

CHAPTER I INTRODUCTION

1.1 Background of the Study

The differences in many aspects of grammar in two different languages cause problems for the learners. In negations for example, English (ENG) and *Bahasa Indonesia* (IND) have different rules in applying them in sentences. Negation and negative indefinites raise problems for the principle of compositionality of meaning, because it is found both double and single negation in natural languages. The constraints defined are universal, but their ranking varies from one language to the others. Since IND and ENG have different structure, it is believed that the construction and the use of negation in both languages are different. The differences of any language properties (sound, structures, and meaning) create difficulties in studying the language. For example, Indonesian students face some difficulties in studying English because of the differences. One of them is in the use of negation.

Textbooks both Natural and Social sciences for SMA students are printed in bilingual (English (ENG) and *Bahasa Indonesia* (IND)). The purpose of bilingual textbooks is indeed to ease the Indonesian students to understand the contents and at the same time they can learn English related to the subject matters. Related to the negation aspects in source language (SL) in this case *Bahasa Indonesia* and in target language (TL) English, the students are hoped to be able to understand the use of them. However, it can also be found the ways of exposing their forms in both

languages that they are not in balance due to the different system of aspects of grammar as mentioned above.

It is known that in today's world, communication between different nations with different languages is feasible through translation. Various definitions have been given to translation. "Translation is a science; translation is an art; translation is a craft; translation is skill; translation is an operation; translation is a language activity; translation is a communicating". As the process of conveying information overcoming language barriers and cultural barriers, translation is a communication activity. "Translation is the bridge for cross-cultural communication". The translator is mainly a "message conveyor." In most cases, translation should be understood as the process by which a message is expressed in a specific source language, and the specific source language is linguistically transformed in order to be understood by readers of the target language.

More often than not, the translator faces texts which are to be used within a process of "active communication" and the impact of which often depends on the very wording of the original text. In these specific cases, the translator sometimes finds it necessary to reconsider the original wording in order to better understand the source text and be able to render it in the target language. This is the moment when the translator becomes an active link in the communication chain.

The translation process here becomes twofold: firstly, the translator needs to understand thoroughly the meaning of the original text. During this first step, the translator is communicating with the writer through information between the lines

and he or she has to do a lot of work including reading and searching information about the original text and the writer in order to clarify the ambiguities which he or she has come across. Secondly, once this first part of the work is over, the translator will undo the syntactic structure of the original text and then formulate the corresponding message in the target language, thus giving the original text added value in terms of both wording and impact. As a matter of fact, during the second step, the translator is communicating messages of the original text to the readers of the target language. Therefore, the work of the translator often involves a great deal of creativity as well as a wide range of communication skills.

An extremely interesting discussion of the notion of equivalence can be found in Baker (1992:11-12.) who seems to offer a more detailed list of conditions upon which the concept of equivalence can be defined. She explores the notion of equivalence at different levels, in relation to the translation process, including all different aspects of translation and hence putting together the linguistic and the communicative approach. She distinguishes between:

Equivalence that can appear at word level and above word level, when translating from one language into another. Baker acknowledges that, in a bottom-up approach to translation, equivalence at word level is the first element to be taken into consideration by the translator. In fact, when the translator starts analyzing the ST s/he looks at the words as single units in order to find a direct 'equivalent' term in the TL. Baker gives a definition of the term word since it should be remembered that a single word can sometimes be assigned different meanings in different languages and

might be regarded as being a more complex unit or morpheme. This means that the translator should pay attention to a number of factors when considering a single word, such as number, gender and tense.

Any difference between SL and TL that became obvious in a translation was attributed to the differences in the two linguistic systems. The target-language text was required to be identical to the SL-text in content, style, and effect, and to respect the rules and norms of the TL. Linguistic translation studies, thus, were basically interested in the norms of the language systems. The linguistic units of SL and TL were compared in order to set up mechanisms (in the sense of normative translation principles) for overcoming differences in the language structures encountered in the process of translation. A translation norm in this context was defined as translating a linguistic unit by its generally accepted equivalent.

Related to this study, texts that are going to be analyzed are bilingual textbooks of Natural Sciences (Biology = *Biologi Bilingual*, Physics = *Fisika Bilingual*, and Chemistry = *Kimia Bilingual*) used by Grade X *Sekolah Menengah Atas* (Senior High School). These three textbooks are published by Yrama Widya. The analysis is focused on the negation aspects of both languages (English (ENG) as the source language (SL) and *Bahasa Indonesia* (IND) as the target language (TL).

1.2 Problems of the Study

On the basis of the various possible ways of translating, the problems that are going to be solved could be formulated as the following.

1. How are the negation of *bukan* and *tidak* in *IND* translated into English in the textbooks?
2. What types of grammatical equivalence occur in translating negation *bukan* and *tidak* in *IND* into English?
3. What equivalence in meaning occur in translating negations *bukan* and *tidak* in *IND* into English?

1.3 Objectives of the Study

In relation to the problems, the objectives of the study are

- 1) to give descriptive elaboration about the negation aspects of *IND* translated into *ENG*.
- 2) to provide analysis of the types of equivalence that occur in the process of translating negation in *IND* into *ENG*.
- 3) to provide an explanation on the equivalence in meaning which occur in the process of translating negation of *IND* into *ENG*.

1.4 Scope of the Study

Related to the topic of this thesis, the study is focused mainly on the aspects of negation and their application in the process of translation from the *SL (IND)* and (*ENG*) *TL*. In *IND* negation can be represented by *tidak* (with its variants, for instance *tiada* and *tak*) and *bukan* which will be focused on declarative and interrogative sentences. The data of this thesis are all sentences that consist of

negation *tidak* and *bukan* and their translation version gathered from the three sources (bilingual textbooks), i.e. (1) *Kimia Bilingual* (for Chemistry) written by Sunardi and edited by Zulfiani. (2) *Fisika Bilingual* (for Physics) written by Sunardi and Etsa Indra Irawan, and edited by Dr. Tedy Setiawan and Drs. Tata Santana, and (3) *Biologi Bilingual* (for Biology) written by Nunung Nurhayati and edited by Zulfiani. The textbooks are teaching materials for Grade X and published by *Yarama Widya*

1.5 Significances of the Analysis

A good translation is one which conveys the messages, thoughts, idea, and concepts from the source language thoroughly and correctly. In obtaining good translation, translators must understand language, culture and implicit meanings of source and target language. Findings of the research are expected to be useful and relevant in some respects as elaborated in the following.

- (1) Other bilingual textbook translators can make use of this study as a guideline to solve problems they found when translating, or to improve their works.
- (2) The findings can be helpful for translators who to give clarification and clarity of differences between English and IND structures.
- (3) The findings can be helpful for students who study translation or other related fields to make use of the analysis of the findings, by adapting or applying these strategies for their assignment as well as their work. Also,

the strategy found in this study might be applicable for students who study translation when doing assignment and also their future career.

4. It is expected that the findings of this study might worthwhile for anyone who is interested in translation to adapt or apply these strategies when they translate foreign news or any kind of text.
5. It is finally expected that the findings of this study can be relevant and beneficial for those who are interested in studying translation specifically in the translation of ENG as the source language to IND as the target language.

UNIVERSITAS NEGERI MEDAN
UNIMED

THE
Character Building
UNIVERSITY