CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is very important for human. It is a rule for human activities in daily life. It is called a system communication because it is applied either written or spoken. People can convey an idea and opinion such as a new experience, social realization and the facts or information to the other by using language. It means that language has an important role in everyday people in doing every interaction. So, people need a universal language to communicate each other easily. The universal language used by people to communicate is English.

English is an international language in the world, because it is used as means of communication among countries in the world of polities, information, technology, business, and education. Recently, English is an essential language for people around the world. Because of the importance of English, almost countries learn English especially in Indonesia.

In Indonesia, English is a foreign language. The government puts it as a compulsory subject at school. English is taught from kindergarten school up to university level. In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. In career development, English competence is very important, because of that, the students in indonesia must understand english to increase their knowledge.

Translation in english is an important role in communication between two different languages. Translation is basically a change of form. When we speak of the form of a language, we are reffering to the actuall words, phrase, clause, sentences, paragraph, which are spoken and

written. According to Peter Newmark (1988: 5) defines, " translation as rendering the meaning of a text into another language in the way the author intended the text ".

Based on writer experience when the writer take repetition English correspondence in fourth semester students ofenglish department, there are so many students can translate theenglish but they translate by using word by word so we can't find the result communicative and result is not good.

Based on reasons above, the writer decides to undertake a study about to find out the ability of the students because there are so many students can not traslate recount text communicatively and the writer will conduct the study"The Analysis of communicative Translation Technique on Students' Ability in TranslatingRecount Text at Fifth Semester Students of English DeparmentNommensen HKBP University Medan".

1.2 The Problems Of The Study

Based on the background of the study, this reseach is aimed at giving answers on the following problem :

Howarethe students' ability in translating recount text by using communicativetranslating technique at fifth semester students ofNommensen HKBP UniversityMedan?

1.3 The objectives Of the Study

Based on the problems, the objectives of the study are :

To find out the students ability in translating recount text by using communicative translating technique at fifth semester students of Nommensen HKBP University Medan.

1.4 The Scope Of The Study

There are some kinds of translation such as : word for word, literal, faithfull, semantic, adaptation, free , idiomatic and communicative translation. In this study the writer focuses in translating recount text, the writer focuses in the ability of the students in translating the recount text by using communicative translation technique by fifth semester students of Nommensen HKBP University Medan.

1.5 The Significances Of The Study

There are two kinds of significances in scientific study. The two significances of the study are stated as follow :

1.5.1 Theoretically

The theoritical significances

1. The result of the study is expected to be useful to enrich the horizon of english   teaching writing.

2. To increase and enrich the knowledge of the writer and readers ability in   translating recount text.

1.5.2 Practically

The finding of the study is expected to be useful for :

1. The writer, the result of the research can be useful for the knowledge of   teaching.

2. The English teacher, it can be used as an alternative strategies their translation   in order to understanf english well.

3. The students, the result of the research can be emrich and comprehend their   knowledge about transalation.

4. The other researchers, it can be used as a basic information or additional   knowledge in doing further research to translation.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In conducting the research, theories are needed to explain the relationship between terms that are used. The terms are ability and translation.

2.2 Ability

Hornby (1987:2) defines theability as (1) Capacity or power to do something physical or mental (2) cleverness, intelligence, (3) Spesial natural power to do something well. It means ability is competence is an activity or occupation because something's skill, training, and qualification or a general word for power, native or acquired, enabling one to do thing well.

2.3 Translation

Translation is both sciences an art. It means of an internasional co-operation and nation integration. It is though translation that we can bridge the distance of culture and geography. Translation has central role to play in a vast subcontinent like India, with fifteen major regional language, each proud of its distinch culture and tradition and countless dialects some of which are creatively as vibrant as any of our developed language its translator.

According to Jeremy Munday (2004:5) Translation is the communication of the meaning of source language text by means of target language text. Besides that, translation is a process that peformed in language, a process changing a text in source language. Translation is consist of giving the meaning of source language into target language. The form of language is called source language and which is changed is called target language. Tranlation is complited process.

However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meanig can be expressed even though it may be very different from the source language form.

Translation consists of changing from one state or form to another, to turn into one's own or another's language translation is basically a change of form. When we speak of the form of a language, we are referring to actual words, phrases, clauses, sentences, paragraphs, ets, which are spoken or written. These forms are reffered to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation the form of source language is replaced by the form of the receptor target language.

Translation is a process that performed in language, a process changing a text in source language. Translation consists of giving the meaning of the source language int target language. The form of language is called source language and which is to change is called target language. Translation is complicated process. However, a translator who is concerned with transferring the meaning can be expressed even though it may be very different from the source language form.

According to Basil Hatim and Jeremy Munday (2004:3) said that " translation is a phenomenon that has a huge effect on everyday life " The first of these two senses relates to translations as a process, and the second the product. The first sense focuses on the role of the translator in taking the origin or source text and turning it into a text in another language the target text. The second sense center on the concrete translation on the product produced by the translator.

According to Frawley W (1984 : 150) in translation, there are various of inference and appropriately depends partly on type of text that is tranlation in a literary work, but of ideolectal and cultural inference often enriches the translation.

The defenition of translation also mentioned by Catford (1965:1) who says that " translation is an operation performed on languages a process of substituting a text in one language for a text in another ". Furthermore, Catford (1965 : 20) translation may be defined as there placement of textual material in language (source language) by equivalent textual material in another language (target language)

According to Basnett (1991 : 13), translation involves transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves a whole set extra linguistic criterion. The good translations should be accurate, natural and communicative in meaning.

According to Roger T. Bell (1991:13), translation is the expression in another language (or target language) of what has been expressed in another sources language, preserving semantic and stylistic equivalences.
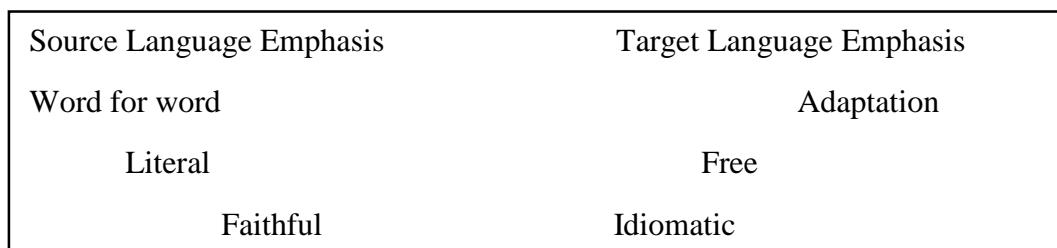
Basically, all the statements above about translation have the same idea in the sense that translation is a process of replacing or transferring messages, thought, ideas, meaning or information from the sources language to the target language. The main point of the translation is that a translator may not change the meaning of the message of the original text.

2.3.1 The Kinds of Translation

There are some kinds of translation according to many experts of translation. To make the process on translation easier, the experts of translation give some methods, they are word for

word translation, literal translation, faithful translation, semantic translation, adaption translation, free translation, idiomatic translation, communicative translation. The explanations about the method of translation are explained below. Those methods describes in V diagram below (Newmark : 1988)

Figure2.1. The kinds of Traslation(Newmark : 1988)

Source Language Emphasis	Target Language Emphasis
Word for word	Adaptation
Literal	Free
Faithful	Idiomatic

1. Word for word Translation

Newmark (1988: 45) states that wor for word translation method in the target text placed direcly under the version of the source text. This translation method is also called translation between lines or interlinear translation. Translation method is highly dependent on the level of the words, so that the wording is very maintained in performing its duties, the translator is just looking for a synonym of the source language into the target language. The wording of the translation sentenceis identical to the wording in the sourse language sentence. Every word is translated one-on-one based on common sense or out of context, where as word associated with a culture translated literally. This method is generally used on the stage of pre-translation on which the translator is difficult to translate the text to understand the mechanism or the source language and are typically used in the analysis phase or the early stages of transfer.

Here are few example of translation using the example of translation method word for word

1. Source Text : look, little guy, you all shouldn't be doing that.

   Target Text : lihat, kecil anak, kamu semua harus tidak melakukan ini.

2.Source Text : I like that clever student.

  Target Text : Saya menyukai itu pintar anak.

2. Literal Translation

Literal translation or also known as straight translation (Linear Translation) is among the translation of the word for word translation and free translation (Newmark, 1988: 46), in the process of translation, the translator seeks grammatical constructions of the source language (SL) equivalent or close to the target language (TL). The literal translation is regardless of the context. This translation originally is done as translating word for word, but some translator then adjusts the wording in accordance with the grammar of the target language. The literal translation is regardless of the context. Some of the main issues of translation are linked to the strategies of literal and free, form and content, example are follows :

1. Source Text : Look, little guy, you all shouldn't be doing that.

   Target text : Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.

2. Source Text : It's raining cats and dogs.

   Target text : Hujan kucing dan anjing.

3. Faithful Translation

In translation faithful, a translator seeks to produce the contextual meaning of the original text to the right within the limits of the grammatical structure of the target text (Newmark, 1988:46). Here the words are translated based on cultural contents, but deviations of grammar and choise of words are still left. This translation is sticking to the intent and purpose of

source text, so the translation sometimes still seems stiff and often foreign. By using this method of translation, the translator retains the formal aspects (especially in the texts of the law or legal documents), aspects of form (in the poems), the form of metaphor (in the translation of literary text), the form of the term (in the text informatics), so that the readers fully see the loyalty in the terms of shape in target text, although the translation is not commonly known. This translation is often called the "Translationese" (Hoed, 2006: 57)

Consider the following examples of the translation :

1. Source Text : Amir is a broker in Bursa Efek Jakarta.
   Target Text : Amir seorang pilang di Bursa Efek Jakarta.
2. Source Text : The government opened a bonded zone.
   Target Text : Pemerintah sudah membuka kawasan berikat.

4. Semantic Translation

Semantic translation is more flexible than faithful translation. Faithful translation is morerigid and does not compromise to the principle of terget language or more bound by language resources, while the semantic translation is more flexible in the target language (Newmark, 1984: 46, Machali, 2000: 52). Unlike the faithful translation, semantic translation should consider aestheties of the source text as a way of compromising meaning to reasonable limits. Consider the following example :

Source Text : He is a book-worm
Target Text : Dia (laki-laki) adalah seorang yang suka sekali membaca.

5. Adaptation Translation

Newmark (1988: 46) called that adaption is the most free translation method or the freest form of translation and closest to target language. The term adaptation is acceptable here, as long as no sacrifice or declination of the theme, characters or plot in source text. Indeed, adaptation method is widely used to translate poetry and drama. In the case there is a shift in the culture of source text to target text. It means that the source text is rewritten and adapted to the target text. If a poet is adapting a play to play, he should retain all the characters in teh original script and storyline also must be retained, bur the dialogue of source text can be adapted and tailored to the culture of target text. Example of this adaptation is the translation of a play by Shakespeare called "Machbeth" adapted by poet W.S. Rendra. He kept all characters in the original script and the plot of story was also well maintained, but the dialogue was adapted and tailored to the culture of indonesia (Machali, 2000: 53)

6. Free Translation

Free translation is a translation method that is more about content of the source text form (Newmark, 1988: 46, Machali, 2009: 53). This method is usually in the form of paraphrasing longer than its original shape, intented to fill or claerer message received by users of target language. Translation is pedanticand long-winded, even the translation looks like not translation. Soemarno (2001: 33-37) gave the following example :

1. Source text : The flowers in the garden.
   Target Text : Bunga-bunga yang tumbuh di kebun.
2. Source Text : How they live on what he makes ?
   Target Text : Bagaimana mereka dapat hidup dengan penghasilannya ?

7. Idiomatic Translation

According to Larson and Choliludin (2006 : 23) idiomatic translation uses natural forms in the target language, according to the grammatical consructions and lexical choise. A truly idiomatic translation does not seem like the translation. The translation is as if writing results directly from native speakers. Then a good translator will try to translate idiomatic text.

Newmark (1988: 47) adds that idiomatic translation reproduces the text message with the phrase of target language that is more natural and familiar than the source text

1. Source Text : Excuse me, Salina !
   Target Text : Permisi salina !
2. Source Text : I can relate to that.
   Target Text : Aku mengerti maksudnya.

8. Communicative Translation

According to Newmark (1988: 47), communicative translation attempts to translate the contextual meaning in the source language, both aspects of language and aspects of its contents, to be accepted and understood by readers of the target language. Machali (2009: 55) adds that this method is observing the principles of communication, namely the pulpit readers and translation purposes. This method is very concerned by readers or listeners of target text but not expected to have any difficulties and ambiguities in the text of the translation. This method is also very tended to the effectiveness of language translation. The phrase "awas ada anjing galak" can be translated into "Beware of the dog" instead "beware of the vicious dog" because the translation of the that sentence has already hinted that the dog was vicious.

The following are the typical characteristics of communicative translation :

1) Reader centered.

2) Pursues author's intention.

3) Related to speech. Adapts and makes the thought and cultural content original   more accessible to reader.

4) Effect-oriented. Formal features or original sacrificed more readily.

5) Faithful, freer.

6) Effective.

7) Easy reading, more natural, smoother, simpler, clearer, more direct, more   conventional, confirming to particular register of language but longer.

8) Social.

9) Target language biased.

10) Under translated: use of 'hold-all' term.

11) Less powerful.

The concept of communicative translation was proposed by Peter Newmark. He admitted it is as the most important contribution in the translation theories. It is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language, tending to under-translate, i.e. to use more generic, hold all terms in difficult passages. Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Newmark stated that fundamentally the function of translation is to convey or express opinion or idea to other people, as he said as follow: "translation is basically   a   means   of   communication   or   a   manner   of addressing one or more persons in the speaker presence."

Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original.

For Example : "*Apabilaseseorangmembukarekeningbarupadasebuah bank, makaberartiiameminjamkanuangkepada bank, yang pengembalianyadapatialakukansewaktu-waktu, baikdalambentuktunaimaupunberupapenarikancek yang diperuntukanbagi orang lain. Padapokoknya, hubunganbankir-nasabahmerupakanhubungandebitordankreditor, tergantungapakahrekeningnasabahtersebutberupakreditataukahdebet*". The result of communicative translation as follow : When anyone opens a current account at a bank, he is lending the bank money, repayment of which he may demand at any time/ either in cash or by drawing a cheque in favour of another person. Primarily/ the banker-customer relationship is that of debtor and creditor-depending on whether the customer's account is in credit or is overdrawn.

The ideal communiative translation will be accurate as to meaning and natural as to the receptor language forms used. An intended audience who is unfamiliar with the source text will be readily understood it. The success of communicative translation is measured by how closely it measures up to these ideas. Then, the ideal communicative translation should be :

1) Accurate : reproducing as exactly as possible the meaning of the source text.

2) Equivalance : using natural forms of the receptor language in a way that is appropriate to the kind of text being translated.

3) Grammatically: expressing all aspects of the meaning in a way that is readily understandable to the intended audiance.

Based on the explanation above, it can be inferred that communicative translation is very ideal in translation. It uses the communicative language that can be understood by the readers. Also, the ideal translation result is the translated text that accurate, equivalance and grammatically.
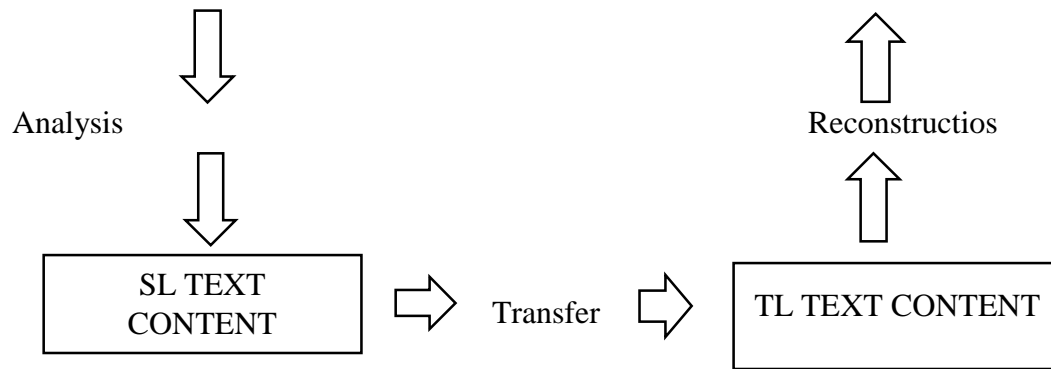
2.3.2 The Process of Translation

The difficulty in the translation process, procedures must aim at the essence of the message and faithfulness to the morning of the source language text being transferred to the target language text. In the words of Nida and Taber (1974) : Translating consists of reproducing, in the target language, the nearest equivalent to the message in the source language, in the first place in the semantic aspect and, in the second place, in the stylistic aspect. To a great extent, the quality of translation will be depend on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood ! Newmark (1995b) distinguishes some essential characteristics that any good translator should have: Reading comprehension ability in a foreign language knowledge of the subject, sensitivity to language (both mother tongue and foreign language), competence to write the target language dexterously, clearly, economically and resourcefully. As stated in the defenitions of translating above, a translation is a process. So, in translation there are procedures or steps. The process of translation needs to be understood by the translator because by that process they can take good ways in the translation. The process of translation can be understood an activity that is done by the translator when they transfer a meaning from the source language to the target language. The process of translation Nida and Taber consists of three steps as follows :

Figure 2.2 The process of translation (Nida and Taber: 1974)

SL TEXT FORM	TL TEXT FORM

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        ⇓                              ⇧
Analysis                         Reconstructios
        ⇓                              ⇧
┌──────────────┐                ┌──────────────────┐
│  SL TEXT     │   ⇨  Transfer ⇨ │ TL TEXT CONTENT  │
│  CONTENT     │                │                  │
└──────────────┘                └──────────────────┘
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1. An Analysis of Sources Language Text

Every translation activity start by analyzing the source language text, because the translator always meets the sources language at the first time according to Nida and Taber (1974). To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

2. The Transference of Message

According to Nida and Taber (1974) the translator can understand the meaning and the structure of the sources language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the sources language words.

3. Restructurisation

According to Nida and Taber (1974) restructursation is the process of transforming the source language message into a proper stylist form in the target language so in this step, the

translator must pay attention to the language style in order to fix the language style is approciate with the text type, and they also must consider to whom the translation is made.

2.3.3 The Principles of Translation

According to Savory (1957: 12) said that a translation should be able to pass itself off as an original and show all the freshness of an original composition. That means a translator should transfer the meaning nearest equivalent, taking into consideration the proable thought of the author, the proable thought of author's reader and his own readers and period of history in which the original author lived, etc. Besides that a translator's knowledge of the translated language (source language and target language) must be wide, it must also be critically applied so that no detail is likely to be missed. He also explained about six pricliples of translation.

According to Machali (2000: 11) states that there are two requirements for a good translator. As a translator, she or he should have an intellectual reqirement and practical requirement. The intellectual requirement is devided into fice factors 1. Good ability on the source English

2. Good ability on the target language

3. Knowledge of the problem that will be translated

4. The application of her/his knowledge

5. Skills of translating.

2.3.4 The Translation Strategy

Loescher in Mauorane Zakhir,et.al (2009: 121) states that translation strategy as" a potentially conscious procedure for solving a problem faced in translating text, or any segment of it " as its is stated in stated in this defenitions, the notion of consciousness is significant in distinguish strategies which are used by the learners of translation.

Krings in Mauorane Zakhir, et.al (2009: 121) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problem in the framework of a concrete translation task, " and Seguinot and Mauorane Zakhir, et.al (2009: 121) believes that there are at least three global strategies employed by the translator (i) translation without interruption for long as possible; (ii) correcting surface errors immediately; (iii) leaving the monitoring for qualitative or stylistics errors in the text to the the revision stages.

Venuti in Mauorane Zakhir et,al (2009: 121) also indicated that translation strategies, involves the basic of choosing the foreign language to be translated and developing a method to translate it. He employs the concept of domesticatig and foreignizing to refers to translation strategy.

2.3.5 The Translation Text

According to Gill Paul (2009) said translation, there are various of inference and appropriately depends partly on the type of the text that is translate in literary work but of idiolectal and cultural inference often enriches the translation. At the start of the translation activities, the first thing encountered by the students is a completing text that include words, phrase, clause, sentences, and paragraph. To make they know about the text that they want out in their target language, the students must know the type of the text first. Other sense, a text consists of a few sentences that the students must be carefully in analyzing the text so they are

key point of the message are delivered. It means must follow the process in translation, and also the steps, so that they able to mastering the meaning of the text in order to get the right information based on the text. And also they know the vocabulary in foreign language, in this context is english.

2.4 Kinds of Text

In english study, there are many kinds of the text used in writing in general. According to Pardiyono (2007:2) states there are various kinds of genre.

They are narrative, descriptive, news item, spoof, analytical exposition, recount, report, procedure, hortatory exposition, anecdote, explanation, discussion. All of the text above are difference meaning and context, if the reader do not analyze it carefully. They also must to know the generic structure, grammatical feature of the text. To understand the content of the text, the reader need a process of translating the text grammatically, in this study the writer only use Recount Text the text grammatically.

2.4.1 Recount Text

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened(Pardiyono, 2007: 63). At an online education journal, writing recount is said that it may be a re-orientation at the end. It summarizes the event in the order in which they happened. Recount is written to retell events with the purpose of either informing or entartaining their audiance.

There are three types of recount text, A. Personal Recount, these usually retell an event that the writer was personally involved in. B. Factual Recount, recording an incident, e.g. a

science experiment, police report. C. Imaginative Recount, writing an imaginary role and giving details of events, e.g. A day in the life of a pirate.

Derewika (2004: 18) states that the purpose of recount of a recount is to list and describe past experiences by retelling events in the order in which they happened. To achieve its purpose, the tet will move through a different set of stages a) an orientation letting the reader knows who is involved, where, when, etc b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining thier audiance.

Festures of recount text, recount text has a title, which summarizes the text. Past tense verb are used, and frequent use is made of words which link events in time, such as next, later, when, later, after, before, first. Recount describe events, so plenty of use is made of verbs and adverbs. Structure of recount text consists of three parts:

1. The setting or orientation – background information answering who? when? Where? and why.

2. Events are identified and described in chronological order.

3. Concluding comments express a personal opinion regarding the events described.

Example of Recount Text

My Experience Met with Taufik Hidayat

Last sunday, there was thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi. ⟶ ORIENTATION

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, and the other Indonesian badminton player in that bus. They were very Handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior High School, He was andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora Stadium to support Indonesian team. The supporter w⟶ EVENTS y shouted "IN-DO-NE-SI-A" during the match.

⟶ REORIENTATION

2.5. Previous Research

In the research the writer review some report of related researchers about translating the recount text . The writer uses some graduating paper as following:

Purnama Sari, Fitri (2013) "An Analysis Of Student's Ability And Problems in Writing *Recount Text At Grade VIII Of SMPN 29 Padang".*The writer find how to use recount text as data source and analyzed the ability from recount text. After the writer explained how to write, the text students got the knowledge about writing. It means that after analyzing the answer sheet the writer got that the ability of students. The result of this research that the writer used is a process to render the meaning from the source text into the target text, however, will find some problems during translation process.

The second previous research was written **Aulia, Dhini (2012)***"The Application of* **Translation to cope with equivalence Problems in Translating Texts"**. The written said that translation is a process to render the meaning from the source text into the target text, however, will find some problems during translation process.The result of this research that the writer used procedures of translation must aim at the essence of the message and faithfulness to the morning of the source language text being transferred to the target language text.

2.6. Conceptual Framework

Translation is a set of actions performed by the translator while rendering the source text into another language. In process of translation, there are many things that we need to be sure such as grammatical structure, form, lexical meaning, and also shift in translation. In translating sometimes the learners finds some problem. In the following, the writer will draw a conceptual framework.

The aim of translation is to know ability of students about translate recount text which is comes from kinds of text. For translation, there are some kinds translation such as : word for word, literal, faithful, seantic, adaptation, free, idiomatic, and communicative. From the answer

sheet of students the writer will find out what kinds of translation the students used. Based on the explanation above the writer is going to recount text as text to know the students ability in translating.

Figure 2.3. conceptual framework 'The analysis of communicative translation technique on *students' ability in translating recount text at fifth semester students of english department* **N***ommensen* **HKBP University Medan'(Sitorus,** *Rafael ; 2018)*

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┌─────────────────────────────┐
│   Analysis of Translation   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│         Translation         │
└─────────────────────────────┘
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┌─────────────────────────┐          ┌─────────────────────────┐
│ Kinds of Translation    │          │    Kinds of Text        │
│                         │          │     1. Narrative        │
│ 1. Word for word        │          │    2. Descriptive       │
│ 2. Literal Translation  │          │     3. Procedure        │
│ 3. Faithful Translation │          │      4. Report          │
│ 4. Semantic Translation │          │    5. Recount           │
│ 5. Adaptation Translation│         │    6. Explanation       │
│ 6. Free Translation     │          │      7. Spoof           │
│ 7. Idiomatic Translation│          │ 8. Analytical Exposition│
│ 8. Commucicative        │          │     9. Exposition       │
│    Translation          │          │    10. Anecdote         │
│                         │          │    11. News Item        │
│                         │          │    12. Discussion       │
└─────────────────────────┘          └─────────────────────────┘

            ┌───────────────────────────────────┐
            │ Translating from Indonesia (SL) –  │
            │          English (TL)              │
            └───────────────────────────────────┘

                ┌─────────────────────┐
                │   The ability of    │
                │    students in      │
                │   translating the   │
                │    recount text     │
                └─────────────────────┘
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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research is a kind of qualitative research. The writer used a descriptive qualitative data analysis in which categories of reaction are devided directly from part of data without an organizing scheme. Qualitative method concern with studying human behaviour will not affect the normal behaviour of the subject. (Bodgan and Taylor 1975: 5) stated that descriptive qualitative data is research procedure which produces descriptive data in the from the perspective of the subject or observed group. The result of the study is to find out the ability in translating recount text at Nommensen HKBP University.

3.2 The Subject of Research

Subject of this research are students of fifth semester at english department of Nommensen HKBP University Medan . There are three groups of fifth semester students of english department that consist of 135 students. In Group A there are 42 students, in Group B there are 47 students and Group C there are 46 students. According to Arikunto (2010: 174), sample is a small part of population to be researched. The subject of this research are gained by using random sampling. From that, the researcher choose 30 students as sample from group A.

3.3 Instrument of Collecting Data

In this study, the researcher will use a translation the recount text as instrument of the data and will use writing test as instrument of collecting the data. In this case the data will take

from the source by translating recount text can be used written. Then, the result can be observing from the answer sheet of students.

3.4 The Technique of Collecting Data

The data will collect by applying documentary technique. The technique of collecting the data :

1. Explaining the students how to do the test.

2. Giving the students task to translate a recount text.

3. Analyzing the result of translation recount text.

4. Collecting the students test after finishing doing the test.

3.5 Technique of Analyzing Data

After collecting the data through text, the writer then analyzing the data based on the steps below :

To get students' score in translating recount text, the data will calculate to determine the ability by the formula :

$$P = \frac{F}{N} X\ 100\ \%$$

P = Persentage of the students who get each score

F = Frequency of student's score

N = Total number of the students who do the test

3.5.1 The Criteria of Students level Mastery

No	Level of Mastery	Score	Value
1.	Excellent	80 – 100	A
2.	Very Good	74 – 79	B+
3.	Good	68 – 73	B
4.	Sufficient	62 – 67	C+
5.	Poor	61	C

3.5.2 Scoring the Text

According to Haeton (1989: 79) said that, The result of the students translation it can be seen based on criteria.

Aspects	Criteria	Scores
Accuracy	Message are delivered	31-40
	Half Message are delivered	11-30
	Message are deviate	0-10
Grammatically	The Placement of words are correct but the Grammar is true	21-30
	The Placement of words are correct but the Grammar are wrong	11-20
	The Placement of words are wrong but the wrong	0-10
Equivalence	Language choise is correct	21-30
	Language choise is correct but the deviate in context	11-20
	Language choise is wrong and the meaning is not in context	0-10

3.6 Indicator Text

1. Assessment of accuracy, if the messages made by students are covered, the students get score 40, and if the half messages made by students are covered, the students get scores 30 but if the message are deviate the students get score 10.

2. Assessment of grammatically, if the placement or word and grammar are true, the students get score 30, and if the placement of word is true but grammar wrong the students get score 20, but if the placement of word and grammar are wrong the students get score 10.

3. Assessment of equivalence, if language choise is correct, the students get score 30, and if language choise is correct but deviate in context the students get score 20 and if language choise is wrong and language is not conyext the students get score 10.

To know the score who students able and unable, According to Kothari (2004: 25) the formula of t find out the percentage score

$$P = \frac{R}{T} \text{ X 100 \%}$$

Where :

P = The percentage of students who are able

R = The number of the students are able

T = Total numbet of students