

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

The efforts of English teachers were not success because the students find much difficulties in translation text. In fact their translation is not bad, but still there are weakness. Their translations are not grammatically, it means they do not understand the culture of TL text. There is distortion meaning, it means there more than one meaning or ambiguous. The last is difficult to understand, it means the translation has the unfamiliar words that make the reader difficult to understand.

For example, they translate “Nether lands engineering school” be “sekolah Belanda rekayasa”, and the correct translation is “sekolah teknik Belanda”. Another example, they translate “forces such as formal rules” be “pasukan seperti aturan formal”, and the correct translation is “pemaksaan seperti aturan yang formal”. From these examples, their translations have the low skors in Nababan’s model of translation quality instrument. Sure, their translation is not accuracy, acceptability, and readability.

Schramm in Hafied Cangara said that as human social beings always looking to connect with other human beings. He wants to know the surrounding environment, even want to know what's going on inside him. Curiosity is forcing the human need to communicate. In social life, people who never communicate with others undoubtedly will be isolated from society. Many experts consider that communication is a fundamental requirement for a person in public life. Professor

Wilbur Schramm said that communication and community are two words that twins can't be separated from each other. Because without communication society will not be formed, otherwise devoid of human society then not be able to develop communication.<sup>1</sup>

What encourages people want to communicate with other humans. The basic theory of biological mentioned two requirements, namely the need to maintain their life and the need to adjust to the environment. In a process of communication, there is something that can not be separated from the communication process itself is what is called communication components and tools of communication. Where communication components and tools of communication tools that must exist so that communication takes place and operating effectively.

There are five components to any communication, the components of communication are: the individual sending the message, the context of message, the person receiving the message, the delivering method you choose, the content of message, and the last is feedback.<sup>2</sup>

Talk about communication tools, as a means of communication, the language consisted of two aspects, namely the linguistic and nonlinguistic or paralinguistic aspects.

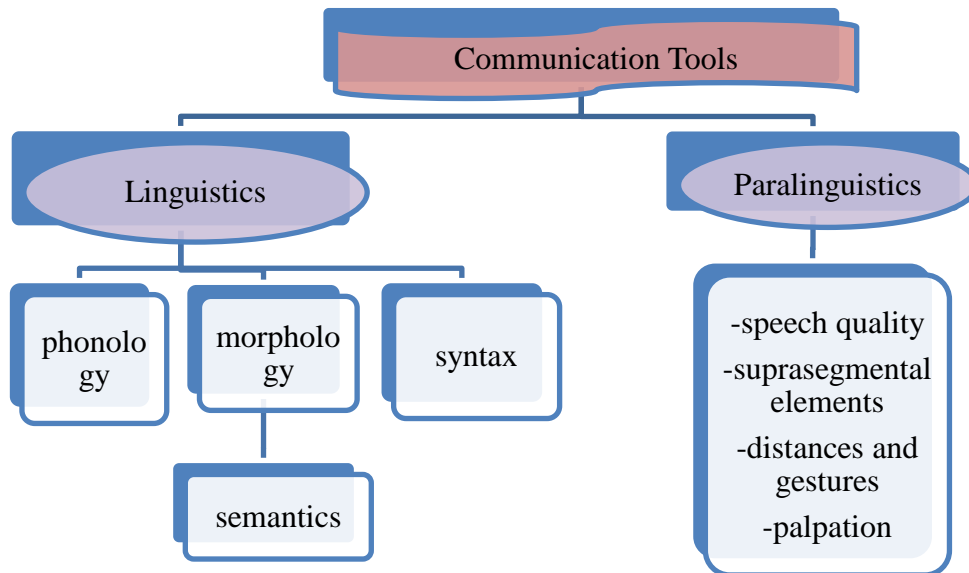
Shows in the chart below<sup>3</sup>:

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<sup>1</sup> Hafied Cangara, *Pengantar Ilmu Komunikasi* (Jakarta: PT RajaGrafindo Persada, 2009) p. 8

<sup>2</sup>Adler, R. B. and Rodman, G. *Understanding Human Communication*, ( Chicago: Holt, Rinehart, and Winston, 1991), p. 78-81

<sup>3</sup> Abdul Chaer and Leonia Agustina, *Sosiolinguistik Perkenalan Awal*, (Jakarta: PT Rineka Cipta, 2004), p. 22



Both these aspects are "working together" in building the language of communication. Linguistic aspects include the level of phonological, morphological, and syntactic. The third level supports the formation to be delivered, the semantic (in which there is meaning, ideas, or concepts). Paralinguistic aspects include speech quality, suprasegmental elements, distances and gestures, and palpation

So, the most important goals in communication process is how the speakers catch the semantic (in which there is meaning, ideas or concept). So every speakers need to know about the translation as a tool of both speakers in delivering and receiving message or semantic. It's also expected in English learning.

Beside reading skill, writing skill, speaking skill, and listening skill, one of the objectives of English teaching in the second class of senior high school is the students must be able to translate English to Indonesian at least English sentence to Indonesian. The good translation skill very support to communicate efectively. To be able to translate English into Indonesian well, they study about grammar skill and vocabularies.

Then, to achieve those objectives, the teacher has given her best efforts in English teaching. After studying English in elementary, junior and also two years in high school, they should have the ability to translate, at least translate the sentence. The efforts are the teachers asked the students to memorize 5 vocabularies a week, asked the students to understand grammar well, give task for students such as translate a reading English text to Indonesian.

Each class is twenty to thirty students. English teachers in the school there are five that allow teachers to focus more in educating students well. every teacher is not too poor at teaching, because all classes are shared with the five teachers. Then it is a boarding school, it is very supportive of student progress to master the English language.

Based on the explanation above and the problem existed about the students difficulties in translating English sentence to Indonesian. Therefore the researcher is interested in conductive the research in finding of students difficulties in translating English sentences to Indonesian. The researcher decided to undertake a study which explored students difficulties in translating English sentence to Indonesian with the title “The Difficulties of Students in Translating English Sentences to Indonesian at Eleventh Grade of SMK N Binaan Provsu Medan”.

## **1.2 The Identification of the Problem**

Based on the background of the problem, there were many aspects to be researched about the difficulties in translation. Those aspects were:

- a. The students have studied about the theory of translation but they still have low score in translating English sentence to Indonesian.
- b. The Students have studied about grammar and vocabularies but they still always make error in translation.

- c. The teacher has given the good effort and motivation in learning process but the students are still less to translate English sentence to Indonesian.
- d. The teacher has used the strategy but they still have low skill in translation.

### **1.3 The Limitation of the Problems**

Many things that influence the student's ability in translating English sentence to Indonesian. After identifying the problem above, the researcher limit this study focus on the kinds of dominants students difficulties in translating English sentence to Indonesian based on the Hoed's theory.

### **1.4 The Formulation of the Problems**

Based on the background of study, the researcher plans to do an analysis on students difficulties in translating English sentences to Indonesian. The researcher would like to research the problems as follow :

1. What are the students difficulties in translating English sentences to Indonesian?
2. How is the students difficulties level in translating English sentences to Indonesian?
3. Why do the students difficulties occur in translating English sentences to Indonesian?

### **1.5 The Objectives of the Study**

The aims of this study are :

1. To find out the difficulties of students in translating English sentences to Indonesian.
2. The describe the students difficulties level in translating English sentences to Indonesian.

3. The find out the reasons of students difficulties in translating English sentences to Indonesian.

## **1.6 The Significances of the Study**

After doing this research, the result of this research is hoped to be useful for :

1. To the principal of SMK N Binaan Provsu Medan, they must motivate the teachers in English teaching by applying variety strategy learning, which it will support the successive of English Learning, especially in translation because it make the effective communication.
2. To the English teacher so that they can grow critically conducts continuously, so at least the students can translate English sentence to Indonesian.
3. To the students they can analyze this research, they can anticipate and solve the difficulties in their translation and as motivation for students to make a good translation so they can communicate effectively.
4. For researcher, it can be reference in other research.