

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

The teaching of translation began in the twentieth century (Bogotá & Marín, 2013). Translation strategies are urgently needed to overcome difficulties in developing translator skills and also to train experts in translating. This translation strategy approach is also indispensable for teaching translation activities for both teachers and students in English classes.

One of the reasons individuals should learn English is that English is an international language. In learning English, translation is an important talent to learn, especially for students of the English Education Department. In order to produce high-quality translators, students in English Education Department must complete the translation courses offered by this department. In this Department, the translation class is made as an obligatory class that must be completed by all students in the English Education Department. State Islamic University of North Sumatra students are no exception, who take this class in the fourth semester. In this class, students are required to be able to translate English text into Indonesian well and vice versa.

Experts express several opinions about the meaning of translation. The definition of translation proposed by Catford (1965:20) is the replacement of textual content in the source language with comparable textual material in another language or the Target Language. In this case, the context of the source language is English, while the target language is Indonesian. Finally, Basnett (2002:12) defines translation as "a process involving the transmission of sources". In this case, I can conclude that a translator should be careful in translating a text into the target language. Because if it is wrong in determining the steps to translate a text, it will result in the meaning of

the source language changing or different after being translated into the target language.

In translating, I can conclude that the message, audience, source language, and target language are just some of them. Message about the subject of the text. This implies that skilled translators must be fluent in the subject matter of the text. Audience refers to the audience the reader is aiming for as well as their level of education. The situation in which the translation takes place or is received is referred to as the source language and the target language. These four things apply not only verbal, but also in writing.

In terms of translating, students must meet certain requirements. To begin, students should have a large vocabulary and an understanding of the structure and grammar of a language. Second, pay attention to how to use translation procedures when translating. It is difficult to convert text from one language to another. To translate, translators must use various approaches to translation strategies (Astria, 2017). It makes them not confused when interpreting. For successful translation, students should be able to use translation procedures to translate each phrase or paragraph in writing and students should have a dictionary with them to look terms that are challenging to understand in order to make translating language simpler. Meanwhile, students should be familiar with some of strategies they use when translating. Word for word translation, communicative translation, adaptation, faithful translation, literal translation and others are included in the strategy or method used in translation, according to Hoed (2006: 55).

Students of English Education Department must understand what strategies or strategies are used when translating texts in order to have effective translating skills. According to Najafi and Shamlou (2016) "In the translation process, different translation strategies are used for different challenges." I think this opinion can show

the importance of choosing the right translation strategy according to the purpose of the text you want to translate.

Therefore, many experts put forward strategies in translating, one of which is the translation strategy proposed by Molina and Albir (2002) proposed eighteen different approaches for translating a text namely Adaptation, Amplification, Borrowing, Calque, Compensation, Description, Discursive Creation, Established Equivalent, Generalization, Linguistic Amplification, Linguistic Compression, Literal Translation, Modulation, Particularization, Reduction, Substitution, Transposition, and Variation. This theory is in accordance with the theory I have learned in the fourth semester of Translation class.

However, in addition to manual strategies that can be used to translate text, nowadays many students use their gadgets to access application in translating a text which make it easier for them to translate text and also shorten the time in the learning process. Based on my experience during an internship at the Pahlawan Nasional Junior High School, where students more often use application in translating a text rather than translating directly manually. Five translation application that people often use to translate are Google Translate, Microsoft Translator Yandex Translate, Online Document Translator and U-Dictionary. People will use the translation application according to their abilities and needs. But in addition to using manual and application strategies, students also usually translate a text by combining strategies manuals and application-based strategies to make their translation results are better and not completely rely on the translation results from the application.

When translating a text, students still often face various problems that make the results of their translations unsatisfactory. This is supported by the theory from Mathieu (2003), the first problem is related to the ability to read and understand the source language, and the most common translation challenges are word choice problems, grammar problems, rhetorical problems, pragmatic problems, and cultural

problems. Students will find it difficult to translate a text if this problem occurs frequently. Another consequence of some of these problems is that students will often be wrong or inaccurate in interpreting the meaning of a text. Therefore, the translation of a text will take various forms according to the strategies used by students and also based on their ability to translate a text. As a result, teachers now have to explore students' knowledge and help them as soon as possible to improve their capacity to translate. Students in this Department should be familiar with some of the approaches they use in the translation process because it is basic skill to do Translation class.

Therefore, the researcher wanted to do this research because the researcher had undergone translation course first. Meanwhile, the reason why the researcher chose students from the fourth semester of the English Education Department was because they are in this semester studying translation classes. Researcher want to know how they deal with translation problems and what strategies they use to solve it. The difference between previous research and this research is that previous research only found strategies based on theories from experts, while in this study found manual strategies based on experts, application-based strategies and combination of manual and application-based strategies. However, the focus of this research is students in the Translation classes. This research must be carried out to make effect in the future the English Education Department at the State Islamic University of North Sumatra can produce quality graduates, especially in terms of translating. If this research is not carried out, it is likely that students of this department will neglect to apply a manual translation approach strategy and get used to using a translation assistant as a whole in translating a text without fixing the translation results and re-checking the translation results so that they do not get good translation results in accordance with target language. Based on the above considerations, the researcher is interested in conducting a study entitled "*Students Strategies in Translation Classes At Fourth Semester of English Education Department State Islamic University of North Sumatra Medan*".

1.2 The Limitation of the Research

In this study, I chose to limit the discussion about student strategies that used by fourth semester of English Education Department at State Islamic University of North Sumatera Medan.

1.3 Research Questions

Based on the previous background of study above, the researcher formulated some question as follow:

1. What are strategies the students of English Education Department at the State Islamic University of North Sumatera choose in translating texts in the Translation Classes?
2. What are problems the students of English Education Department State Islamic University of North Sumatera often faced in translating texts in the Translation Classes?

1.4 The Objective of the Research

Based on the research question above, the objectives of this research are as follows:

1. To find out strategies the students of English Education Department at the State Islamic University of North Sumatera choose in translating texts in the Translation Classes.
2. To find out problems the students of English Education Department State Islamic University of North Sumatera faced in translating texts in the Translation Classes.

1.5 The Significance of the Research

The result of this research is expected to be useful and have significance theoretically and practically.

1. Theoretical Significance

In theoretical is useful to enrich to the theory of translation strategies. First practically it is gives contribution to translator and students, especially for English Education Department at State Islamic University of North Sumatera in teaching and learning English subject especially translation classes. students in solving their problems in translating English text into Indonesian and conversely. Besides, to add a translator reference in writing the next study about this case or completing their job. Thesis will be published later and make it can be used as a reference for the next writer.

2. Practical Significance

a. For the students

Students must be able to translate from English to Indonesian and vice versa, as well as be effective translators.

b. For lecturers

This research is intended to assist lecturers in helping students in improving their skill in translation courses.

d. For the other researchers

As a reference, the findings of this study might be a helpful input to future researchers.