioms. In idioms, the meaning of any word can be different from what we normally find in our day-to-day lives. The meaning of the words is implicit, and it's based on a language's cultural background. Therefore, it is not necessary to have knowledge of only one language, such as the target language, but to have knowledge of at least two languages, the source language and the target language, to translate idioms.

An almost similar analysis on the topic of translating idioms has been done by the students of the University of Maritim Raja Ali Haji Tanjungpinang, Riskaulina (2021) found that the ability of students to translate English idioms in narrative text into Indonesian is different from each other, but the average translation result is good from 20 students; only some students were not correct. Another previous research finding from Stevani (2020) was that there were four strategies used by students when they were translating idioms. Those were strategy 1 (similar meaning and form), strategy 2 (comparable meaning but dissimilar form), strategy 3 (translation by paraphrase), and strategy 4 (translation by omission). The most frequently used strategy for translating idioms in narrative text was paraphrasing. These two previous writers focused on the students' ability to translate idioms and the strategies used to do so. The writer is therefore interested in identifying the problems and the solutions the students applied in translating idioms. For these reasons, the writer wants to conduct a study entitled *The Analysis of Students' Problems in Translating English Idioms in Narrative Text*.

B. Research Questions

Based on the back ground of the study above the research problem are:

1. What are the problems faced by the students at the eleventh grade of SMKN 2 Kediri in translating English idiom in narrative text?
2. How do the students at eleventh grade of SMKN 2 Kediri solve their problems in translating English idiom in narrative text?

C. The Objectives of Study

Based on the formulation of problem, there are the purpose of the research:

1. To identify the problems in translating English idiom in narrative text by the students at the eleventh grade of SMKN 2 Kediri.
2. To explain how the students at eleventh grade of SMKN 2 Kediri solve with their problems in translating English idiom in narrative text.

D. Ssolve and Limitation

The ssolve of this research is to analyze students' problems in translating English idioms into narrative text in the eleventh grade of SMKN 2 Kediri. The researcher chooses only one class in the eleventh grade.

Problems can happen to each learner, including the learners of SMKN 2 Kediri. This reason becomes the researcher's consideration in determining the subject of research. The researcher uses a textbook of Mona Baker and theory of Mc. Arthur.

E. Significance of The Study

The significance of the research consisted of three significance:

1. For the students

The researcher expected the research as an input to the students in order to motivate in learning translation, it expected to be a useful contribution in translating based meaning so that, the students have a good quality to translate English idiom in narrative text.

2. For the reader

The result of this research expected to be useful information for reader who was directly involved the learning process in order to developed the reader's ability to anticipate those problems in their learning, the reader also would get effective way and efficient in learning translation especially in translating English idiom in narrative text.

3. For the next researcher

The result of this research was hopefully to interest the next researchers for conduct the research about translation. Then from this research, the next researchers can propose to assume some techniques in teaching translation, especially in translating English idiom in narrative text. In addition this research become a reference for the next researchers.

F. Definition of Key Terms

1. Idiom

English idioms are a group of words whose meaning cannot be explained simply by deciphering the individual words.

2. Translation

Oral and written translations put more emphasis on the meaning or message conveyed, so the most important thing in translation is that the result of the translation has exactly the same intent and meaning as the message of the source language.

3. Narrative

Narrative text is a type of the text in the form of imaginary stories, engineered true stories, or fairy tales originating from the author's imagination, which are told chronologically or connected to each other. This type of text aims to entertain the reader without being offensive or anything else.