

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

The main form of communication are words. Specifically in this day of globalization, where communication is important for exchanging ideas and learning a variety of knowledge from others. English is one of the languages that significantly contributes. English has evolved into the common language used for international communication. As a result, learning English becomes essential for everyone who wants to have access to the most recent knowledge and scientific accomplishments among all subjects. Since practically all of the most recent articles are written in English, it is simple to understand. The almost all of writing on the internet, in books, periodicals, journals, and many other types of media is in English. Most people are required to learn English because of this.

A good example in national education is the situation where many people have difficulty reading in English. One issue that results from Indonesians' incapability to understanding the meaning of information published in English is their inability to access written English information. especially for peoples of Indonesia, where English is viewed as a foreign language. One of the foreign languages that is crucial to master, particularly in Indonesia, is English. English is taught as a foreign language from junior high school through university in Indonesia, where it has replaced other languages as the primary means of communication.

Although they no longer view English as a foreign language, some students nevertheless find it challenging to translate some texts into English, which leads to a variety of issues. The significance of the English text is still beyond their comprehension. They select a translation machine as the quickest option when a translation work needs to be completed. Even though they have mastered several formulas or tenses for translating sentences, they are still unable to improve the sentence once they receive the translation results from the translation machine.

Students should be able to interpret independently. Translation delivers the correct information to effectively transfer the content of one language into another. Due to their close scientific connections, foreign literature has a significant influence on Indonesian literature in this instance. Translation is challenging, according to some students, because the materials are not appropriate for language learners' needs, the exercise itself is dull, and the students also lack linguistics knowledge.

As we get closer to the era of globalization, translation practices are becoming increasingly important, particularly in Indonesia. These practices have a significant positive impact on both the advancement of knowledge and science and worldwide cultural interaction. The proper information is provided during translation in order to effectively convey the topic, changing one language into another. Newmark explained that "Translating the meaning of the text into another language by the author's aim" in Pujiati (2017:128). The idea put forth by Newmark is primarily focused on the need to comprehend the target language that the author intends to convey in order to avoid errors while translating communications from the source language to the target language. The transition of the source language into the target language in the form of written text, according to Munday in Wuryanto (2016: 8).

Generally speaking, pupils' issues with form translation, for instance Word by word, the pupils translated the sentence. Some of the pupils would frequently interpret the passage word for word among themselves, As an illustration, when translating the statement (SL: She likes to drinking orange juice) the result of students translation (TL: *Dia suka ke minum jus jeruk*), the students always translated the sentence word for word and were unable to organize the sentence. While not every statement in English can be translated word for word due to the presence of ambiguous words with various meanings in every sentence. Additionally, when the students use the dictionary to translate the phrases, they frequently view each word's initial meaning when they open the dictionary. that each term in a dictionary has a wide range of meanings. For instance, the student

translation of (TL: *Harvey memiliki belajar 2 Bahasa*) into (SL: Harvey have studied two foreign languages) is meaningless. Based on the sentence above, the students' translation “have” be “*telah*” We know that “have/has” meaning in Indonesia, such as *telah, sudah, Semoga, mempunyai, mengalami*, etc., but the students use the first meaning without using the structure and see the contextually.

As a result, in order to solve these issues, we obviously need certain strategies or approaches that the instructor might employ in the classroom when instructing translation. To ensure that their students learn or engage in translation activities rapidly, teachers of translation must select an appropriate method. Descriptive text is thus used as a research tool by the researcher.

To describe a special site and explain why it is special, to describe the most significant person in your life, or to describe the animal's habitat in your report are all examples of descriptive text. Descriptive text is created by authors to inform. To put it another way, descriptive language is used to describe a specific person, place, or object. Usually, descriptive writing is used to help a writer develop a certain component of their work, such as to establish a specific mood or atmosphere or to describe a location so that the reader may have a clear mental image of the people, setting, items, and more.

Descriptive text is a type of text that defines the figure of someone based on their character or actions, according to Nugroho (2012) in Oktarina (2014:2). Additionally, we can describe something or somewhere depending on its characteristics. Simple present tense is one of the linguistic constructions that is consistently utilized in the descriptive text. The activity is merely mentioned in the basic present tense; its completion is not implied. It is employed to discuss an action that frequently takes place.

The teacher must be aware of the pupils' capacity to translate descriptive material before deciding on a viable course of action and finding the remedy that will best address the issue.

The purpose of this research is to determine students' capability in translating descriptive text, as shown by the previous explanation. The research that the researcher conducts in this study represents an innovation that sets it apart from other studies in that it used quantitative methods to assess students' ability in translating descriptive texts.

According to field data, the researcher examined the research location and discovered various challenges to translating a passage from the students' book; despite the teacher's assistance, there were still some perplexed students. Researchers seek to determine whether or not students can translate descriptive texts using their skills.

## **1.2 Identification of The Problem**

The following concerns can be recognized based on the history of the issues outlined above:

1. Some students struggle to relate every word to appropriate sentences.
2. Students' English translation skills are still lacking due to their inadequate vocabulary, grammar, and translation knowledge.
3. The kids struggle with translating in English because it is not their first language.

## **1.3 Limitation of The Study**

The researcher focuses on The Students' Ability in Translating Descriptive Text from English to Indonesian in perspective of the explanations provided above.

## **1.4 Formulation of The Problems**

With reference to the study's context, the problem that needs to be analysed is, "Do the students be able in translating descriptive text from English to Indonesian?"

### **1.5 Objective of The Study**

Based on the formulation of the problem stated above, the main objective of the study is to find out the student's abilities in translating descriptive text from English to Indonesian.

### **1.6 Significance of The Study**

The significances of this study are expected to be used theoretically and practically:

#### **1.6.1 Theoretically**

The results of this study are expected to enrich the literature on teaching English in translation and provide benefits for further research on students' translation skills when translating a text.

#### **1.6.2 Practically**

- a. For the Head Master of MTsN 2 Medan can use it as a suggestion to increase the material in English learning for teachers and students.
- b. For the English teacher, to be able to teach translation in many techniques.
- c. For the students, the students at eighth grade of MTsN 2 Medan can use it as a suggestion to improve their ability in translating text.
- d. For the researcher can use it to deepen insight when researcher teaches about Translation.
- e. For the other researcher can use it as a related study in finding further information about the same problem.