

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Translation is an attempt to transfer in one language in the form of a statement or written message to recreate the statement or message into another language. According to Hatim and Munday (2004:6) said that translation as process of transferring a written text from source language (SL) to target language (TL). To be able to understand a particular language, it is necessary to understand the meaning of each sentence in the source language and the target language so that the message conveyed is correct. Translation is necessary because it is one of the important aspects of language, especially in the learning of foreign languages. This activity in translating almost anyone can do it because it can be done using a translation machine, so that people can get information and knowledge as quickly as possible.

Translation has the function of bridging communication between people of different languages and cultures. In the absence of translation, people who have different languages and cultures will find it difficult to communicate. Moreover, as we know when doing the translation process, students have some difficulty in translating from Indonesian into English. There are two difficulty factors that students face in translating the text, namely linguistic factors and non-linguistic factors. Difficulties in linguistic factors are problems faced by them usually due to lack of known vocabulary and lack of knowledge about grammar.

Examples of difficulties in linguistic factors:

Source Language (SL) : *saya pergi ke restoran tadi malam.*

Target Language (TL) : I **go** to restaurant last night.

The TL is not appropriate, and it happens because the student does not have the correct grammar. Because "go" in the sentence is past form, then translated as "went". The sentence that should have been translated was "I **went** to restaurant last night".

Error is an error in the use of language because the speaker or author violates rules or grammar. Error analysis is a method of analyzing mistakes that students make in writing paragraphs or essays. According to Quynh Na (2017 : 8) it is mentioned that the author is now analyzing sentences to see if the students' translation is not precise with the grammatical subject or where both the topic and the subject are dropped. Error analysis is very important to do, so that researchers will know the types of mistakes made by students.

Basically, Indonesian to English translation and English to Indonesian translation have the same level of difficulty but some students comment that translation Indonesian to English is more difficult. When it comes to translation, some students still use word-for-word translation. Furthermore, it is also called lexical translation. Examples of error that have been made by third semester students, as follows :

SL : Paman Radit sedang memakai sepatu hitam.

TL : Uncle Radit **medium shoes black.**

In translating text, students do not pay attention to some lexical, cultural, contextual, etc. aspects. Therefore, students urgently need mastery of these

aspects to be able to translate well. From the above statement, the author concludes that in translating Indonesian text into English, the target language does not represent the source language and cannot be understood at all. There are errors about grammar, so source language messages are unacceptable because some students still use word-for-word translation. The real answer is "Uncle Radit using black shoes".

According to Sager (1983), the types of errors are classified into 4, namely: inversion, omission, addition, and deviation.

Examples of phenomena in the classroom that have been done by students:

The first type of error in translation is inverse meaning. The intent of the target language is contrary to the source language.

For the example :

SL : dan mukanya tampak begitu akrab.

ST : and **he face appear so chummy**.

It categorize error in translation into inversion of meaning, because in the source language, the word "*mukanya*" translated into "**he face**", "*tampak begitu akrab*" translated into "**appear so chummy**". The actual sentence is "**and his face looked so familiar**".

There are several types of texts that can be learned in English lessons, namely narrative, descriptive, exposition and argumentation. Among these types of text, the researcher focuses on one of the above types of text, namely the argumentation text. Argumentation is a process in the formation of justifications such as reasons that can convince or influence a person's mind. Argumentation

text is a type of text that contains paragraphs designed to convince readers that they have the same idea as the researcher.

In the text of the argument there are explanations or reasons that can be communicated by the researcher in the form of explanations, evidence, reasons, evaluations, and goals. The purpose in making the text of the argument is so that the reader allows opinions and conclusions to be conveyed by the author properly. Students should not reject or endorse the author's opinion if the student is unable to translate the text. For this reason, students must be able to understand the contents of the argumentation text first.

In translating a language text into a foreign language there will be difficulties and errors that often occur. According to Arono & Nadrah, (2019), from the results of his research on the difficulty of students in translating English texts, namely found that the factors that influence mistranslation are students' ignorance about identifying about ellipsis, idioms, and lexical meaning, as well as the lack of strategies in translating word for word, some students do not thoroughly understand the content of the text. Rosyida Umi et al, Rosyida, Zahrida, Gita Mutiara Hati,(2020) in their research, students' problems in translating narrative texts from Indonesian into English, are in the lexical and grammatical aspects. Lexical problems consist of incorrect word choices, lack of vocabulary and also lack of students' ability to translate based on a context, as well as unknown grammatical and vocabulary problems.

From this explanation, it is very important to do this research to find out difficulties and errors in translating text arguments from English into Indonesian. This research is slightly different from other research because in this research the

researcher uses descriptive qualitative method. Therefore, researchers are very interested in conducting research to prove and observe the third semester students majoring in English with the title **“Students’ Difficulties And Error In Translating Argumentation Text From Indonesian To English In The Third Semester Students Of Nommensen HKBP University”**

1.2 The Problems of the Study

Based on the background of the study above, the problem of the study formulated as following :

1. What are the difficulties faced by the third semester students of Nommensen HKBP University in translating argumentation text from Indonesian to English?
2. What are the translation errors found in translating argumentation text from Indonesian to English by the third semester students of Nommensen HKBP University?

1.3 The Objectives of the Study

The objective of this study are :

1. To find out the students difficulties in translating argumentative text from Indonesian to English by the third semester students of Nommensen HKBP University.
2. To find the translation errors in translating argumentative text from Indonesian to English by the third semester students of Nommensen HKBP University.

1.4 The Scope of the Study

In this study, the researcher focused on analyzing the difficulties and error in translating text argumentation. In this analysis, the researcher provided a text in word form and sent it to the student, then the student responded by simply translating the text from Indonesian to English. Researcher chose text using Indonesian to English to make it easier for third-semester students to translate it than from English to Indonesian. The study focused on the difficulty factors that influence student errors in translation and the identification of types of errors in translating argumentation texts from Indonesian into English. In knowing errors in the text, researchers used a theory from Ellis (2010:3), there are three types of language errors in identifying, namely: omission, misinformation, and misordering.

1.5 The Significances of the Study

There are two kinds of significances in a scientific study. The two significancies of the study are stated as the following :

1.5.1 Theoretically

This research is expected to be useful for readers as input that motivates readers to study translation so that they can translate argumentative texts that have good quality.

1.5.2 Practically

The findings of the study are practically useful for :

1) The English Department students, have a good quality to translate argumentation text and get the references when they do the study.

2) The English Lecturers, the lecturer would also get affective way in teaching translation especially in argumentation text.

3) The other researcher, the results of this study are expected to attract the interest of other researchers to conduct research on translation. Then based on this research, other researchers can suggest to assume several different strategies or techniques to teach translation, especially to translate argumentative texts. In addition, this research will be useful for other researchers.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents some of the theories and terms that support this research. These theories relate to students' difficulties in translating and finding errors in translation. It is intended to provide and support some of the theoretical concepts contained in this study. The discussion will be presented in the following section.

2.2 Translation

Translation is much needed for students learning languages such as English. Translation not only translates one language into another, but also provides the right information to convey the message well. Translation today is an increasingly common human condition, and the rapid rise of electronic media has also served to heighten awareness of the importance of communicating across cultures (Bassnett, 2013). According to Hatim and Munday (2004 : 6) said that translation as process of transferring a written text from source language (SL) to target language (TL).

Translation is the process of talking about an idea, meaning, or message from one language into the target language. In the process there are considerations that follow this process, specifically related to the accuracy, clarity, naturalness of the meaning or message of the translation. This is important if the target text reader receives the same amount of information as the source text reader and matches the author's intent based on his translated definition. In other words,

when you translate english text, you need to consider the intent of the original author. To become a translator, it takes special skills in translating the source language into the target language, because each language has different characteristics to other languages, a translator must also know the basic principles and strategies in translation.

From the above definition, the researcher concludes that translation is a way of translating a language (source language) into another language. It can be conveyed through messages from one language to another without changing the content or meaning of the text.

2.3 Translation Process

Translation is done to be able to translate idiomatically in conveying the actual meaning of the source language into the target language. In addition, translation deals with lexicon, grammatical structure, communication, and cultural studies in the source language. It was analyzed to determine its meaning. The found meanings were reconstructed using vocabulary that corresponded to the recipient's language and the grammatical structure of the cultural context. According to Nababan (2008:24), there are three ways to do the translating process, there are :

2.3.1 Analysis

Analysis is one of the steps of the process in translation. The process starts from analyzing the source language, because the translator always faces the source language first. Analysis is very important to be done in order to understand the content of the text by reading it first.

2.3.2 Transfer of Message

After analysis, the next step is to transfer the content, meaning, and text message from the source language to the target language. The goal is to get a better translation.

2.3.3 Restructuring

In restructuring, translators need to pay attention to the type and style of language and techniques performed. This step is then analyzed with the understanding of the source language of the target language.

2.4 Kinds of Translation

According to Larson (1984:5), translations are divided into two types. First is form-based translation, this form-based translation is required to be able to adjust the shape of the target language or commonly called literal language. Literal translation is an internal translation that directs translation in word-for-word form. This means that form-based translation depends on the source language. Second, meaning-based translation requires a variety of efforts to translate meaning from the source language text into the target language naturally. This kind of translation is referred to as idiomatic translation.

For example in English: "He is the golden boy." If the translator literally translated it into Indonesian, it would be "*dia adalah anak emas*", but idiomatically it would be: "*dia seorang anak emas*".

2.5 Difficulties in Translation

Nida & Taber (1982:12) state that, there are many factors which are very important in translation and no explanation about the translation of the comprehensive if these factors are not considered in a systematic way. Translation can also be difficult due to cultural differences. The term word often reflects the culture and society that uses it. Therefore, terms that can describe very specific things or emotions may now be present in other languages. No one translation is perfect, because the aesthetic elements and tastes of all translators can be affected by the translation process. Therefore, true or incorrect translations should be distinguished from translations that are readable and those that cannot be read. This study shows the factors of difficulty in translating, including :

2.5.1 Linguistic Factors

Linguistics is the scientific study of human natural language. Language is used to be able to communicate in everyday life. Differences between languages are considered one of the main causes of difficulties in translation. There are many structures whose grammar cannot be well understood, and how to use rules that describe their meaning in the translation process. Linguistic factors were vocabulary, grammar, and text, which can affect the translation results.

The English attentive on linguistic genre like “she and he”. Both of them in Bahasa Indonesia have the same meaning of “*dia*”.

2.5.2 Non-Linguistic Factors

Non-Linguistic factors include knowledge of ideology, politics, culture, society, medicine, science, agriculture, technology, economics, and history. Common categories that students often experience in difficulty translating are:

1. Difficulty placing words in the target language.
2. Difficulty finding/understanding meanings
3. Difficulty translating cultural idiomatic phrases.
4. Difficulty translating long sentences.

2.6 Error in Translating

Errors means that the learner did something wrong because he or she did not understand or could not utilize the system effectively. However, a good translator with encyclopedic knowledge and linguistic knowledge of both the source language and the target language knows how to use it. Therefore, errors can indicate the quality of the translation. Mossop found that the revision was an act of verifying the correctness of the language, as well as the suitability of text styles for future readers and their use (Mossop et al., 2014). Wilss (1982:51-53) describes errors in translation as a violation of the norm in linguistic contact situations. From this definition of mistranslation, the writer can conclude that there are many aspects to consider when translating, not only meaningful text translation, but also cultural contexts and conditions, to which the text can be applied. This is not an easy task for the translator. If the translator himself has difficulty understanding the phrase or sentence in the text, then the translation function will fail.

Brown and Hansen (2007:6) state that "translation errors occur due to delivery and transfer issues from ST (source text) to TT (target text)". This is where errors occur when communicating between two different languages. This can be caused by misunderstandings in ST, accuracy of TT meaning, errors, lack of language style Hansen. Brown, on the other hand categorizes the causes of

error as interlinguistic transfer, intralingual transfer, learning context, and communication strategy. Interlinguistic transfer occurs in the early stages of new language learning, and the student's native language is the only language system that students can access.

Meanwhile, intralinguistic transfers tend to occur and collide when students begin to learn new language systems. It begins to integrate during their second language learning process, a second language system where students' previous experiences and their existing sources (generalizations of language learning) influence their translation process.

After knowing what a "error" is and how it can happen in the process of learning a foreign language, a set of procedures is needed that we can use to analyze our errors in translating. Brown (1994:218) asserts that error analysis is the study of student errors, according to him when students make error, they can be observed, analyzed, and classified to reveal something in the system that operates within the student.

In this study, the researcher use the theory of Ellis (2010:142), there are three types of errors language learners identified is:

1. Omission, the error at the time the Student to remove a mandatory part to meet the grammatical requirements. For example : " Mommy not here", the sentence is not correct because there is the omission of the " is " so that it can not be called a grammar. The truth of the phrase is "Mommy is not here".
2. Misinformation, incorrect use of grammatical forms into a grammatical form to another. For example : "a woman and a little girl was watching him". The sentence is still not correct because "was "is used at the time described the

subject of the singular (singular) and " were " is used when the subject is plural.

The phrase is "a woman and a little girl were watching him".

3. Misordering, the error in placing words in the wrong order. For example :
"there they have a big love", this sentence is wrong because the placement of the error so as to make the sentence rough. The phrase is "they had a big love there".

2.7 Argumentative Text

2.7.1 Definition of Argumentation Text

An argumentation text is a text that contains opinions with various explanations and reasons. Argumentative text is an opinion or reason to be able to strengthen or reject an opinion. It's about convincing the reader. In addition, the section was developed with a causal development model. The cause-and-effect relationship begins with an event that is considered a known cause, then develops into a conclusion as a result or effect. The effect that appears can be a single effect and a double effect (combined). Based on that definition, researchers conclude that argumentation is a paragraph that explains and convinces the reader about the pros (agrees) and cons (disagree), commonly known as paragraph arguments.

2.7.2 Component of Arguments

According to Stephen E.Toulmin (2003:174), form of argumentation that breaks down the argument into six components :

- A claim is a statement that the author wants to prove to his audience.
- Grounds are the evidence/facts that support the allegations.
- Warrants are assumptions that link the basis to a claim.
- Qualifier refers to additional assumptions about responsibility for the task.

- Rebuttal indicates that the statement may not be true in all cases.
- and Backing is a recognition from another legitimate point of view of the situation.

2.8 Previous Research

The researcher will take two previous studies from the journal. In the first journal entitled *Students' Difficulties In Translating English Text*, by Arono (2019). The purpose of the study was to identify the types of translation errors, the difficulties students face when translating text, the factors that influence student errors in translation in the English Department. This research was conducted using quantitative descriptive methods. The results of the study showed that elliptic ignorance was a factor influencing students' translation errors. Unable to identify the meaning of ellipsis, idioms, and vocabulary. Lack of strategy in translating ellipsis, idioms and vocabulary meanings. Most students do not have a detailed background on the content of the text.

From the research there are advantages that can be taken to help the author complete the student's problem theory in translating the text. So that makes it easier for the author to know the comparison of previous research and his own research.

The second study of the journal from *Students' Difficulties In Translating Narrative Text From English Into Indonesia At Iain Bukit Tinggi*, by Yenita H (2020). In this study, the analysis of the data that was used was a descriptive statistic. There are important steps in this analysis. Data analysis technique is the process of analyzing collected data to draw conclusions in that data. The data used in this study used descriptive methods with an approach. The results of the study

showed that there were two factors that caused the problem when translating the text of the story from English to Indonesian: linguistic and non-linguistic. This is evident from the fact that students have the highest difficulty levels, with 55% linguistic factors and 52% non-verbal factors. The benefits of the research conducted can help the author to add references in completing his research. The link between this study and the author's study was in the problem of students translating a text from Indonesian to English, but the study focused on factors of difficulty and error in translating text argumentation.

In the third study is taken from the journal of *An Error Analysis on the student's Translation of the Text*, by Dina Merris (2019). In this study, the data collection technique is done by two ways, namely observation, and written documents. Data processing includes activities to identify and categorize data, exposure to and interpretation of the issues, and conclude.

The method used in this research is a method with a qualitative approach to describe the level of students' mistakes in the translated text. The results of this study it can be concluded that the students make mistakes in terms of vocabulary, the use of auxiliary words, and sentences that are not complete.

Based on the results of previous research, the researcher chose to examine two things, namely looking for and identifying difficulties and errors in translating text argumentation from English into Indonesian. There are still few researchers who analyze about the object, so the researcher will add to the results of the study.

2.9 Conceptual Framework

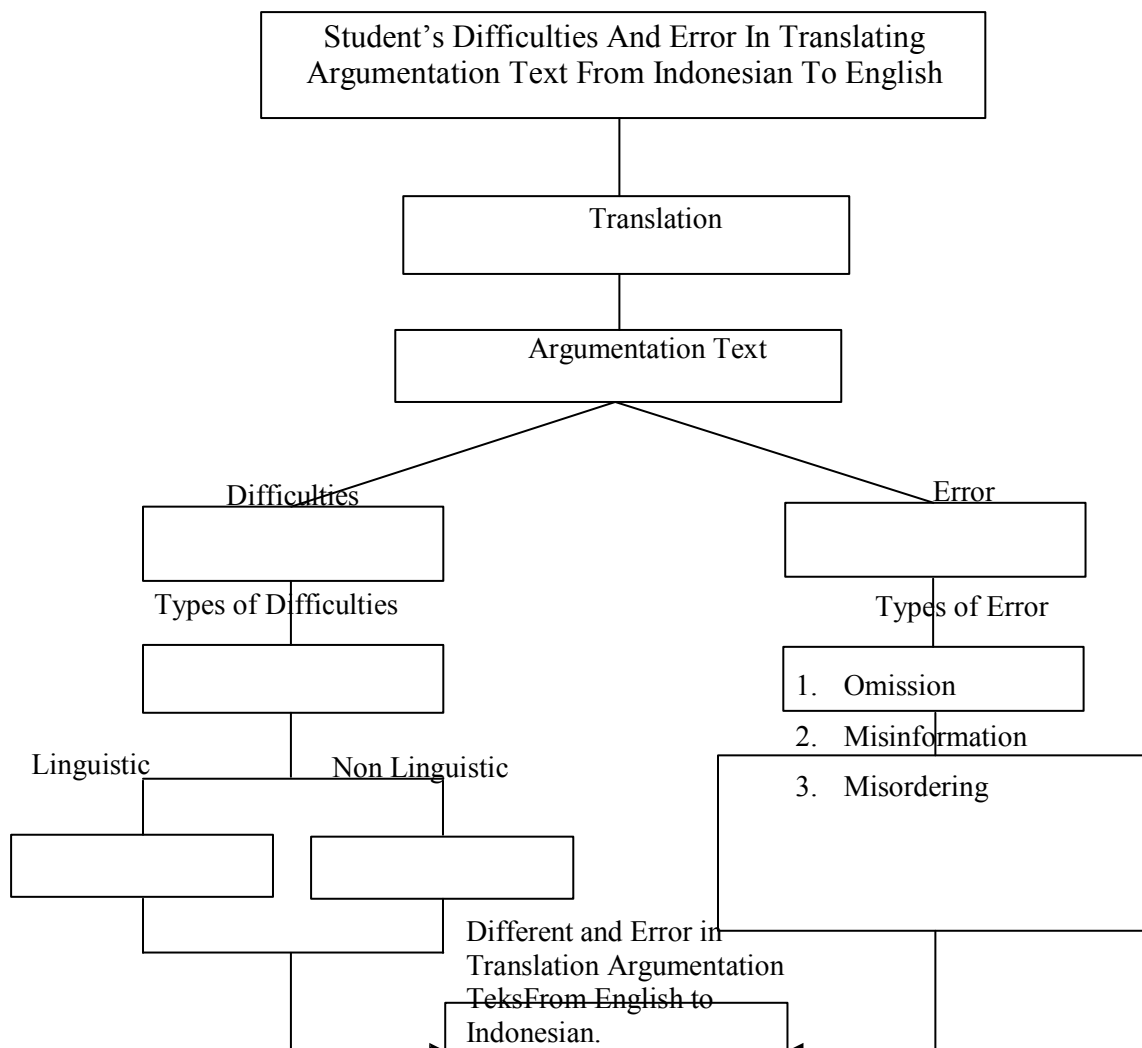


Figure 2.9 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design was conducted by a plan and procedure for research to detail methods of analysis and collection. There are three types of research design, using qualitative, quantitative, and mixed methods. In this study, the researcher used descriptive qualitative research because it analyzes and identifies difficulties and errors in translating the text of argumentation. Creswell (2012:3) found that design research is specific to the procedures involved in the research process: data analysis and data collection. This research is considered descriptive qualitative because there are instruments that authenticate written data in translation tests. In this qualitative study, the author only collects data and analyzes so that it can assess or interpret the data so that a valid statement can be made about some aspect. The researcher focuses on the data to find students' difficulties and errors in translating argumentation texts in Indonesian into English.

3.2 The Subject and Object of the Study

The subject of the study was looked for the difficulties and errors in translating text argumentation. This can be found through tests to students that was applied so the students are able to analyze it. The object of the study is the third semester students majoring in English of Nommensen HKBP University Medan. The class consists on 10 students.

3.3 Data and Source of Data

The data used in this study are pairs of translation. This data is used to define the source language and target language. The source of data for this research was taken from the results of the translation test of argumentation text from Indonesian to English and conducting interview with several students.

3.4 The Instrument of Collecting Data

In collecting data, the researcher applies one instrument in order to obtain difficulty and error factors in translating text from Indonesian to English. The instrument to be used is a translation test, this is done to be able to see translation errors made by students. The researcher also conduct direct interviews with students to find out what difficulties they face in translating.

3.5 Technique of Collecting Data

To collect data in this study, the researcher uses a technique of collection as follows :

1. Interview

Interviews are systematic way to obtain various information in the form of verbal statements. Mazanderani & Papparini (2015), the interview process was conducted by recording the answers to questions from the researcher. The questions was asked about what are the difficulties for students when translating text from Indonesian to English.

2. Translation Test

This test was developed by researcher. This test translates Indonesian text into English. Researchers send words containing argumentation texts and are shared with students, then students was translated Indonesian text into English.

The researcher gives students 30 minutes of translating time. After the test is complete, the researcher collects answers. This was made it easier for researchers to identify the errors students make when translating Indonesian text into English.

3.6 The Technique of Analyzing Data

After collecting the data from the students, the researcher analyzed the students' difficulties and error.

In this study, researcher was taken data on students' difficulties in translating argumentation text from Indonesian to English based on the interview results, the researcher was also conducted direct interviews with students to find out what difficulties they face in translating. The researcher did not only collect data but also analyze data that has been taken from the results of this interview.

1. Interviewing the students about the difficulties they face
2. Categorizing the answer into Linguistic or Non Linguistic
3. Making conclusions

The technical data used in finding the errors analyzed are:

1. Collecting data to be analyzing.
2. Categorizing answers based on the test.