

CHAPTER I

INTRODUCTION

A. Background of Study

Language is very important thing to communicate and to interact in everyday lives. There are various languages in the world, one of them is English. English is an international language and it is used by millions people all over the world. Also, it is a global language means of communication in numerous dialects, politics, economy, science, technology, culture, and education. Besides, English is the future language that is as connector between people through globalization as well.

It is clearly stated that, learning a foreign language or English helps people to communicate with others in the world. It relates to what Allah said in the Holy Qur'an Surah Al-Hujurat verse 13 as follows:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse describes that Allah the Al-mighty has created human beings from men and women, and then made them into nations and tribes in order to know each others. This verse also informs that every nation and tribe has its own language which is used to communicate among them.

Nowadays, English is used by people all over the world, including Indonesians. Even, the foreigners also should master English for different purposes. If language, especially English, is just a classification for a set of general or universal concepts, it would be easy to translate from Source Language (SL) to Target Language (TL). Furthermore, under the circumstances the process of learning a foreign language would be much easier than it actually is. In this regard, Culler (1976, pp.21-22) believes that “languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own”.

In teaching a foreign language (TEFL), there are eight methods. One of them is Grammar Translation Method (GTM). The Grammar-Translation Method (GTM) is one of the methods, used by the teacher in English Language and Teaching (ELT). As one of the techniques, GTM is essential for foreign language instruction and learning. GTM has come to be seen as the antithesis of good teaching practice. GTM is associated with a grammar driven approach to learning, with an emphasis on accuracy rather than fluency, and on the written form rather than the spoken form. Moreover, most exercise types in traditional GT courses work at the sentence level or below: there is no such thing as authentic text, for example, in a standard GT course. In fact, in authenticity is a hallmark of GT courses, and lends itself to endless ridicule.

One of the techniques that the teacher usually uses to improve the proficiency in English is using translation from Grammar Translation Method (GTM). Translation typically has been used to transfer written or spoken Source Language (SL) texts to equivalent written or spoken Target Language (TL) texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers. Translation has been used as a method and a technique as well to teach languages for over two thousand years Rivers (1985, p.28). It is still widely used in the teaching of classical languages (Latin and Greek), and it was also used in the teaching of modern languages, as Larsen-Freeman points out. For example, Maley reminds the clear relationship between grammar and translation in his introduction to Duff's book on *Translation*: "Translation has long languished as a poor relation in the family of language teaching techniques.

Translation also has always been the core of the controversies on whether it can be a valid and effective tool in foreign language learning. Until recently, translation has been out of favor with the language teaching community. Translation as a language learning activity is considered as being unsuitable within the context of foreign language learning, Brown (2002). It was criticized because of the close association with traditional grammar translation. Even today translation is often regarded as some kind of mechanical linguistic transfer of meaning from one language to another. It is still ignored as a useful language learning tool because of

being not a communicative activity and not suited to the general needs of the language learner. Translation is considered as time-consuming, boring, and irrelevant.

Translation has been used by foreign language learners to facilitate language learning for centuries, and has played various roles under different language teaching methods. While some foreign language educators may consider translation as a critical means to ensure students' comprehension and an important writing exercise, other teachers may totally ban or discourage the use of the native language and translation in the classroom. While many foreign language educators ignored the role of translation in language teaching, from the learners' perspective, translation is still widely used in their learning.

Krings (1986, p.18) defines translation strategies as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task. Moreover, Loescher (1991, p.8) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or translators. In this regard, Cohen (1998, p.4) asserts that "the element of consciousness is what distinguishes strategies from these processes that are not strategic."

In Indonesia, especially, English is learned mainly for the absorption and development 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.

On the other hand, the goal of study English is to develop culture and profitable science and technology that the developing countries have. It can obtain the information and study it easily so that are able to translate the information from English into Indonesian. Many Indonesians use translation as the best way to comprehend the source language to the target language, that is, from English to Indonesian or from Indonesian to English especially to translate narrative text.

Narrative text is an imaginative story to entertain people of events especially in a novel, fables or legend etc. It is a process of skill of telling a story. Thus narrative tells about the event which happened in the past time. Generally the tense that is often used in narrative is past tense form, because past tense is a tense used to describe actions or events which took place in the past.

In addition, in MAN 5 Marabahan, translation is something that can be taken granted, since it is not taught and included in school curriculum. The school also thinks that translation is not as important as other subjects in English, for example grammar. The students learn English as much as covering four abilities of English, they are listening, speaking, reading, and writing. All of these abilities should be mastered by every student in learning English. Besides, students are also expected to have ability to translate English into Indonesian, in order to understand the materials or subjects. Sometimes, a student is able to read the available text, but not to translate it, so they do not understand the content of text.

Based on the statements and problems above, the writer is interested to conduct the research which entitles “THE TRANSLATION STRATEGIES APPLIED BY ELEVENTH GRADE STUDENTS OF MAN 5 MARABAHAN IN TRANSLATING NARRATIVE TEXT IN ACADEMIC YEAR 2015/2016”.

B. Statement of Problem

In order to get clear information for this research, the problem to be studied.

1. What are the translation strategies that applied by eleventh grade students of MAN 5 Marabahan in translating narrative text?
2. What is the most frequent strategy that applied by eleventh grade students of MAN 5 Marabahan in translating narrative text?

C. Objectives of Study

Based on the problems above, the purposes of the research are:

1. To know the translation strategies that applied by eleventh grade students of MAN 5 Marabahan in translating narrative text.
2. To know the most frequent strategy that is applied by eleventh grade students of MAN 5 Marabahan in translating narrative text.

D. Significance of the Research

The writer intends this research would give contribution as follows:

1. For the writer

By doing this research, the writer hopes that can study and get more information about the strategies in translating narrative text. Besides, the writer will get new experience and knowledge for the future of his life.

2. For the students

By reading this research, the students can be motivated to practice more than they did before and they are encouraged to learn the way to translate a narrative text easily, so that they can work with various strategies without much difficulty.

3. For the readers

It is expected by reading this research the reader will find any strategies in translating narrative text. And sharing the field research experience to the next researcher especially to whom wants to continue and develop their similar research.

E. Definition of Key Terms

There are some key terms used in this thesis writing that are very important for the readers to understand in order to avoid any misinterpretation toward the title which is adopted in this study. The writer hereby feels necessary to explain some terms in regard to the title as follows:

1. Translation: the process of transferring language from the source origin language into the target language. Translating is reproducing in the receptor language of the closest natural equivalent of the language message, first in the term of meaning and second in term of style. In this research, translation means transferring English texts into Indonesian.
2. Translation strategies: a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it. Translation strategies referred to in this study is the ones which is proposed by Vinay and Darbelnet (1955 in Lili Ni, 2009, p.78), they are borrowing, calque, literal translation, modulation, transposition, equivalence and adaptation.
3. Narrative text: narrative text is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.