

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language refers to linguistics study expressed into two systems of meaning such as symbol and sound. One application of language that is symbol created in sentence, paragraph and text is used to organize human experience. Language is system of meaning that is created in oral and written forms. Moreover language as a system of meaning is implicated into four skills, namely: listening, speaking, reading, and writing. Through these skills, the issue of writing has been very fascinating in terms of its power to transfer meaning. This is to say that writing is concerned with the organization of information. The role of writing is very close to exchange of information on various issues and make the organization of the sentence. A sentence and language constitute unit that can not be separated from one another due to the fact that they convey meaning. The meaning can be perceived and conceived and organized with many techniques and one of it is translation. A translation these days may be defined as a presentation of a sentence in a language.

Based on the explanation above, the translation constitutes the interpreting of the meaning of a sentence and the subsequent production of an equivalent sentence, likewise called a "translation" that communicates the same message in another language. In translation, the sentence to be translated is called the *Source Language* (SL) and the language that it is to be translated into is called the *Target Language* (TL), the final product is sometimes called the target

language. Newmark (1991:3) says that translation is an instrument of education and instrument in transmitting culture. Thus, translation is a medium for distribution of knowledge by education and also as an instrument in transmitting culture, but the orientation or the focus in this study is concerned into linguistic problems because students' are not simply dealing with concepts in one language, but concepts in the system of the two languages. In fact, students' must be able to find the equivalent words that transfer the same idea or meaning of the source language .

Actually, many factors are crucial to the process of translating and no explanation of translating can claim to be comprehensive if these factors are not considered. There are three important factors in translating texts, they are: linguistics factors, cultural factors, and the translator's personal condition factors, but this study is concerned the linguistics factor.

Based on the theory of translation, there is no perfect translation. The result is either *overtranslation* (more than the original message) or *undertranslation* (less than the information presented in the original sentence). Between these two extreme points lies a problem of translation, that is, to produce adequate equivalence (Sinaga, 2003:4).

Further, in integrating message of translation, it is related to theme and rheme and this study also investigates the using of Systemic Functional Linguistic (SFL) as the tool which analyses how sentences are organized and combined and what the relationship available between language and elements and aspects of social life is (Burns & Coffin, 2001). This condition usually relates to theme and rheme. Theme and rheme are two labels in Functional Grammar which represent

the way in which information is distributed in a sentence. A theme is the element which serves as the point of departure of the message, whereas a rheme it is the remainder of the message (Halliday, 1994). In Functional Grammar, each constituent in a grammatical structure is labelled by function in relation to the whole. One of the problems in producing adequate equivalence translation results is ignorance in translating theme and rheme. Theme and rheme are often translated regardless of the emphasis as represented by the structure of the world sequence. For example, the translation of rheme often overlaps the translation of theme. Moreover, theme is not translated at all. This affects in insufficient equivalence in the target language especially viewed from the mood of the writer. For instance, *Your health we care* Actually, this sentence must be translated into Indonesian is “Kesehatan anda kami perdulikan “ if we translate based on the concept of theme and rheme in Systemic Functional Approach, but many students in general do not translate on this way because their way still hold that is making translation of the Meaning Based Translation. Therefore, they usually translate into Indonesian “Kami peduli kesehatan anda”. This concept have been emphasized by Larson (1984 : 12) who states that translating the form of one language literally according to the corresponding form in another language would often change the meaning, or at least result in a form which is unnatural in the second language. Meaning must, therefore, have priority over form in translation. It is meaning which is to be carried over from the source language to the receptor, not the linguistic forms.

In the case of the source language and the receptor language are closely related languages, from the same language family, it is not likely that there will be

much correspondence of form between the source language and the translation. The nature of language is that each language uses different forms and these forms have secondary and figurative meanings which add further complications. A "word-for-word" translation which follows closely the form of the source language is called a literal translation. A literal translation is useful if one is studying the structure of the source language as in an interlinear translation, but a literal translation does not communicate the meaning of the source language. It is generally no more than a string of words intended to help someone reads a sentence in its original language. It is unnatural and hard to understand and may even be quite meaningless, or give a wrong meaning in the receptor language. It can hardly be called a translation. The goal of a translator should be to produce a receptor language sentence (a translation) which is idiomatic, that is, one which has the same meaning as the source language but is expressed in the natural form of the receptor language. The meaning, not the form, is retained.

Furthermore, the writer does not make the controversy between the concept of functional grammar approach and the concept meaning based translation, but the writer will clarify theme and rheme of translating sentence from two concepts of translation sentences.

Observing the presentation of translation by Sinaga, one may find that the translator produced misleading information on the equivalents, there were missing sentences. Some similar words were translated into inconsistent equivalents. Based on the earlier statements, found by students' translation through the analysis of the theme and rheme of their translation product.

Being concern with the problem the writer plans to carry out a study related to subject-matter. The writer is very much concerned with the students' ability in translating theme and rheme, so he is interested in conducting a research on the students' translation result particularly at State Senior High School (Sekolah Menengah Atas: SMA) 2 Sibolga.

1.2 Problems of the Study

Based on the above phenomena, the research problems are formulated as follows :

1. What is the students' concept of translating theme and rheme in declarative sentences from English into Indonesian?
2. How do the students translate theme and rheme in declarative sentences?
3. Why do they do the way they do ?

1.3 Objective of the Study

The objectives of this research are :

1. to identify the students' concept of translating theme and rheme in declarative sentences from English into Indonesian.
2. to identify what is the students' way in translating theme and rheme.
3. to explain the students' reason of translating theme and rheme.

1.4 Scope of the Study

There are many factors influencing translation, namely: linguistics factors, cultural factors, and the translator's personal condition. However, this study focuses only on how theme (simple theme, not multiple theme) and rheme in declarative sentences.

After presenting the background of the problems and objectives of the study above, the scope is especially combined; namely : 1. Theme and rheme is the basis for the analysis of clause in translating declarative sentences from the Source Language (SL) into the Target Language (TL), 2. The way to translate of theme and rheme in student's translation, 3. The reason why the students translate theme and rheme like that.

1.5 Significance of the Study

The findings of this study will be very important for Indonesian students who want to understand translation theme and rheme much better. In general they will benefit from the explanation on the pattern in improving their translating skills from English into Indonesian. Teachers of English in particular will learn more about the differences between the translation of theme and translation of rhema from English into Indonesian as SL and TL, respectively. The discussion in this study can also lead to some criticism against translation errors that may have occurred. The students of SMA N 2 Sibolga can understand difficulties or problems of translation and so they can predict areas or spots of overlaps in translation.

Therefore, the findings of this study are expected to be relevant in some respects; especially relevant to :

1. the learners who need them as reference to translate theme and rheme from Source Language to Target Language and reversely.
2. the learners who want to have a good analysis in translations.
3. all translators as the contribution for improving the quality of their translation result whether it is from English to Indonesian or from Indonesian to English.
4. all researchers who want to use the result of this research as comparison to their research.
5. lecturers as input to their considerations in teaching the subject.