CHAPTER II

THEORITICAL REVIEW

2.1   Theoretical Framework

Arikunto said that theoritical frameswork is a container to explain the variable or subject matter contained in the research. So, in a research activity, theoretical framework contains a number of theories relating to research problems that can be used as a material base of thought and reference variable or subject matter contained in the study. In this case, theoritical framework is compatible with research activities. Theoritical framework usually includes expert opinions related to research variables.

2.1.1   The Difficulties of Students

The end of the educational process is that learners have religious spiritual power, self-hating, personality, intelligence and noble character, as well as the skills it needs, society, nation, and country. This means that the educational process leads to attitude formation, intelligence and intellectual development, as well as developing the skills of the learners in accordance with the needs that will come.[1]

In the process of maintaining the educational goals of each student is inseparable from the difficulties. Learning difficulties are a condition where students can not learn normally, of course, barriers to learning. Learning difficulties that mean here are the difficulties that students experience in accepting

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[1] Haidir dan Salim, *Strategi Pembelajaran*, (Medan: Perdana publishing, 2012), p. 13

or absorbing the lessons and learning difficulties that great students this happens at the time that is being learned / explained by a teacher.

It can be concluded that learning difficulty is a situation where students can not absorb the lesson by providing it properly. In other words, it has difficulty absorbing the lesson, whether it is from itself, from its surroundings or because of other factors that trigger it.

In this case, bad learning will bring a negative effect on the learning outcome and the good learning will bring a positive effect on the learning outcome as long the students want to fix it.

Allah said in the Holy Qur'an Surah Al Insyiraah 5-6

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

إِنَّ مَعَ الْعُسْرِ يُسْرً (٦)

The meaning : 5. So verily, with the hardship, there is relief,

6. Verily, with the hardship, there is relief (there is one hardship with two reliefs, so one hardship cannot overcome two reliefs).[2]

From the meaning above, each of us get into trouble then there will be ease afterwards, and that as big as any difficulties we experience then we will feel the ease afterwards. all the convenience we get with the effort and prayer to overcome these difficulties. In hadith about difficulties :

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[2] Muhammad Taqi-ud-Din Al-Hilan dan Muhammad Muhsin Khan, *Interpretesion of the Meanings of The Nobel Qur'an in the English Language*(Delhi: Maktaba Darul Que'an Chitli Qabar, 1993) p. 958

وعن ابى هريرة – قال : قال رسولالله – صلى الله عليه و سلم – من نفس عن مؤمن كرية من كرب يوم القيامة و

من يسر على معسر, يسر الله عليه في الدنيا والاخرة, ومن ستر مسلما, ستره الله في الدنيا والاخرة, والله في

عون العبد ما كان العبد في عون اخيه

Which means "From Abu Hurairah Radhiyallahu anhu, the Prophet sallallaahu 'alaihi wa sallam said, "Whoever expands one world distress from a believer, then Allah extends from him a distress on the Day of Judgment. Whoever eases the affairs of the troubled man, Allah Almighty Allah makes it easy for him (from trouble) in the world and the Hereafter. Whoever covers (a disgrace) a Muslim, then Allâh will close (disgrace) him in the world and the hereafter. Allâh always helps a servant as long as the servant helps his brother." (HR. Muslim).

2.1.2   Translation

To acquire translation skill, one must know about atleast two languages, which are used in process of transferring the message from a source language (SL) into a target language (TL). Nida and Taber in Langgeng and Aan said that translating consist in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style.

According to Wills said that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and require the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.

J.C. Catford also in book of Langgeng and Aan defines that " translation is *the replacement of textual material* in one language (SL) by *equivalent textual material* in another language (TL)". Brislin states that translation is the general term referring to the

transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether tha languages have established orthographies or do not have standardization or whether one or both languages is based on signs, as with sign languages of deaf.[3]

Learning translation is like trying to add our knowledge as Allah said in Holy Qur'an Sura Thaha :

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا (١١٤)

Which means :

So, the Most High God of the true king, and do not rush to read the Qur'an before it is perfected to reveal to you, and Say: "My Lord, add me knowledge."

In hadith which meansas below:

People who come out of the house to study the necessary knowledge of God will be easy to take the path to heaven (Shahih Al jami). Whoever walks to study science then Allah will facilitate the way to syorga. (Muslim).

According to those definitions and hadith, we can say that translation is a process to transfer written or spoken source language (SL) text to equivalent written or spoken target language (TL) text. In learning another language similar to learning and adding knowledge and Allah always gives the way

2.1.3 Causes of Students Difficulties

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[3]Langgeng Budianto and Aan E. Fardhani, Apractical Guide for Translation Skill, (Malang: UIN-Maliki Press, 2010), p. 1-3

In general, factors that cause learning difficulties can be divided into two, namely:

a. **Internal Factors**

This internal factor can be interpreted as a factor derived from within or derived from within the individual itself, or in other words is a factor derived from the students themselves. Factors included in this section are[4]:

1. Intelligence (IQ) is not good.

2. Talent that is less or not in accordance with lesson material that is learned or given by the teacher.

3. Emotional factors are less stable.

4. Less learning activities. More lazy than doing learning activities.

5. Bad learning habits. Learn by mastering the science of memorization at the level of memorization, not with insight, so difficult to transfer to another situation.

6. Tough social adjustment.

7. The background of bitter experience.

8. An irrelevant ideal (not in accordance with the lesson learned).

9. The educational background entered by the social system and teaching and learning activities in the less good class.

10. Durability of learning (length of study) is not in accordance with the demands of study time.

11. Physical condition that is less support. For example, mild body defects such as hearing loss, lack of vision, and psychomotor disorders. Permanent (serious) bodily defects such as blindness, deafness, missing hands and feet, and so on.

12. Unfavorable health.

13. Inadequate basic knowledge and skills (less supportive) of the material being studied.

[4]Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2011), p. 235-236

14. There is no motivation in learning.

In addition to the above factors, other factors that influence mental health factors and the types of learning in students, there are students who are learning types visual, motor and mixed. Most of these special types in this child are relatively few, because in reality many are mixed.

b.   External Factors

External factors are factors that come from outside the individual itself, including:

1. Family Factor

Some factors in the family that cause learning difficulties as follows:

- Lack of completeness of learning for children at home, so that the necessary learning needs, no, then the learning activities of children was stalled for some time.
- Lack of tuition fees provided by parents.
- Children do not have a specific home space and place of study.
- A family economy that is too weak or too high.
- Inadequate family health.
- Inadequate family attention.
- Unsupportingfamily habits.
- Children who help too much for parents.

2. School factors, school factors that are considered to cause learning difficulties include:

- Unfortunate personal teachers.

- Teacher is not qualified, either in taking the method used or in the mastery of the subjects he holds.

- The relationship of teachers with students is less harmonious.

- Teachers demand a standard of learning on the child's abilities.

- Teachers do not have the skills to diagnose students learning difficulties.

- The way teachers teach less good.

- Insufficient tools / media.

- School libraries are inadequate and less stimulate their use by students.

- School physical facilities that do not meet health requirements and are poorly maintained.

- Unpleasant school atmosphere.

- Non-functioning guidance and counseling.

- Leadership and administration. In this case it relates to the selfish attitude of the teacher, the authoritative principal.

- Inadequate school and discipline time.[5]

3. Community Factors Around

In this section, learning difficulties are usually influenced by:

- Mass media such as cinemas, TV, newspapers, magazines books, and others.

- Social environment, such as social friends, neighbors, and community activities.[6]

2.1.4   The Goals of Students Difficulties Finding

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[5] *Ibid.,*238-240

[6]Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar*, (Jakarta: Rineka Cipta,1991), p 87-88

An FL learner's language is perhaps never more interesting thanwhen she gets wrong things. They may tell us little about what is going on in her mind but as soon as an error is made, we can look at its nature and try to work out why it was made.[7]

From the quote above, we can conclude that the purpose of the goals of students difficulties finding is that teachers, learners and parents of learners can:

1. Knowing the weaknesses of the learners.

2. Helps to improve the weaknesses possessed by learners with the cooperation between the school, learners and family.

3. Helping students learn to master the lessons that are difficult for him, and facilitate teachers in determining what services in accordance with the difficulties experienced by learners.

2.1.5   Types of Students Difficulties in Translating English Sentences to Indonesian

Hoed argued that translators' mistakes only assessed if the error was merely about language error. Thus, there is no perfect translation because aesthetic factors and the tastes of each translator can influence the translation process.

Therefore, right-wrong translation should be distinguished from good-bad translation. He then added that there are two main problems in translating text to foreign language:

1. The differences between Indonesia language and foreign language.

2. The translator do not master English properly as a part of British culture.

There are two practical problems encountered by translator :

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[7] Keith Jhonson, *An Introduction to Foreign Language Learning ang Teaching*, (England: Pearson Education Limited, 2001), p. 59

1. Translator do not understand the meaning of words, sentences, or paragraphs, and can not understand the message contained.
2. Translators are difficult to translate words, sentences, or paraghraphs depite of his understanding about the source text.

Those two problems also viewed by Stuart Campbell in his book, he said that the first challenge is to get the mechanics of the target language grammar more or less correct at the sentence level – matters of concord, word order, inflectional morphology, and so on.[8]

According to Hoed, these problems can be solved by applying translation troubleshooting tips. Those tips are procedures expected to improve the accuracy of translation and reach the optimal result of translation. Newmark suggested four levels of translation: textual level, referential level, cohesion, and naturalnesslevel. Textual level means the text should be translated at the level of the words and sentences. Referential level the stage for the translator refers to the true meaning a word, cohesions to see the unified of translation, and also about the cohesion among words in the sentence, and naturalness level means to see acceptability of translation. [9]

So, we can conclude that the types of difficulties are :

- They are difficult to translate words and sentences.
- They do not know the meaning and message contained.
- They do not understand the grammatical structures of both text.
- They do not know the slang and formal language.

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[8] Stuart Campbell, *Translation into the Second Language*, (America: Addison Wesley Longman Limited, 1998), p. 72

[9] Farida Repelita Wati Kembaren, *My Translation My Adventure,* (Medan: 2016), p. 66

- They do not understand about diction, sentence construction, paragraph organization, and grammatical elements, size of type, punctuation, spelling, space between lines, and size of margin.
- They don't understand the culture of both text.

2.1.6 Characteristics of Translation

A work can be stated as the work of translation when it has the following requirements :

1. It is a kind of replacement or reproducing message, of SL into TL.

2. It concerns with written message or textual material or text.

3. It transfers the content or thought or messages; not the form of SL text.

4. It is also a kind of process or exercise.

5. The second text must have the same meaning or message with the first or original.

6. Second text uses idiomatic expression in the TL to retain the style or to make it sounds like the original text.

7. The second text uses target language equivalent to the source language.[10]

Talk about Translation competence, an author has made explicit statements about translation competence: Meanwhile Pym inStuart Campbell provides a definition of translation competence in a kind ofbehaviouralframework, those are the ability to generate a target-text series of more than one viable term for a source text and the ability to select only one target text from this series, quickly and with justified confidence, and to propose this target text as a replacement of source text for a specific purpose and reader.

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[10]*Ibid.,* p. 7

Finally, some writers simply mention translation competence in passing, as it were given. For example, Farahzad talks of examination candidates' ' level command of both source and target language as well as their level of translational competence. It seems that the way translation competence is characterized has a great deal to do with one's purpose.[11]

2.1.7   Function of Translation

Translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text, analysing those factors in order to find out its appropriate meaning, and then reconstructing the same meaning using the lexicon and grammatical structure in suitable communication situation, and cultural context accepted in the TL.

So, In general the purpose of translation is to reproduce various kinds of texts – including religious, literary scientific, and philosophical texts – in another language and thus making them available to wider readers.[12]

2.1.8   Types of Translation

Generally, the translation is divided into two major sections: literal translation and free translation. The distribution of translations can also be made based on the definitions used. Nida and Taber divide the translation into literal and dynamic translations. The dynamic translations of Nida and Taber can be synonymous with Larson's meaningful translation.[13]

Larson proposes two main kinds of translation namely literal and idiomatic translation. Literal translation is a form-form based translation attempting to follow the form

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[11]Stuart Campbell, *Op. Cit*., p. 6

[12]*Ibid.,* p. 28

[13]Maurits D.S Simatupang, *Pengantar Teori Terjemahan,* (Jakarta: Universitas Indonesia, 2000), p. 6

of the source language, so the translator uses sourcelanguage words with literal meaning as stated in the source language as the source language structure. In order to produce natural forms of the target language both in grammatical constructions and in the choice of lexical items he proposes "idiomatic translation.[14]

Yet for many parts of the world, translation into the second language is a regular and accepted practice. In virtually any post-colonial society in the developing world where a major European language still has foothold, there will be people who regularly write and translate in that language as a second language.

Similarly, in countries of high immigration there will be second language speakers of the hort language who write and translate in that language.

Such a reality requires appropriate educational strategies such as curricula and testing regimes based on appropriate models of learning. If the learning to translation into one's first language were no different a process than learning to translate into a second language, then there would be no need for different models. But the reality is that they are different, and that such studentsneed to be thought differently. It is for this reason that we need a model of translation competence for second language translation education.[15]

There are four fundamental principles that follow from the idea of modeling translation competence:

1. Translation competence can be separated into relatively independent components can be used as building blocks in curriculum design.
2. Translation education is a matter of intervention in the development of the various components of translation competence.

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[14]Langgeng and Aan, *Op. Cit.*, p. 7
[15] Stuart Campbel, *Op. Cit.*, p. 11

3. Students are likely to attain different levels of achievement in the various components of translation competence given the imbalance in their bilingual skills.

4. The assessment of translation quality is best seen as a matter or profiling of the learners, rather than simply measuring their quality.[16]

2.1.9 Translation Techniques

Translation techniques is a procedure to analyze and classify how translation equivalence works. And there are 5 basic characteristics :

a. They affect the result of the translation.

b. They are classified by comparison with the original

c. They affect micro – units of text

d. They are by nature discursive and contextual

e. They are functional[17]

The Translation techniquesare:

1. Borrowing

   Borrowing is the taking of words directly from one language into another without translation. Borrowing is the taking of words directly from one language into another without translation. Example, in Indonesia language words "sandal, lobby and ma" are words which borrowing from English.

2. Calque

[16] Stuart Campble, *Op. Cit*., p. 162

[17] Farida Repelita Waty Kembaren, *Translation 1*, (Medan: 2016), p. 53

A calque is a phrase borrowed from another language and translated literally word-for-word. Examples that have been absorbed into English include standpoint and beer garden from German Standpunkt and Biergarten.

3. Literal Technique

A word-for-word translation can be used in some languages and not others dependent on the sentence structure. Example "I have a car" translated be "Aku punya sebuah mobil".

4. Synonym

Synonym is a strategy used by finding the most similar word for the target language, for example the translation of "What a cute baby you've got!" be "Alangkah lucunya bayi Anda!"

5. Adaptation

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. For example "Dear Sir" be "Dengan hormat".

6. Cultural Equivalent

Translator used this strategy by replacing the special word of the source text with another special word in the target text. For example "Sonovabitch" be "Si Brengsek"

7. Contextual Conditioning

Contextual conditioning is used to give some information in the context to make the message of the source language sounds clear in the target text. For example "empat puluh hari" be "death"

8. Established Equivalent

Established Equivalent is to use a term or expression recognized as an equivalent in the TL. For example "they are as like as two peas" be "mereka seperti pinang dibelah dua".

9. Generalization

Generalization is to use a more general or neutral term. For example "penthouse" be "tempat tinggal".

10. Particularization

Particularization is to use a more precise or concrete term. For example "Air transportation be "Helikopter".

11. Comparison

Comparison is use to introduce a source text element of information or stylistic effect in another place in the target text. For example "Apair of a scissors" be "Sebuah gunting.

12. Transposition

This is the process where parts of speech change their sequence when they are translated. It is in a sense a shift of word class. For example "Musical Instrument" be "Alat Musik".

13. Modulation

Modulation consists of using a phrase that is different in the source and target languages to convey the same idea. For example "I broke my leg" be " Kakiku lelah".

14. Addition

Addition is a strategy used by giving additional information the target language as an obligatory. For example "Saya dosen" be " I am a lecture".

15. Amplification

Amplification is a technique used by paraphrasing implicit information of the source language in the target language. For example "Ramadhan" be "Bulan puasa kaum muslimim".

16. Reduction

It's to reduce the language component of source language. For example "Automobile" be "mobil".

17. Discursive Creation

Discursive creation is an operation in the cognitive process of translating by which a non-lexical equivalence is established that only works in context. For example "Kata pengantar" be "Preface".

2.1.10   The Strategies of Translation

What is translation strategy? On the New Webster Dictionary, Strategy is the science of forming and carrying out military operations generalship distinguished from tactics, the use of artifice or finesse in carrying out any project a method, plan, or stratagem to achieve some goal. In other hand, strategy in Oxford Advanced Learner's Dictionary is the art of planning operations in war of movements of armies and navies into favorable positions for fighting; skill in managing any affair.

Newmark said that Translation strategies are semantic translation and communicative translation. According to Krings in Farida Repelita Waty Kembaren that translation strategy

is translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task.

So, Generally translation strategies aim to make the best translation. In principle, they fall into three categories; they can be conscious, potentially conscious (e.g instinctive motives or translational behavior may be accessed through introspection, if required), or totally subconscious (e.g as would be the case with undesirable strategies such as the ones resulting in various forms of translation. Whenever strategies are not directly accessible through the translator, they need to be hypothesized from the available data).[18]

Taking into account the process and product of translation, Jaaskelainen in Langgeng and Aan divides strategies into two major categories: Some strategies relate to what happens to texts, while other strategies relate to what happens in the process. [19]

In stages of translation strategies, A translator will go through the the following stages :

a. Preliminary Analysis,

b. Exhaustive Style and Context Analysis

c. Acclimation

d. Reformulation of The Text

e. Analysis of The Translation

f. Reviews and Comparison

2.1.11 Translation Method

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[18] Farida Repelita Waty Kembaren, *My Tranlation My Adventure*, (Medan: 2016) 69-71

[19] Langgeng and Aan, *Op. Cit.,* p.24

Syihabuddin in Farida Repelita Waty Kembaren, Translation method means the translation method used by translators in revealing the overall meaning of the source language into the target language. According to Newmark translation methods can be traced in terms of its emphasis on the source language and the target language.[20]

He goes on to refer to the following methods of translation:

a. *Word-for-word translation*: in which the SL word order is preserved and the words translated singly by their most common meaning, out of context.

b. *Literal translation*: in which the SL grammatical constructions are converted to their nearest TL equivalents,but the lexical words are again translated singly, out of context.

c. *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

d. *Semantic translation*: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

e. *Adaptation*: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

f. *Free translation*: it produces the TL text without the style, form, or content of the original.

g. *Idiomatic translation*: it produces the 'message' of the original but tends to distort nuancesof meaning by preferring colloquialisms and idiomswhere these do not exist in the original.

h. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to readership.[21]

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[20]Farida Repelita Waty Kembaren, *Op. Cit.,* p. 73
[21] Langgeng and Aan, *Op. Cit.,* p.26

2.1.12 The Process of Translation

Theoretical Models of the Translation Process : Functionalism in translation Theory and Translator Training.

a. Introduction: The Role of Translation Process Typologies and Translation Theories

A translated text belongs to two superimposed communicative context; on the one hand, the one surrounding the text produced for target-culture receivers; on the other, the communicative context of the source text (ST) and culture, which the target text (TT) tries to make available, in some way or another, to target language readers.

In fact, determining the nature of the correspondence has been, implicitly or explicitly, a matter of debate throughout the history of translation, as in for example, the classic debate concerning the free literal dichotomy, the "quest" for equivalence, and so on. This issue is also related to translation processes and translation theories: translation process can be established on the basis of the type of relationship obtaining between ST and TT; Translation theories have as their goal accounting for existing processes.[22]

Nord in Sonia Colonia distinguishes two types of translation processes: the first aims at producing in the target language a kind of document of (certain aspects of) a communicative interaction in which source-culture sender communicates with a source-culture audience via the source text under source-cultureconditions. The seconds aims at producing in the target language an instrument for a new communicative interaction between the source-culture sender and a target-culture audience using (certain aspects) of the source text is a model. The first type is what she calls **documentary translation** and the second is **instrumental translation**.

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[22] Sonia Colina, *Translation Teaching*, (America: Mc Grau Hill Companies, 2003)., p. 10

The result of documentary translation process is a text about the ST that allows target-culture audiences to look at its linguistic and textual structure , or at the cultural structure/ social situation in which it was created; its main function is metatextual. Examples of documentary translationinclude interlineal translation, as in linguistics , philological translation, and exoticizing translation (the source-culture setting is left unchanged). The result of an instrumental translation process is a text that may have the same functions as the source that is the vehiclethrough which the ST author will be able to accomplish a certain comunicative purpose in the target culture. Examples of instrumental translation consist of the translation of technical manuals, business correspondence, instruction brochures, and advertising.

b. Functionalist Approaches: Skopos Theory

Functionalism is a theory of translation that accounts for how translators select a particular translation process and make translation decisions, by using the intended communicative function of the target as a guidelines; functionalism also allows for systematized decisions about which elements of the source should be preserve in a unified, principled way.

To better understand functionalism, we propose to explain its basic concepts through the notion of conflict. The nature of translation activity (the TT is a text within a second language (L2) community that must also contain/refer back to the first language (L1) community and/or ST) often creates apparently irresolvable conflicts by imposing contradictory demands on the shape of the TT. Skopos Theory proposes a way to resolve conflict: the function of the target and of the translation process is the criterion that determines which of the conflicting principles it to be obeyed. Example, the case of a textbook produced in Europe that is to be translated for a U.S college readership.

In sum, functionalism is contextually based theory of translation that allows for consideration of contextual factors intervening in the translation process, even if contradictory in nature. In the face multiple factors, Skopos theory provides a systematic criterion-the function of TT and the translation process-to make translation decisions and resolve conflicts by establishing hierarchy of factors.

In order to apply the principles of functionalism to a particular translation task, the translator must determine the following.

a. what is the function and context of situation of the ST?

b. Is functional identity appropriate or should the function of the TT be different from that of the source?

c. How do we formally mark functional and situational features in the TT?

To answer these questions, the translator can resort to ST analysis, parallel text analysis, translation brief, and translation norms /conventions. In order to perform any type of text analysis, we must first understand the notions of language function, text type, and genre. [23]

2.1.13   Translating versus interpreting

Some problems arise because people think of translating and interpreting as being two entirely different kinds of operations. One written and the other spoken, but both are part of the same act of producing in a receptor language the closest natural equivalent of the source text whether spoken or written. The significant differences are the speed with which an interpreter must bemust make decisions, the enormoustension to keep up with the rapid flow of spoken language, the background knowledge necessary for instant recall, and the

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[23]*Ibidh.*, p. 11-13

willingness to produce something that may not be "perfect". In fact, no interpretation is ever perfect.

Interpreting can, however, be an important plus for a translator, because it immediately forces him or her to be up to date with respect to rapid developments within any discipline, and it highlights the fact that listening to one language and speaking in another is largely automatic process, something that some translatorhave failed to recognize.

At the former Maurice Thorez Institute of foreign language in Moscow, persons who had already demonstrated exceptional ability as translators could test consisted of an assigned topic, one minute to prepare, and one minute to speak. The reason for this type of testing was the conviction that interpreting, whether consecutive or simultaneous, depended more on an ability to organize information than on determining meaning.[24]

2.1.14 English and Indonesian with Culture

A text is a meaningful linguistics unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning context refers to either linguistic context or non-linguistics context. Linguistic context is the linguistic units before and after a text. Non-linguistic context is outside a text. So text is any meaningful linguistic unit in both linguistic context and not linguistic context.

A text is both a spoken text and a written text. It can be a word or a phrase or a sentence or a discourse. A text of language is a text spoken or written in a language. An

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[24] Eugene A. Nida, *Contexts in Translating*, (Amsterdam: John Benjamins Publishing Company, 2001), p. 9

English text is a text spoken or written in English. An Indonesian text is a text spoken or written in Indonesian.[25]

Any language has the similarities, differences and interrelations. So it also occurred with English and Indonesian. The similarities between language and culture: language and culture acquisition, the loss of a language and culture, language and culture as collective activities, variability, change, bundles of linguistic and cultural features, sociosemiotic elements in language and culture, illogical features of language and culture, and the location of language and culture.

The differences between language and culture: language as a distinctive part of culture, distinctive elements of language. The creation of cultural symbols, language as a four-level system, the use of language by culture. The last is about the interrelations between language and culture: differences in culture mean differences in language, the rate of change in language and culture, partial representation of the culture by language, and double causation.[26]

Also a text of a language is unique. Some languages may have some similarities and differences in a text. So English text is also unique. It is the way its native speaker to organize a piece of both spoken and written language information. This way is the culture of the native English speaker to communicate in both the spoken and written language. This means that learning the English text is learning to communicate in the culture of the English people. The text of structure is the culture of the native speakers of a language to select and use the linguistic unit of their language in the production and interpretation a text as the tool of an effective and efficient communication.

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[25] Sanggam dan Kisno, *Maritim English Writing A genre Based Approach,* (Medan: Unimed, 2008), p. 1

[26] Eugene A. Nida, *Op. Cit.,* p. 14-28

So, the text structure of English is the culture of the native speakers of the English language to select and use the linguistic units of the language in the production of a text to communicate a piece of information. The native speakers of other language must learn the way the native speakers of the English language if they want to communicate in both the spoken and written English successfully.[27]

2.2   Related Study

Lusi Susilawati, (2010) in her thesis on titled of "Transposition and Modulation Analysis on Translation of Use of Oriflame Products" her finding states that better or qualified transposition of accuracy and value for the quality of translation towards acceptability is better to use modulation techniques.

This is based on the average score obtained from the results of the three rater assessment of all the data contained 64% of data is categorized as accurate transposition (TA) as it has been meet certain criteria that fit the theory that has been set. 23.8% of the data was rated by inter-rater as transpositions that are less accurate (KA), and 12.2% indicate the existence of a very less accurate transposition (SKA). There is also data not included in the transposition (NP) of 29 products withthe percentage of TA as much as 65.5%, train 31% and SKA 3.5%. Judged from the sideacceptability, the transposition forms in the data showthe value of acceptance as much as 131 data or 72.2% and the dataless acceptable amounted to 21 data or 12.2%. The amount of datawhich is considered unacceptable amounted to 20 data (11.6%).

As well ascontained in the assessment of the accuracy, in the assessmentacceptance also there are some data that is not included into thetransposition that is as much as 26 data

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[27] Sanggam dan Kisno, *Op. Cit.,* p. 2

with percentage of 80,8% or 20 datawhich is considered acceptable and 19.2% or 5 data is considered acceptable.Meanwhile, the rater's evaluation of modulation formsshowed that there were 135 (78.5%) of the data categorizedmodulation is acceptable and 6 (3.5%) data is considered less acceptable. Whileit is 31 (18%) rated as modulation with unacceptable category.

Fauziah, (2016) in her thesis on titled of "An analysis of students grammatical errors in essay writing at eight grade of Madrasah Tsanawiyah Al-Jamiyatul Washliyah Tembung" her finding states that errors are made by students in tenses 0,43%, verb 0,20%, adverb of time 0,06 %, plural forms 0,02%, prepositions 0,15%, conjunction 0,02%, personal pronouns 0,05%, possessive pronoun 0,009%, and articles 0,02%. So the highest error that made by students is tenses and the lowest is pronoun.

2.3   The Conceptual Framework

Based on the above theories, the translation of a text can be asses for its accuracy, legibility and acceptability. Accurate, readable and acceptable translations indicate that there are no difficulties encountered by the translator. But if the translation is not accurate, unreadable and unacceptable, it indicates that the translator has a difficulty in translating.Low translation ability is very negative for other students ability, such as writing skill, reading skill, listening and speaking skill. Because of mistakes that occur in writing in foreign language and it is due to lack of mastery of translation techniques.

The difficulties in translating English sentence to Indonesian there are two. First is translator do not understand the meaning of words, sentences, or paragraphs, and can not understand the message contained. The second is translators are difficult to translate words, sentences, or paragraphs despite of his understanding about the source text.

Therefore, with difficulties analyze in translating English sentences to Indonesian the teacher will know the mistakes that made by students. Hopefully, the results of this study may provide important information for the learning language in general orspecific discipline.