

CHAPTER I

INTRODUCTION

A. Background of Study

English as one of the most widely spoken dialects by almost millions of people in the entire world. Harmer (2003:1) states that English has become a lingua franca, and it has taken on the role of English as the main language for communication. A lingua franca can be defined as a language that has been used systematically to allow effective communication between two speakers who speak different native languages. Furthermore, English is used in many countries to facilitate communication between people from around the world (Pasaribu, Herman & Hutahaeen 2020).

As a lingua franca, it is also used to disseminate information and knowledge to the entire world. Consequently, it also plays an essential role in publications as well, especially in academic fields. All of the latest academic publications were mostly published in English. Most books, theses, dissertations, scientific papers, reports, journal articles, and other works, for example, were written in English. This case indicates that English is one of the most essential languages to be learnt.

In Indonesia, English as a foreign language (EFL) is taught in every educational institution from primary up to varsity level. The Indonesian government integrated English as the compulsory subject in the curriculum as a medium of instruction to assist learners in the mastery of the language, as cited on national education system, in chapter 33 paragraph 3 of Law Number 20 of 2003.

In line with what Pasaribu et al. (2020) state to master it, the government concluded that English should be taught in schools and made a part of the curriculum. Listening, speaking, writing, and reading are the four basic skills that students at any educational institution must be able to master when they are learning English (Harmer, 2007). Therefore, these four skills were inseparable due to each skill's essential part in the development of the other.

In learning English, there was another component that had an important part that could not be overlooked, namely translation. Unlike the other language skills, translation is regarded as an essential component that can promote the teaching and learning of foreign languages (Fitriyani, 2019). By translating, information was diverted from one language to another.

Translation has become a primary necessity for students studying English as a foreign language (Hastuti et al., 2020). Translation was not only a study, but it was also a means of communication. Thus, it was important for students to master translation in order to communicate with people from other countries. By using translation, students could understand the language in that country. Translating becomes a way to gain knowledge and understanding of a foreign language, especially English.

Karimian and Talebinejad (2013), Kim (2010), and Ross (2000) considered translation, along with the other four skill in language learning, to be the fifth skill in language learning. In line with Newmark (1988), translation from source language to target language or vice versa in the advanced of foreign language teaching is considered as the fifth skill since it has the special objective

of demonstrating the learner's knowledge of the foreign language, either as a form of exercising their intelligence in order to develop their competence.

According to Kasmer (1999), basically, language learners translate the source text to the target text in order to comprehend the text's content; translation serves as a cognitive strategy within the process of understanding the foreign language. Although the government did not integrate translation as a required skill in the school curriculum, eliminating translation as a part of English as a foreign language was a difficult thing to do.

According to Rokhman (2006:9), translation is mostly related to reading comprehension. It shows that the ability to translate is an obligation which should be understood and learnt in the English teaching learning process. Translation activities are mostly always done. It was also supported by the study of Rahemi et al. (2013), which found that reading comprehension competence was positively correlated with translating competence; the higher the understanding of reading, the better the translating proficiency. It might be assumed that students were expected to have good translation competence so as to be eligible to comprehend the reading text well, because reading comprehension was the process of understanding through translating a text what is being read. In addition, Sundari (2016) has proven that translation assists learners in expanding their vocabulary and comprehending reading text.

Dhillon et al. (2020) state that reading comprehension is a cognitive or behavioral skill acquired under specific contextual conditions in order to enhance some aspect of comprehension. With reading comprehension, the aim was to understand the ideas and relationships between ideas conveyed in a text beyond

the words. Furthermore, reading comprehension refers to the reader's comprehension of the text (Razak, 2009; Mulyati et al., 2007). It was reasonable to assume that the reading comprehension process occurs during translation. According to Newmark (1988), an effective translation requires three steps: recognizing the vocabulary and meaning of the original source-language text; reformulating the message in the target language, and interpreting the target-language text.

Students needed to master and learn translation competence in order to improve their reading comprehension competence. Furthermore, the tenth-grade student was expected to deal with many different types of texts, which meant that students were expected to have reading comprehension competence to comprehend the contents of the reading text. Students will eventually require translation to assist them in translating material from English to Indonesian or vice versa during the learning process (Fitriyani, 2019).

There are several difficulties that might arise during the translation process for the translator. According to Opan (2008) in Sukmawati, F (2019), difficulties in translating are frequently encountered by translators and can have multiple causes, including linguistic and cultural issues. As a result, the linguistic issue involves grammar, various vocabulary, and the meaning of each word. Meanwhile, culture is concerned with the shape of a different situation. Idioms and proverbs are cultural products that contribute to the cultural problem.

Translation techniques are used to achieve equivalence by translating the source language to the target language due to the difficulties in translating the source language (Lestiyanawati, 2014). By utilizing translation techniques, and

different problems require different types of techniques. (RM & Rosa, 2020). Because translation activities necessitate the use of translation techniques or styles (Faturrahman, 2019).

Translation techniques were classified as the latest theory of translation studies. According to Molina and Albir (2002:509), translation techniques are procedures for analyzing and categorizing how translation equivalence works. The appropriate translation techniques applied were going to make the text's message more communicative and understandable. As a result, the ability to select an appropriate translation technique is an essential skill for translators; therefore, students must understand the reason technique was applied. Mastering techniques of translation, according to Zainudin and Awal (2012a, 2012b), is the key to becoming a competent translator (Coban, 2015).

In this translation activity, text is required as a product to be translated from the source language to the target language. Referring to Permendikbud number 24 of 2016, the tenth grade syllabus model distinguishes the usage of English into three types of texts, which are (1) interpersonal, (2) transactional, and (3) functional. In functional texts, the text functions to carry out specific tasks or jobs. There were several types of text that students in high school were expected to learn, particularly in functional text, such as narrative, news item, procedure, descriptive, recount, explanation, analytical exposition, and so on.

Furthermore, translating one of the functional texts, namely narrative text, was more difficult than translating another text. Some words or phrases have idiomatic meanings that need to be translated appropriately for the context. Such

issues may have an impact on non-equivalence issues, which necessitate the use of specific translation techniques to address them (Lestyanawati et al., 2014).

According to Fitriyani and Wennyta (2020), narrative text consists of a story that entertains and captivates its audience. According to Herman (2014:31), narrative text is introduced to amuse or entertain the readers with actual or fictitious experiences in various ways. In addition, narrative text's primary aims is not only to entertain an audience, but it can also play an important role in conveying morals, conserving culture, or expressing a point of view through oral, visual, written, or enacted communication stories (Exley, 2010). It was possible to conclude that the narrative text was a fictional story intended to entertain and moralize readers.

Based on the writers' preliminary observations conducted in MAN 2 Model Medan, the writer found out that the students had applied technique in translating, nevertheless the students were still unable to translate the source text to the target text contextually. For instance, the following words "take a trip back time", which means "*pada zaman dahulu*", whereas students translate become "*mengambil perjalanan*". Another sentence of "history still held a grip on this building", which means "*sejarah masih melekat pada bangunan ini*", whereas students translate as "*sejarah masih memegang di bangunan ini*".

It was clear from those examples that students constantly apply word-for-word translation while translating the text. As a consequence, the target sentences were sometimes out of context, out of order, and tasted strange. Based on the writers' preliminary observations, It might be due to the student's lack of knowledge and comprehension in retaining the meaning. This causes students to

be unable to get the equivalence meaning of the text contextually. By all means, this case would lead to misunderstandings for readers. Meanwhile, in English, not all sentences may be translated through literal translation. Because every word can be ambiguous due to having multiple meanings.

Besides, there were several experts who adduced theories about techniques that can be applied in translating, such as Molina & Albir, Newmark, Vinay & Darbelnet, and many others. Nor in this study, the writer only used seven techniques as proposed by Vinay and Darbelnet, which were adaptation, modulation, equivalence, literal translation, calque, transposition, and borrowing. Each of them has its uniqueness to get the equivalence meaning. However, not all techniques were used in text translation but were commonly appropriate in the context.

Eventually, it can be identified that students' problems were applying the appropriate technique because the students tend to translate word by word, regardless of the meaning of context. It would be the writer's rationale to discover what the students' techniques applied in translating narrative text would be towards the process of translation. In this context, the writer means translation techniques, such as techniques used by students when translating from a source language to a target language. The writer strongly believes that translating narrative text requires some techniques to be applied to create a good result of translating source text to the target text.

Considering those problems previously, it became the writer's intention to conduct an investigation entitled, *"Translation Techniques in Translating Narrative Text by The Tenth Grade Students at MAN 2 Model Medan in the Class*

of Science 2. The writer intended to identify students' techniques in translating narrative text. This study was important to conduct because it was very useful for the teacher to know the students' reading ability because translation techniques would affect students' reading comprehension.

B. Problem of Study

Concerning the background of study previously, the problem of study was "what translation techniques were applied by senior high school students in translating narrative text at MAN 2 Model Medan"?

C. Objective of Study

Concerning the problem of study previously, the objective of study was "to identify the types of translation techniques which were applied by senior high school students in translating narrative text at MAN 2 Model Medan".

D. Scope of Study

According to Permendikbud No. 24 of 2016, states that the model of syllabus for the tenth grade consists of three kinds of text, which are interpersonal, transactional, and functional. Particularly in functional text, there were several kinds of text that were supposed to be learned by students at high school level; one of them was narrative text. It was more difficult to translate one of the functional texts than the other text. There were some words or phrases with idiomatic meanings that were supposed to be translated correctly based on the context of the text. Consequently, in translating narrative texts, techniques were required.

E. Significance of Study

The writer expected to achieve, provide and contribute some significance either theoretically or practically.

1. Theoretically

- a. This study was expected to provide the latest information for further writers about translation techniques in translating text, specifically narrative text.

2. Practically

- a. The results of this study was expected to map students' competence in translating narrative text, particularly at senior high school level.
- b. The results of this study was expected to be useful as additional references for further writers, particularly English Education Program students who were intrigued in conducting similar study in different focus areas dealing with translation techniques and narrative text.