

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

The purpose communicated in a foreign language may alter or perhaps be lost if a person is unable to comprehend the meaning equivalency. Translator expertise becomes a consideration in order to obtain suitable translated material. Siregar stated that translation is vital in the development of national languages by enhancing their powers as a medium of communication, in addition to its critical function in transferring knowledge and information for nation building (Siregar, 2017 : 18). Translation is quite beneficial, especially for those who are unable to communicate in a foreign language. People will be able to understand the content of a text written in a foreign language without having to learn the language. A translator's job is to assist those individuals in understanding the substance of the text.

The process of conveying meaning from a source language to a target language is known as translation. Because each language has its own structure and grammatical rules. As a result, it is critical for translators to translate the source text into the target text as closely as possible to what the author intended to convey, while maintaining the original text's qualities and style. However, translation is not an easy task because there are numerous factors that translators must consider. The three characteristics of a good translation, according to Nababan, are correctness, acceptance, and readability (Nababan, 2012 : 24). The question of whether a transfer message from source language is as accurate as one from the target language arises as a result of accuracy.

Furthermore, acceptability considers whether or not a translation adheres to target language grammar norms. Furthermore, readability refers to the ease with which readers can comprehend a translation. According to the researcher's preliminary observations, the application of translation is utilized by students when presented with assignments in the form of foreign literature, which is based on a curriculum in senior high school. During the brief pre-observation, it was discovered that the majority of the students' translations contained some mistranslation at the phrase and sentence level. Because they used the wrong word translation, they were unable to convey the notion from the source text to the target text. There are still many concerns to be discussed in English-Indonesian translation as it develops.

Sudirman (2014: 169) states that the accuracy and clarity of translation equivalences has become a critical issue in conveying messages from the source language to the destination text. The idea from the source text should be appropriately transferred into the source target with the appropriate wording. According to Sariasih and Zaim (2015: 10) the students' translation is generally classed as textually erroneous in both texts, with the faults being caused by a lack of knowledge and practice, with only a few of them labeled as barely competent translation. The message in the source text should be well disseminated to the destination text, so that the writer can communicate the same information to the reader. The translator should generate a text that is close enough to the target text's grammar and linguistic features, or the target text has a textual equivalent to the source text, so that the reader can easily understanding it.

Furthermore, Dagiliene (2012) discovered that the usage of translation aids learners in developing and strengthening their English language knowledge and skill. Translation integrated into language learning practice, along with commonly used

learning activities like reading, listening, writing, and vocabulary building, might be defined as a pedagogical instrument, according to the researcher, because its goal is to teach a language. At the conclusion of the study, the researcher discovered that translation is an effective language practice approach for many children since it can help students develop and enhance their reading, speaking, writing, grammar, and vocabulary when it is integrated into daily classroom activities. Translation in foreign language classrooms improves students' grasp of the two languages' structures while also improving their translation skills. It is a useful and valid instrument for learning a foreign language, and it can be utilized in the university classroom to boost English understanding. However, translation should not be used excessively and should be incorporated into language instruction at the appropriate time and with the appropriate pupils.

Meanwhile, according to Sultan (2018: 2), translation is an activity that helps students become more aware of the similarities and contrasts between the source and target languages. During the translation process, differences in grammatical structures between the source and target languages frequently result in some changes in meaning. Tian (2005) discusses the importance of translation in various contexts. Translation, he claims, is becoming increasingly vital in international and intercultural activities. For the purpose of facilitating mutual understanding between diverse and sometimes antagonistic racial, ethnic, religious, and cultural groups. This is due to the fact that translation serves as a means of bridging communication between individuals who speak various languages and have distinct cultures. As a result, he says that via translation training, people from various places and backgrounds will be able to communicate with one another. People with different languages and cultures will find it challenging to converse if translation is not available.

Of course, there are several considerations to be made throughout the translation process, one of which is word choice, which is critical in ensuring that the translation result is not perceived as confusing. The structure of knowing a foreign language can be determined through translation operations. Translation is a difficult task, especially for beginners. The majority of pupils in senior high school struggle with interpreting a foreign language. According to Fajrin (2012) , translation is one of the mandatory disciplines that students must study. "This topic has a high degree of difficulty in studying it, such as many unfamiliar new words, too reliant on dictionaries," said one student who passed the class.

According to the description above, students have a lot of difficulty translating particular texts in their books throughout the translation process. There are several types of texts, as they taught in English class, such as narrative, descriptive, expository, and argumentative texts. The instructor acknowledges the kids' problems in learning English, particularly in translating activities, in the school that became the topic of this study. Some of the difficulties that students have include finding it difficult to comprehend the sense of the text, finding it difficult to interpret new terminology, and so on. Students will be able to translate every word or paragraph of the material in order to comprehend it. The researcher concentrates on one of the types of writings mentioned above, which is an argumentation text.

According to Gorys Keraf (2007:3), argumentative text is the most basic basis in science. A person can use an argument to explain whether or not a proposition (theory) is true or false by referring to the facts or evidence presented. On the other hand, an argumentative text is one in which the author expresses a variety of viewpoints in order to persuade the reader to support the author's viewpoints and conclusions (Solahuddin : 2009). If pupils are unable to translate the material, they

will not be able to allow, support, or even deny the writer's perspective. However, when students read and must comprehend the substance of an argumentative essay, the majority of students have difficulty translating the meaning of the text. As a result, some of the tactics or treatments that the instructor uses in class when teaching translation were required to overcome these issues. The instructor who teaches translation must pick an appropriate treatment for the students so that they may easily study translation or participate in a translation activity.

As a result, the researcher's tool in this study is argumentative text. Before recognizing the treatment that can be used to overcome the problems and selecting a good treatment that the teacher wants to use, the most important thing for the teacher to understand is the difficulties that students face when translating argumentative text and what the causes of the problems are. Based on the preceding explanations, this research is extremely significant to know the students' challenges in translating argumentative material. The study that I undertake in this research is a bit different from other research in that the researcher uses qualitative methods to do research on students' difficulties in translating contentious texts. As a result, the researcher is keen to do study in order to demonstrate and observe the great achievement of second-grade students with a study titled "The Process of Translating Argumentative Text from Indonesian into English".

## B. The Identification of the Problem

The goal of translating an argumentative text is to make it easier for students to translate texts, books, journals, and other materials. Varying translation outputs are produced by different levels of difficulty in translation efforts. Each translation has its own language and culture, as well as its own structure. It is increasingly argued that

translation is a difficult and time-consuming operation. The researchers attempt to analyze the process of translating an argumentative text in this section.

### C. The Limitation of the Problem

The limiting of the problem is based on the researcher's observations of students' difficulty in interpreting contentious text. The researcher handed the students a text titled "Remaja Masa Kini" and asked them to translate the text from Indonesian to English. The researcher uses Indonesia to refer to English since it is easier for pupils in senior high school to go from English to Indonesia. The majority of senior high school students are unable to translate from English to Indonesian. The focus of the study was on linguistic and non-linguistic elements.

### D. The Research Question

The problem of this research is framed into the following questions, which are related to the prior explanation:

1. What is the process of translating argumentative text from Indonesian into English?
2. How is the process of translating argumentative text from Indonesian into English realized?
3. Why is the process of translating argumentative text from Indonesian into English realized in the way it is ?

### E. The Objective of the Study

The goal of this study is to:

1. To learn more about how to translate an argumentative text from Indonesian to English.
2. To figure out how to carry out the procedure of translating an argumentative text from Indonesian to English.
3. To determine why the procedure of converting argumentative text from Indonesian to English is carried out in this manner.

#### F. The Significance of the Study

The results obtained in this study are expected to provide theoretical and practical benefits, including:

##### 1. Theoretical Significance

The theoretical benefit of this research is to broaden knowledge about the process of translating argumentative texts from Indonesian to English. In terms of language literacy, the results of the analysis can be used as a benchmark to improve the quality of language and as a reference for other researchers to develop research.

##### 2. Practical Significance

The practical benefits of this research are as a consideration and alternative for english teachers in teaching students how to process the process of translating argumentative texts from Indonesian to English so that english teachers can design lessons that can improve students' language skills, and provide empirical data for writers and publishers to improve their skills. students in terms of linguistics.