

# **CHAPTER I**

## **INTRODUCTION**

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### INTRODUCTION

#### 1.1 Background of the study

The most important function of language is a means of communication. As a means of communication in daily life, there are two models of communication activity (Hanafi 1986:16): intralingual and interlingual communication. In intralingual communication, there is only one language involved so that the speaker and the hearer understand the message. In this model, a translator is not needed since both the speaker and the hearer understand the language well. On the other hand, in interlingual communication more than one languages are involved. Problems may arise. The hearer may not understand the language which is used by the speaker. In this kind of communication, a translator is needed to be the "bridge" between the speaker and the hearer.

One of the functions of the Indonesian language is as an official language in developing cultures and making use of knowledge and modern technology (Widyamartaya 1994:9). It is stated in Garis-Garis Besar Haluan Negara as quoted by Suhendra Yusuf (1994:1):

"Dalam rangka mengembangkan dan memasyarakatkan ilmu pengetahuan dan teknologi, perlu diusahakan peningkatan penulisan, penerjemahan, serta penyebaran buku, karya ilmiah, dan hasil penelitian di dalam maupun di luar negeri ..... " yang kesemuanya itu harus dilakukan ".... untuk meningkatkan pembangunan dan kemampuan nasional disegala bidang serta mempercepat proses pembaharuan, menuju terciptanya masyarakat yang maju dan sejahtera".

It comes to reality if all of information about culture, science, and technology are written in Indonesia.

Language and science can not be separated. New inventions in scientific fields are always written so that many people can get the knowledge. The medium is language. As a developing country, Indonesia needs a lot of knowledge and information, but many sources of knowledge and information, such as books, magazines, journals, etc. are written in foreign languages. Most of them are written in English. Many of us, Indonesian people, do not understand English. In this case, interlingual communication happens. So, translation as well as good translators are needed in order to get these knowledge and information which are important for the development of the country. In line with this, Ali Audah as quoted by Hanafi (1986:21) states:

Masalah penerjemahan semakin perlu mendapatkan perhatian yang besar, terutama guna membantu mempercepat alih ilmu dan teknologi serta komunikasi budaya, yang tentunya akan bermanfaat besar bagi bangsa dan negara Indonesia yang sedang membangun sekarang.

Translation has two roles. They are: translation as

a way of teaching and learning a foreign language and translation as a skill. When students are still at an early stage of learning, they need translation to understand teacher's explanation or written text. Tommaso Urgese (1989:39-40) states that translation has an important (even if not) predominant role in teaching and learning a foreign language. Translation as a skill plays an important role in students' prospective career (Margherita Ulrych 1986:14). She compiled a questionnaire to evaluate students' attitudes towards translation and its place in the university curriculum. From the result, she knew that students were aware of the importance of translation as a professional skill.

In the English Department of Widya Mandala Catholic University, Surabaya, translation is taught as a skill. It is expected that after learning translation for two semesters students are able to translate passages from English into Indonesian and vice versa. It means there is a chance for students to be good translators in the future so that they can contribute their knowledge to the development of the country.

Many students find translation a difficult subject. That is true but it does not mean that translation can not be learned. JF. Green (1970:222) states:

Like any other skill, proficiency in translation can be attained only by dint of intensive guided practice. Carefully prepared exercises are needed to establish the habit of using the sentence and the paragraph, not the word, as the translation unit, while keeping in mind the context of the whole passage.

Peter Newmark in his article "Further Propositions on Translation" as quoted by Hanafi (1986:25) states:

Translation is an exercise which consists in the attempt to replace a written message in one language by the same message in another language.

From this definition, there are two important things: exercise and written message.

It is obvious that translation needs a lot of practices so that the students can improve their ability and be good translators in the future.

In translation, a translator must pay attention to the linguistics functions of the text so that he could reproduce in the target language not only accurate meaning but also appropriate styles. Jacobson in Materi Pokok Translation (1988:5.2) proposed six linguistic functions in speech act: referential function, poetic function, emotive function, conative function, phatic function, and metalingual function.

There are two tendencies in translating: emphasizing the form of the source text and emphasizing the message of the source text. According to Nida and

Taber (1982:12-13), translation must aim primarily at reproducing the message, style is secondary. As far as the writer concerns, many translation works emphasize the form of the source text rather than the message. As a result, the sentences of the translation works sound awkward. Sometimes the message is not conveyed correctly. The writer also assume that students pay more attention to the form of the source text rather than the message.

As a student of English Department, the writer wants to know whether the students of English Department are able to translate English passages into Indonesian well after learning translation for two semesters. The writer wants to know the students' tendency in translating English texts, especially text that have referential and poetic functions; tendency to formal correspondence - that emphasizes the form of the source text or meaning priority - that emphasizes the message of the source text. The writer wants to know this because she feels that learning translation for two semesters is not adequate to be a good translator.

## 1.2 Statement of the Problem

The problems in this thesis are:

1. What is the students' tendency in translating

English texts into Indonesian: acceptable or non-acceptable ?

2. What is the students' tendency in acceptable translating English texts into Indonesian: meaning priority of formal correspondence ?

### 1.3 The Objective of the Study

This study is conducted to find out:

1. The students' tendency in translating English texts into Indonesian: acceptable or non-acceptable.
2. The students tendency in acceptable translation: meaning priority or formal correspondence.

### 1.4 The Significance of the Study

This study is intended to give contribution to the teaching of English at the English Department of Widya Mandala Catholic University, Surabaya, especially to the translation class.

Hopefully, this study helps students and translation teachers to learn and teach translation better.

### 1.5 The Scope and Limitation of the Study

This study is focussed on the fourth semester

students of the English Department of Widya Mandala Catholic University, Surabaya who have learned translation for two semesters and are expected to be able to translate well.

The texts that are translated into Indonesian are the English texts which have referential function and poetic function. Translating English texts into Indonesian is the activity that students mostly do in translation I and II.

The data is taken from the students' translation II final exam which was held on July, 15, 1996. The writer takes the data from translation II final exam because it is considered as the final result of learning translation for two semesters.

## 1.6 Definition of Key Terms

There are some terms which are used in this study:

1. Translation : reproducing in the receptor language the closest natural equivalent of the source-language message, first in the term of meaning and secondly in terms of style.  
(Nida and Taber 1982:12)



2. Natural equivalent : the use of grammatical constructions and combinations of words that have very close similarities in meaning and do not violate the ordinary patterns of a language.  
(Nida and Taber 1982:203)
3. Acceptable translation : a translation that reproduces the closest natural equivalent of the source-language message.
4. Non-acceptable translation: a translation that fails to reproduce the closest natural equivalent of the source-language message.
5. Focus : The emphasis in translation, either meaning priority or formal correspondence
- 5.1 Meaning priority : the reproduction of the message is emphasized rather than the conservation of the form of the utterance.

- 5.2. Formal Correspondence : the features of the form of the source text is mechanically reproduced in the receptor language.  
(Nida and Taber 1982:201)
6. Referential function : the focus of the speech act is on the reference to which the speech act/discourse is carried out.  
(Materi Pokok Translation 1988:5.2)
7. Poetic function : the focus of the speech act is on the message.  
(Materi Pokok Translation 1988:5.3)

## 1.7 Organization of the Thesis

This study consists of five chapters. The first chapter is the introduction of the study which covers the background of the problem, statement of the problem, objective of the study, significance of the study, scope

and limitation, definition of key terms, and organization of the study. Chapter two deals with the theories connected to the study. Chapter three discusses about the research methodology which consists of nature of the study, subjects, instrument to collect the data, data collection procedure, data analysis procedure, and double coding. The next chapter deals with the results of data analysis in the forms of tables and discussion. The last chapter is the conclusion of the study.