

## **Chapter One**

### **Introduction**

This chapter aims to inform the reader about the summary of the study. There are several important points presented in this chapter. This chapter consists of research background including reasons for choosing topics, problem statements, research questions, research objectives, and significance of the study. In the last part of this chapter, the researcher mentions the outline of this research.

### **Background of the Study**

Translation is meaningful for educational purposes. According to Kavaliauskiene and Kaminskiene (2007), translation is the fifth skill along with listening, speaking, reading and writing skills. They argue that translation can help students become more active in using English and can develop their skills. Therefore, translators must consider the meaning when translating text especially when the text is used in the teaching and learning process.

Most translators face problems in translation. Two of the problems are cultural and language. As revealed by Hartono (2009), "translation is a type of activity that definitely involves at least two languages and two cultural traditions" (p. 15). The same opinion expressed by Nida (1964) who said that translations are often accompanied by many problems which may be the result of differences in both languages or differences in the culture represented by them. However, much research has been done to find translation problems. Some of the problems faced by students in translating are cultural issues and the equality of texts in language problems.

The first problem is cultural problems. This is reinforced by Elyildirim (2013), which states that translating cultural concepts is one of the serious problems for Turkish English students. There are several words that are difficult to translate as the term City of London. This term is used to

describe London as an entire city and city center, but not to describe London's finances. He further stated that students have inadequate cultural knowledge about the target language. The argument is supported by Sdobnikov (2011), Abbasi, Zadeh, Janfaza and Dehghan (2012), Li (2014), and Samantaray (2015). They investigated that the translation problem was mostly generated or emerged from the collision of the source language culture (SL) and the target language (TL).

The second problem is finding equality between source text and target text (Arffman, 2007). Finding equality between source text and target text is very important. The target reader cannot understand text messages if the translator does not find the same meaning from the text. Therefore, not only to find meaning but also to regulate structure or speech. The structure of each language is different, and translators need to find structures that are equal and appropriate to compile a comprehensive message for the target reader. This argument is reinforced by the journal Panou. Panou argues that finding an almost equivalent target language is complicated (Panou, 2013).

The third problem is linguistic problems. Translators may have many problems in linguistic terms as supported by Wong and Shen (1999). They stated that every language has its own grammar or structure rules as Indians can arrange interrogative sentences differently from Australians. Al-Nakhalah (2013), also stated that students or translators generally find it difficult to identify lexical and semantic collocations because lexicals may have more than one semantic. These problems can be a major difficulty in translation. Based on the statement stated, the translation is related to the complexity of the language which many problems arise when people want to translate ideas or information.

According to Ardhani (2015), the problem that is often faced when people want to translate several languages is the ability to choose the right words and have more than one meaning. In

addition, the ability to find the equivalent meaning of expressions from SL to TL does not have a specific word concept from SL. Also, problems may arise in the process of analyzing translations. As stated by Ordudari (2007), translation is used to transfer written or oral source language text (SLT) to the equivalent written or spoken from the target language text (TLT). That way, translation can be something that has been transferred to another language. Therefore, translation is also a tool to help people translate from one language to another language.

As mentioned above, regarding skills, abilities, and problems in translation, translations are also taught at several universities in Indonesia as elective courses. One university is a private university in Yogyakarta that teaches translations in the English Language Education Department (ELED). In semester six, ELED students take courses that include activities to translate text from Bahasa Indonesia to English and vice versa. This subject aims to make students become good translators and to know the basic knowledge of translation. Therefore, ELED holds one-time translation classes in their lessons from the first semester to the end. It does not continue to apply like other subjects that are regularly reviewed in each semester such as grammar, reading, listening, speaking, and writing.

Based on informal interviews conducted by the researcher, most students stated that they were poorly trained in translating Bahasa Indonesia texts into English or vice versa. They also argue that translation requires more practice to get good results because translation skills cannot be achieved automatically or miraculously.

Then, when the researcher conducts an informal interview, the students stated that the final assignment in this translation class is that the lecturer asks students to translate the text. The students were asked to translate two texts, namely translating Bahasa Indonesia texts into English and English texts into Bahasa Indonesia. When translating two texts, some students find it difficult

to arrange text into good structure and understandable meanings for the target language text. Some students actually translate the text literally without considering the equivalent meaning of several words. They did it because the vocabulary used was unknown to them. In addition, another example, from the experience of the researcher as a student, is that he has experienced problems in translating several paragraphs given by the lecturer. When the lecturer gave him an essay in English, he did not understand the meaning of the essay. First of all, he translated English text into Indonesian, and after learning the meaning, he translated it into English when he was involved in the translation class. The statement mentioned is the strategy of researchers to learn English, especially in learning translations. So the previous statement shows the translation problem most faced by students is linguistic problems. This is the reason why researchers want to investigate linguistic problems in translating texts.

English Language Education Department (ELED) is a new department that aims to produce quality English language teachers every year. Therefore, one of the graduate profiles ELED students is to become a translators because they have learned translation techniques or at least know the basic knowledge in translation. However, there are limited research and resources regarding in translating text. In addition, there are actually no students in the Department of English Language Education (ELED) from private universities in Yogyakarta that examine this case, but this is one of the phenomena that are often faced by students. Based on this, the researcher was interested in conducting a study entitled "Linguistic Problems Faced by Students of the English Language Education Department in Translation Texts". Therefore, the researcher is interested in choosing the topic of this research so that students can find strategies that suit their problems.

## **Statement of the Problem**

Based on the background above, the researcher identifies the linguistic problem faced by students at English Language Education Department (ELED) in translating text. Those problems are based on the researcher's experience. For example, when the teacher asked the students to create an essay, they wrote an essay in Bahasa Indonesia first. After that, they translated it into English. Regarding the feedback given by lecturers, there are still many task results stated it needs to be improved. For the reason, translating from the source language (SL) into target language (TL) is still difficult for the students. Based on informal interviews, usually, the problems encountered by students at the time of learning English were having a lack of vocabulary mastery and use of grammar, such as the use of tenses. In addition, the problem faced by the students is not only from the text of source language text (SLT) into the target language text (TLT) but also from target language text (TLT) into source language text (SLT).

The problem which the researcher will discuss here is limited to the linguistic problem. According to Wong and Shen (1999), linguistic problem exerts a direct and crucial influence upon the process of translating. Each of linguistic problems can interfere with translation. They also stated that there are five types of problem in linguistic namely the lexical (vocabulary), semantic (the meaning of a word, phrase, sentence, or text), grammatical (the sets of rules that explain how words were in a language), textual (the word order or word connection as well), and contextual (the text situation or background which illustrate the text) problem.

## **Research Questions**

This study is intended to answer the questions "What are the linguistic problems faced by students in ELED a private university in Yogyakarta in translating text?" And "What are the

strategies used by students in ELED from a private university in Yogyakarta to overcome linguistic problems in translating text?".

### **Objectives of the Study**

Based on the research question, the purpose of this study was to find out the linguistic problem faced by students in english language education department (ELED) from a private university in Yogyakarta in translating text and to find out the strategies used by students in ELED from a private university in Yogyakarta to overcome linguistic problems in translating texts.

### **Significances of the Study**

This study aims to provide positive benefits for several parties such as teachers, students, and other researchers.

**For the teachers.** This study provides benefits for teachers to be able to find out what are the problems faced by students in translation. In addition, the teacher can also provide learning according to the needs of students or what students want. On the other hand, the teacher can also use strategies that have been explained in the results of the study to overcome the problems faced by students in translating. Therefore, this study can be useful for teachers or lecturers as learning and strategy in their teaching when discussing about translation.

**For the students.** The students will know the importance of mastering the translation both translating from Bahasa Indonesia to English and English to Bahasa Indonesia and problems in making translations. Based on the research findings, students can also find strategies related to translation problems, and other students who have the same challenges can consider using the same strategy as well. Thus, information from this study can be an evaluation for students to solve problems in translation as a recommendation to improve mastery of translation.

**For other researchers.** This research is useful for other researchers who are interested in further investigating linguistic problems in translating faced by students. In addition, this research will be useful for other researchers because it can help to elaborate the theory, the findings of previous researchers, and other research materials derived from references as a basis for conducting the proposed research. Therefore, by conducting this research, it can also encourage other researchers to conduct research related to the same field of research.

### **Outline of the Study**

This research consists of five chapters. The first chapter focuses on the background of the research that describes the context of the research, problems, problem statements, research questions, research objectives, the importance of research and the outline of the study. The second chapter discusses the literature review of titles consisting of translations and conceptual frameworks. This chapter helps researchers find many references and provides further understanding of problems in translation. The third chapter talks about research design, research arrangements, research participants, methods of data collection and data analysis. Researchers applied interviews to obtain data. The fourth chapter will discuss the results together with the discussion. This chapter will focus on the results of the data collected. The fifth chapter will discuss the conclusions of the research that answers the research question. Therefore, researchers will also provide several recommendations for teachers, students, and future researchers.