

Chapter One

Introduction

This chapter consists of the background of the research, identification of the problem, delimitation of the problem, and the research questions. The objective of the research and the significance of the research is mentioned in this chapter. The researcher puts the background and identification of the problem to tell why the researcher finds this problem. Next, the researcher lists some research questions and delimitations of the problem to make this study more specific. Then, the researcher mentions the objective and significance of the research. At the end of the research, the researcher explains the organization of the research.

Background of The Research

Translation, the process of rewriting a text in another language (Rossa, 2019), is an activity that plays a significant role in acquiring information from a foreign language. In other words, translation can make people know many things that happen outside of their language usage environment. For example, the technological advances that we utilize today are also inseparable from the role of translation, which makes us know a lot about the latest technological advancement. This is due to the fact that people can more easily understand the texts that they read when the text is written in their mother tongue. Hatch (1974) states that reading in someone's own native language makes it easier for them to understand the contents of the reading compared to reading in a second or third

language. It can be imagined how difficult it is to understand technology information written in a foreign language when people do not know the given foreign language.

On the other hand, several societies have different forms of language. People speak several languages and they may not be aware of how many different languages they speak. This condition is called by Wardhaugh (2006) “plurilingual; that is, many speakers may use more than one language (p.2).” They speak many languages because they need to do that in order to live their lives. However, when it comes to the condition when two people who speak different languages meet, how can they understand each other? Body language might be sufficient, but that just works in uncomplicated conditions. A complicated situation might be difficult to explain through gestures/body language itself.

In translating a text, every translator will certainly encounter several problems such as vocabulary, grammar, and culture in the target language (TL). One of the ways to solve such a problem is using translation techniques, and different problems need different techniques. Transferring the idea from one language to another language or as we called translating is not an easy thing to do. Language from one to another society is different, and it also contains different cultures which is a must for the translator to understand it.

The first problem is the cultural problem. As mentioned by Singh (2013), the socio-cultural problems exist in the phrases, clauses, or sentences containing words related to the four major cultural categories, namely: ideas, behavior, product, and

ecology. The translators have to find out the way in adjusting the meaning or the purpose of the source text into target text by considering the method in translating a text having several cultural terms that need to be adequately translated. For instance, according to Abu-ain (2014), translating a sentence “as white as snow” might be difficult for countries which never have snow. Hence, instead of giving them that sentence “as white as snow” as the postulation, translators should change “as white as cotton” if the countries have cotton as the object to postulate the snow. It strengthened by Elyildirim (2013) who stated that translating cultural concept is one of the serious problem for Turkish’s English learner. There were some words which were difficult to translate such as as term City of London. He further argued that the student has inadequate cultural knowledge about the target language.

The second problem is a linguistic problem. Al-Nakhalah (2013) stated that students or translators commonly felt difficult in identifying the lexical and semantic collocation since one lexical may have more than one meaning. For the example, the use of the word “run” in the following sentence (1) *The boy runs*, (2) *The clock runs*, (3) *The nose runs*, and (4) *the river runs*. The sentence uses the same word, namely “run”. The sentence “*The boy runs*” is translated “*Anak itu berlari*”, “*The clock runs*” are defined as “*Jam itu berputar*”, “*The nose runs*” are translated “*Anak itu pilek*” and the last sentence “*The river runs*” becomes “*Sungai itu mengalir*” (Sumarni, 2016).

English Language Education Department (ELED) Universitas Muhammadiyah Yogyakarta (UMY) provides translation class and students of ELED UMY can take the

course which focuses on translating text from Indonesian into English and otherwise. The final assessment of this course is, the students asked for two narrative texts. The first text is Indonesia into English and the other is English into Indonesian. When the students translated the narrative text, some students got difficulties arranging the texts in good structures and meaning of the target language. For the example is some students usually translated the text literally and they can not comprehend the meaning of the text. In the narrative text the students confused to retain the meaning from source language (SL) to target language (TL) because mostly in narrative text contains idioms and make the students difficult to retain the implicit meaning. This is the reason why the researcher chooses the narrative text. Based on the explanation that mentioned above, the researcher is interested in conducting a research to investigate the problem and strategies in translating narrative.

Identification of The Problem

Translation lessons existed in the third semester until the sixth semester, and most of English Education Department students' batch 2018 took the translating course in the third semester. They learned from basic translation such as the translation techniques and procedures. Usually, they practiced translating the sentence and narrative text. Based on the translation course that the researcher took before conducting the research, some of the students said that they faced cultural and linguistic problems.

There are some reasons that affected the problems in translating narrative text. In that class, students have to translate narrative text. They mostly translate the texts using

the app and do not double check it so the results do not match the target language. In addition, they also often translate idioms into the actual language because they do not know that they are idioms. Therefore, the researcher found about the problems that leads to the problems that the learners faced in translating narrative text. In addition, the researcher found out the strategies when translating narrative text so the researcher was also interested to investigating the strategies to overcome the problems.

Delimitation of The Problem

This research focuses on finding out the problems and the strategies in translating narrative text. The researcher uses qualitative research. In addition, the researcher uses interviews to collect the data. This research was conducted in Yogyakarta and the students of ELED batch 2018 who took translation courses are the participants.

Research Question

Based on the research background and the identification and limitation of the study above, this study concentrates on translation problems faced by students of English Education Department batch 2018 in translating narrative text. The research tries to formulate the issue into research question written as follows:

1. What are the students' problems when doing narrative text translation?
2. What are the students' strategies to overcome the problems in translating narrative text?

Objectives of the Research

Based on the research question, the aims of this research are to find out:

1. The problems faced by ELED students in translating narrative text
2. The strategies to overcome narrative text translation

Significance of The Research

The result of this research are expected to benefit teachers, students, and future researchers as follows:

For Translation Teachers. This research is very useful for the teacher to know about their students' problems in translating narrative text. This research is also expected to give deeper knowledge to the teachers about the problems and their solution in translating narrative text, so that the teachers may determine another way to teach translating based on problems faced by the students.

For Students. The result of this research is expected to give diverse linguistic problems to the students. By reading this research, the researcher hopes if they have the same problem in translating narrative texts, they can use this research as guidance when they translate narrative text, and they can adopt the same strategy to overcome their problem in translating narrative texts.

For Other Researcher. The researcher expects this study provides beneficial information about learners' problems and strategies to overcome the problem in

translating narrative text. It is expected that this research can be a reference to those who want to conduct research about the related topic and to develop the similar topic to e more depth.

Organization of The Chapter

The report of this research is presented in five chapters. The first chapter which is introduction, consist of background of the research, identification of the problem, delimitation of the problem, and the research questions which are, “What are the students’ problems when doing narrative text translation?” and “What are the students’ strategies to overcome the problems in translating narrative text?”. The objectives of the research and significance of the research are also presented in this chapter.

Chapter two discusses the literature review and the review of related study. In the literature review, it discusses the definition of translation, the problem in translation which are linguistic problems and cultural problem, and also disscuss about the structure and language features of narrative text. Then, there are some strategies to overcome those kind of problem, which are, borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. In addition,there is a review of the related study.

Chapter three relates to the methodology consisting of the research design, research setting, research participants, data collection method, instruments, data collection procedures and data analysis. Chapter four presents the findings and discussion. Chapter five draws the conclusion and provides suggestion.