

CHAPTER I

INTRODUCTION

In this chapter, the researcher exposed the background of the study, the scope of the study, identification of the study, and the objective of the study and the significance of the study.

A. Background of the Study

As the globalization comes, the distance is no longer becoming a problem for people to give and seek any information. Information can be rapidly gained only in the number of seconds. This massive change forces people to change ancient habit into a sophisticated one. Language than becomes a mean of communication. Language grows and develops year by year. Terminology and expression evolution improves significantly since language is considered alive. English then becomes the most used widely language among countries and then it is acknowledged as lingua franca. However, English is sometimes becoming barriers for some people. Thus, translation comes as a bridge between nations, cultures, religions, and also information to share those ideas, knowledge, and opinions to the world. However, translation study went through many polemics in the arising point of this study. The translation was considered as a burden for Roman literature since the Roman literatures are the product of Greek Translation. Translation hinders the writer to create imagination (Bassnett, 2002:23). As time passed, on the contrary, translation becomes the bridge of information around the world in the present day. Undoubtedly, the presence of translation study brings benefits not only for the literature, and knowledge but also public information. It can be seen that the

demand for translated books increases, web sites are created in multi-language, news portal are set in multi-language as well. Hence, the significance of translation is now clearly felt by people in the world.

Despite those significances of translation, it still can be found that there are several books that are finely translated from the source text (ST) into the target text (TT) but, there are still various problems with this translated book. Translated book is aimed to re-express the original book into the taste of the target language. Somehow, many translated books come with the different taste as the source one. It seems different reading the original version and the translated version of some books, although, the content is still the same. Moreover, some translated books also bring a different point of view, because of the lack of ability of the translator leads to a different way of understanding the meaning. It happened not only in book translation, but also in online news portals, websites, and games. Shifts of the content of the original one which leads the confusion are the problem of translation, though, the shift is not always bad in translation.

The notion of translation is to present the original meaning of source text in the target text. As it is mentioned that translation is a meaning transfer from the target language into the source language, the content becomes the most important thing to be kept. The text is transformed into a different language but not the meaning. Translation, therefore, is expected to reaffirm one language into another language. Those problems create the boundaries among the need of the translated book. Nevertheless, some languages can be easily translated but some others are not since the idea of equivalence is not the same in the perspective of culture

Translation as an activity becomes one of the concerns of the translation scholar, the idea of the first language (L1) and second language (L2) brings many ideas on how translation should be since translation can also be used to meet the pedagogical purpose. To meet communicative goals, translation is one of the factors to create communicative understanding (Marqués-Aguado, Solís-Becerra. 2013). As lingua Franca, English has been spread out around the world, it is indirectly imposed that it is important for people to know English. Translation act must be done to deal with English as lingua franca (ELF). However, there will be many problems with the way it is. The accuracy of the translation is the concern in nowadays, especially the pragmatic and syntactic are the most misleading case as Namdari (2015:74).

Namdari (2015:74) states that the background of the study interferes with the translation. The idea of the research was comparing the translation of University students who take a translation course, and chemistry students who are good at English. The article used was under the topic of chemistry. To analyse the result, pragmatic equivalence was assessed by seven parameters that were promoted by Al Qina'i. The assistant professor of chemistry was also employed to assess the context of chemistry translation. Mean, standard deviation and inferential statistics (t-test) were also run to identify the differences between those two groups. The result was surprising, chemistry students were outperformed in terms of pragmatic. The researcher argues that it might be hard for the translators to translate chemistry text because they do not have any background on the source text (ST). It was especially in technical words. However, in the term of syntactic, translation students perform

much better than chemistry students. It can be concluded that language proficiency and the background of the source text (ST) are the factors to determine if a translation work is good or bad. The foremost circumstances in translation can also affect the academic environment. The school has a massive role to develop students' abilities. Since the idea of English as Lingua Franca (ELF) has spread around the world, the international labelled school is also increased, English is not only the introduction but also the language that mostly used both in written and spoken form. Despite its usage, English has been the most familiar language for Indonesian students. Notwithstanding, the ability to transfer the meaning into the target language can sometimes be a big problem for the students. However, the strategy of translating the text is used by the student to understand the context of the text itself. Some students assist the other by explaining the text through translation. The way they explain, the students will translate the text into Bahasa and vice versa. Nonetheless, inaccuracy in translating the text becomes the other problem. The inaccuracy is not only in diction but also in the content (Fernandez-Guerra, 2014:154-155).

In some cases, students transfer the structure precisely from the source text into the target text. Students tend to follow the rule of the grammatical structure they have mastered. This condition creates "Indonesian-English" term, which is the whole transfer from the source text (ST) to target text (TL). Although literal translation is not always bad, the equivalence or the acceptability can sometimes mislead the purpose of the source text. Students are not accustomed to the activity of translation. It is only a very small part of a teaching and learning activity.

Furthermore, the shift in both level and category shifts may occur in students' translation. According to Khalifa (2015:32), the grammatical difference is the problem for the students to translate the text appropriately. Mostly, students tend to follow the rule of their first language (L1) grammatical role in their translation. Somehow their first language (L1) interferes with their ability in translating the sentences. Moreover, the idea of Bahasa Indonesia and English is different in terms of grammar is diverse. The idea of tenses in English is not the same. Time in English is a matter that must be understood both in writing and speaking. The idea of past, present, future and past future tense must be mastered in order to give clear-cut boundaries between those time divisions. Furthermore, word shift in terms of participle, and past participle. On the other hand, Bahasa Indonesia has no clear-cut division to determine the time, no shift among verbs in Bahasa Indonesia.

Translation then emerges as an interesting study to be researched. It is not only the translation of existing books but also the translation works of students. As English becomes the most dominant language, the translation of English to Bahasa Indonesia or any other languages has been commonly investigated. This effects language learning of English as Second Language (ESL) or English as Foreign Language (EFL). Back then, as the idea of language teaching, the old fashioned teaching method introduced in the early eighteenth century in Europe, Grammar Translation Method had been dominant language reaching method (Richards & Rodgers, 1999:3-5). It influenced learners very much since the idea of this method is to translate source text (ST) directly into the language of learners. To most of the students in Indonesia, translating the text is the main way to understand the text. In

regards to the students of Indonesia, the most salient is that the concept can be conquered but not the textual language, or translation product. The idea of interference in translation plays a lot of roles since the first language has a strong influence (Agustina, 2018:2). The research conducted by Agustina, (2018:2) shows that the students of junior high school are able to translate the text, although errors in the translation are found. The majority of the errors are found in terms of grammatical structure, especially in phrases. The interesting point is that the simple message is delivered by the junior high school students under some revisions in grammatical structure as the interference of their first language. Again, the language barrier is the problem of forming the concept of the text.

Nevertheless, as translation is known as transferring the word from one language to another, the shift in translation is an inevitable thing in the world of translation. Language character that varies among countries leads to a shift in translating it. Thus, translation is identical to two or more languages. The importance of translation is meaning transfer; therefore, the shift is a common thing in translation. To deal with a meaning transfer, intellectual and language competence in both Source Text (ST) and Target Text (TT) must be acquired (Machali, 2009:56). Text can be finely translated using the intellectual and language competence of the translator since the translator changes the language from one to another. World choice is the most important consideration for the translation, for example: ST "Human is a talking animal" there are two translations on this sentence, 1st TT "*Manusia adalah hewan yang berbicara*" and the 2nd TT "*Manusia adalah makhluk yang berbicara*" both translations can be understood by

the reader, however the word "*hewan*" seems inappropriate compared to "*mahluk*" in this translation. In short, word choice and translator knowledge in both languages can create any shift. The idea of the shift among languages seemingly out of the sight of the students. Translating the text literally has been the major way to understand the text. Thus, it is interesting to conduct the research on the shift made by the students of senior high school, especially in Budi Mulia Dua International High School, since English has been the language used in the most subject by the international classes. The exposure of English has also been acquired by the students, since, some programs are designed to enhance English of the students, such as; home stay in the Czech Republic, Netherlands, Japan, and Korea. Although those countries are not an English-speaking country, however, English is one of the requirements for joining the program. Moreover, some students of Budi Mulia Dua international high school experience living for years in English speaking countries. Thus, the students are accustomed to using English for their daily activities. It is interesting to find out the shift and the techniques performed by the students in translating the text from English into Bahasa Indonesia.

As it is comprehensively known that language is an arbitrary sign, language is also varied; some words can be found its equivalence, but some others are not. Regarding this issue, the translation technique must be used to determine whether the equivalence meaning is met or not. Therefore, a good technique in translating the text will lead to good translation and influence good understanding. As it is previously mentioned that language is alive, determining the word translation can be done using an appropriate technique. Vinay and Darbelnet as cited in Munday,

(2012:85) state that to translate the text, techniques must be performed such as, borrowing, claque, literal translation, transposition, modulation, equivalence, and adaptation. Although the subject of this research is not the students of translation study, unconsciously, the techniques of translation might be performed under the direction of their language knowledge.

Thus, the researcher is interested in finding out the shift in students' translation work. Since knowing the proper shift means knowing the message of the language. It determines the understanding of the text. It can also be one of the considerations for teachers that some language equivalences must be taught so it can prevent miscommunication in the future. Therefore, the research is conducted in order to find what are the shifts occur in this translation work of the students, and also the techniques used by the students in translation those shift in their translation work.

B. Identification of the Problem

Based on the justification above there are many problems that can be identified as follows.

1. Understanding text in English may be difficult for some students to be translated.
2. The shift in students' translation work may be both appropriate and inappropriate.
3. The different grammatical structure also leads to the shift.
4. The students may apply some techniques in translation, although theoretically, they don't know how to deal with those techniques.

C. Focus of the Research

Based on the problem identification above, the researcher focus on some problems. First of all, the researcher focused on finding the shift and then classifying the dominant shift occurred, the shift that used are both level shift and also category shift. The entire types of category shifts such as Structure shift, Unit shift, class shift, and intra-system shift are categorized, afterwards, the techniques that the students applied such as direct and oblique are also classified. At the end of this research, the researcher associated the kind of shifts that occurred simultaneously with the technique in English to Bahasa Indonesia students' translation work.

D. Formulation of the Research

Based on the problem identification and focus of the research, this research can be formulated as follow:

1. What are the shifts that occurred in the translation work of Budi Mulia Dua International High School students?
2. What are the techniques used in the shift of translation work of Budi Mulia Dua International High School students?

E. Objective of the Research

This research is aimed to;

1. Figure out the shift in students' translational work of Budi Mulia Dua International High School.
2. Identify the techniques used in students' translational work of Budi Mulia Dua International High School in correlation with the shift occurred.

F. Significance of the Research

Conducting this research leads to giving the benefits for;

1. Teacher, the teacher will be able to identify the common shift and mistake in their student works. So, the teacher can direct the students into the right one.
2. Students, the students will know the appropriateness of certain words, phrase, and sentence. Therefore, the students will make improvement toward sentence building.
3. Translators, the translator will take the advantage as well, they can determine the target text for the senior high school by knowing the characteristic of their language. Moreover, the translator can implement the shift and modify it into a readable one.
4. Another researcher, for the researcher who wants to conduct in education way, it will be helpful to set the topic of the research.