CHAPTER I

INTRODUCTION

1.1 The Background of the Study

There are four language skills in learning English: listening, speaking, reading, and writing. Translation ability includes reading and writing. Many people still have low awareness about how important translation, they only learn four language skills there are listening, speaking, reading, and writing that generally learned in school. The translation is important not simply because it gets us talking to each other or allows each of us to read what the other has written but because it gives us insights into why we find it difficult sometimes to speak to each other and why we particularly like or understand what the other has written Bell; Sari, 2018. Learning translation is not only important for education but also important for daily life. For Indonesians, English is learned mainly for the engagement and improvement or relation with other nations. The function of English is a medium that students can improve their abilities in science, technology, art, and culture so that they will not feel neglected in their society.

According to Catford; Sari., 2018 translating consists of several processes and considerations in producing a good translation. However, it seems that the students do not recognize this. Students do not really understand that translation is a really complex activity. Students may think that translating is simply only the process of changing the source language word into the target language word. That is why students make their translation simply by bringing their Indonesian thinking into English. Students usually use literal translation when translating

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tasks. Newmark in Budianto and Fardhani (2010:2) defined translation as a craft consisting of an attempt to replace a written message and/or statement in one language with the same message and/or statement in another language. In the definition, Fardhani underlined that the important thing in translation is the message. The translation should express the same message as the message of the source language offered. Learners of English as a Foreign Language (EFL) in Indonesia generally feel that translating, particularly translating Indonesian to English is a very difficult task. This understandable, considering that translating is a very complex task demanding some integrated competencies (Yuliasri, 2014:107).

At the junior high school level, there are several texts that students learn in English lessons. One of the most studied texts is a narrative text which aims to entertain and attract readers by presenting stories or events that have problems that cause conflict and at the end of the story there is a resolution or a happy or even sad ending. Actually, narrative text is not only limited to mystical stories, fiction, legend, fairy tale, or fable but other stories in the form of adventures, mysteries, and all forms of stories. In essence, narrative text is about stories. But in-school lessons, narrative genre texts are usually only used to show fictional stories such as fairy tales or legends.

If viewed from its type, the narrative text that is referred to by the teacher is included in the Suggestive Narrative category, which is a text whose purpose is so that readers can get lessons from a story. Therefore, in this study, the researcher chose to analyze narrative text because narrative text can help students control the

situation they are experiencing. Because usually there were stories in the narrative text related to the stories they experienced. Also, narrative text can make students think more logically in controlling their time. The beginning of the story, the middle of the story, and the ending of the story should be considered by students in taking their life further.

Table 1.1 List of Students Problems in Translation

Kind of Problem	Total of Mistakes
Vocabulary	97
confusing words	55
The use of idioms/proverb	9
transfer or individual words	19
Total	180

Based on the preliminary data got by the researcher, the majority of the students in eighth grade in MTS Al-Ittihadiyah Percut Sei Tuan were still unable to translate English texts into Indonesian. Students could translate in a literal way correctly, but the text loses its true meaning. Besides, the problem faced by eighth-grade students is the transfer of individual words. Another type of students' problem in translating narrative text was found when students transfer individual words. The data are texts consists of students' problems in translating English narrative text into Indonesian of eighth grade at MTS Al-Ittihadiyah Percut Sei Tuan. From these data, the data showed that the students tended to translate word-by-word. Students looked up the meaning of English words in the dictionary, then they translated directly into Indonesian without considering whether their translation makes sense in Indonesian or not. So that it can lead to the use of

inappropriate vocabulary in sentences because their vocabulary is limited so it is difficult to understand.

There were kinds of common problems in translating the text from English to Indonesian such as confusing words, transfer or individual words, cultural specific words, sentence patterns, and the use of idioms/proverb. By knowing these problems faced by students researchers can provide a solution to each problem. Based on the observation that have been done by the researcher, researcher found that script of interview note student AM having difficulty translating from English into Indonesian such as tenses (composing sentence patterns), idioms (for idioms myself, student AM don't know much about English Idioms), and lack of vocabulary because it is difficult to interpret certain text words.

Researcher : Do you have difficulty translating from English into Indonesian such as tenses (arranging sentence patterns)

Student AM : I lack of vocabulary because it is difficult to interpret certain text words. For example,"interpreted the text about the saluran pembuangan disuatu kota". Because we don't have a background there

Researcher : From the texts that the researcher gave earlier about the sewer texts in a city.

student AM : I find it difficult to simplify a sentence that is too long and then simplifies the sentence".

After the researcher found the difficulty of translation in sentence patterns, the researcher can provide a solution/know technique of translation in the case of sentence pattern. The researcher wanted to know the students 'problems in translating from English to Indonesian so that students and teachers know the students' mistakes in translating from English to Indonesian. thus the teacher can provide solutions and guide students in translating narrative text in English into Indonesian

In Junior High School, there is no translation subject. But learning translation is very important for Junior High School students. It was because in Junior High School there are two Basic Competencies (KD) that must be mastered by eighth-grade students. Namely knowledge base competence 3.1 Understand the social function, text structure, and linguistic elements of narrative texts in the form of Indonesian fables and Indonesian legends, according to the context of their use. basic competence skills 4.1 Catching the meaning of spoken and written narrative texts, in the form of Indonesian fables and Indonesian legends, short and simple in use.

So that students better understand the content and meaning of the text and its linguistic elements. In junior high school, learning translation is very important because students must be able to translate starting from junior high school. so that at the next level they understand how to translate well. they will have no problem translating. By translating from English to Indonesian students should understand the meaning of the text. they can also add insight, vocabulary, and grammar. In studying a narrative text, translation is certainly useful. students increase

knowledge and deepen language skills. also in determining the actual meaning of the word translated from English to Indonesian. Students will also master adverbs of time and verbs used in narrative text.

In the teaching and learning process, the teacher explained the material in English and then repeat the explanation in Indonesian. The translation was usually applied in reading and writing class, students must translate the text or material from English into Indonesian or Indonesian into English. Sometimes, when the students wrote an English sentence or paragraph. Students wrote the Indonesian text first and then translated it into English. Students usually depended on the dictionary in translating the text.

Therefore, the teacher provided story texts and directs students to read texts using English with story reading exercises that focus on topics of interest to students, namely narrative text. Students were very interested in narrative texts such as fairy tales and legends. By reading English stories frequently, students could also improve their diction, spelling, structure, grammar, and vocabulary. This activity could also improve memory and understanding of English vocabulary. In each meeting students learned one word, this activity was called the `` word of the day ''. After reading the narrative text, students wrote down the words they learn into sticky notes. It could help to remind new vocabulary. Place it or stick it on the classroom wall.

Based on the results of the interview, the teacher's goal was to direct students to frequently read texts using English. Reading the text frequently will improve students' memory and discover new vocabulary. Also, students will be

familiar with the important diction and grammar in the text. The teacher decided to often provide interesting story texts for students in English, by often providing texts in English, the students' translating ability would be good enough, and the students would achieve a standard score. Putri (2016) also found that sometimes students' have problems in translating Indonesian into English text. Based on the result, the researcher can conclude that the students' get difficulties are lacking in vocabulary. Hasibuan (2019) this final project is a study that finds and describes the difficulties in translation of narrative text, the result of the research shows that the of translation inaccuracies in the students' translation was quite high. The second category of the students' difficulties in translating specialized texts was the difficulty of arranging the order and the structure of words or sentences. The students make this error because the lack of vocabulary. Lestariana, (2017: 101-102) In the English basic skill, the translation was difficult because this skill required the learners to master both the English language system that had the different representation of native language as the target language and Indonesian as the source language. The students had to make a comparison meaning into target language especially English into indonesian.

From the explanation above, the researcher wanted to analyze the students' translation problem in English narrative text into Indonesian made by eighth-grade students in MTS Al-Ittihadiyah Percut Sei Tuan.

1.2 Problems of the Study

Based on the background above, the researcher concluded some questions as the problem questions of this research, they were:

1. What are the problems faced by the eighth grade students of MTS Al-Ittihadiyah Percut Sei Tuan in translating English narrative text into Indonesian ?

2. What solutions does the teacher give when students face the problems in translating English narrative text into Indonesian?

1.3 The Objective of the Study

Based on the statements of the problems above, the objectives of the research are written as follows:

1. To know the problems faced by the eighth-grade students of MTS Al-Ittihadiyah Percut Sei Tuan in translating English narrative text into Indonesian.

2. To describe teacher's solutions when students face the problems in translating English narrative text into Indonesian.

1.4 The Scope of the Study

To avoid misunderstanding and clarify the problem, it is necessary to scope the problem. The subject of this research is the eighth-grade students of MTS Al-Ittihadiyah Percut Sei Tuan in the academic year of 2020/2021. The researcher intends to focus only on students' problems and the solution of the problems in translating English narrative text into Indonesian.

1.5 The Significance of the Study

The findings of the research are expected to provide information which may have theoretical as well as practical value for English teacher

1. Theoretical

   Theoretically, the findings are expected to be useful for the researchers, teachers, and students who want to learn about translation theory of the problems in translating English text into Indonesian. and also estimated to give the teacher solutions when students face problems in translating English narrative text into Indonesian.

2. Practically

   a) for the teacher, the theories and explanations are expected useful in the teaching and learning process as a reference to teach translation in writing narrative text and can provide solutions to teachers when students face problems in translating English narrative text into Indonesian.

   b) For students, this research is estimated to give a reference for students that become the object of this research to know the problems and then find solutions that can make them easier in translating English text into Indonesian.

   c) for other researchers, this research is estimated to give knowledge to the researcher. Well as the student of the English Department that is estimated to become an English teacher, it is estimated to become a good reference for the researcher in teaching translation by understanding the problem translation.