AN ANALYSIS OF STUDENTS' TECHNIQUE IN TRANSLATING

NARRATIVE TEXT AT SMAN 3 LANGSA

THESIS

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ABSTRACT

Translation technique is the way of doing something which is appropriate with our skill or ability, such as translate a text from one language into another language, from source text to target text, especially in translating a narrative text. The problem of the study was the writer want to know the techniques which are dominantly used by students of SMAN 3 Langsa in translating a narrative text. This research would be useful for students and teachers in understanding translation text. This research used qualitative research with population about 263 students and took 12,5% from the population, it was about 33 students. In this case, the writer used calculation percentage to analysis data. Then, the writer will explain descriptively to make information from the research obvious. After doing this research, the writer found that 56% of 33 students choose literal translation technique, 51% of 33 students choose equivalence technique, 48% of 33 students choose calque technique, 43% of 33 students choose transposition technique, and 35% of 33 students choose borrowing technique. Based on this finding, the writer concluded that the using literal translation technique was dominantly than the other techniques.

Keywords: Students' technique, translating narrative text

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is one of the most important things in communication. It is used as a tool of communication among nations all over the world. In the era of globalization, English is indispensable of people of different countries communicate among themselves in English as International language. For students, English is also indispensable to comprehend their materials which have been written in English.

In learning a language, there are four skills listening, speaking, reading, and writing. We usually start communicating by listening to a language, reading the words or sentences, so that we can apply in writing.

Writing is an important part of communiacation, it enables us to communicate our message clearly and easily, and to make a deeper communication with others, such as chatting in the social media, letters, etc. Then, the message can be put through writing. In a literary, the writer usually expressed their imagination and experience of life or even their experiment about something to interest the reader. In this case, writing can make an interaction between writer and reader, in which the reader can understand about the message or information that wanted to be expressed by writer. The written language can be formed of mother tongue and the other tongues. For learners, they write in their mother tongue, so that they translate it into a text in other languages. Therefore,

understanding in writing, especially to write a text includes the important one for the learner language.

Considering the importance of writing in people's life especially in educational field, Indonesian government has included writing in the English syllabus stated in Competence Standard and Basic Competence. Ideally, according to Competence Standard – Standar Kompetensi (SK) and Basic Competence – Kompetensi Dasar (KD) of writing skill in the current School – Based Curriculum – Kurikulum Tingkat Satuan Pendidikan (KTSP), the competence standard of writing of Senior High School level is to express meaning in functional written texts and simple short essays in the form of descriptive, procedure, narrative and many others to interact with both the closer environment and the context of daily life.[1]

It becomes the reason why the students have to write as their need. But, there is still difficulty faced by the students in learning writing. Based on the writer's observation, there is difficulty faced by students in learning writing, especially in writing translation text. They had problems to get writing translation text. They are confused to translate the text because there are some techniques which are used in translating a text.

For translate a text, the students have to transfer the meaning or message which is written in source language (SL) to target language (TL) such as in English text to Indonesia text. Hatim and Munday said that translation as the

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[1] Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum)* (Jakarta: Standar Isi SD, SMP, dan SMA, 2006)

process of transferring a written text from source language (SL) to target language (TL).[2]

The goal of translation is to establish a relation of equivalence of intent between the source and target texts (that is to say, to ensure, that both texts communicate the same message), while taking into account a number of constraints. These constraints include context, the rules of grammar of both languages, their writing conventions, their idioms and the like.[3]

From explanation above, it is found that translation is a process which is intended to find meaning equivalence in the target text and the purpose to communicate between the different text but the same message.

As the explanation before, we can write or translate something become a text. Also, we can translate a text in writing. The text can be made in descriptive, procedure, narrative text, and many others. Descriptive is a kind of text with a purpose to describe a particular person, place, or thing.[4] Procedure is a piece of text that tells the reader or listener how to do something.[5]

Narrative text means part of the story genre which tells a story and, in doing so, entertains or informs the reader or listener.[6] This story can be fiction, non fiction, or fable, where the story purposes to amuse the reader. In a narrative, the story usually in the past tense. The backbone of the narrative is a series of

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[2] Hatim and Munday, *Translation, An Advanced Resource Book* (London: Routledge, 2004), 2.
[3] *Copyright of Axis Translation Ltd-Translations Services*, http://www.axistranslation-artcle/what-is-translation.html (Accessed January 21, 2014).

[4] Mursyid, *Learning Descriptive Text* (Karangdadap: Graha Ilmu, 1994), 4.
[5] Mark Anderson and Kathy Anderson, *Text Types in English3* (South Yarra: Mcmillan, 1998), 5.
[6] Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Mcmillan, 1997), 8.

events which are usually actions. The agent of the events is usually third person or first person, that is, the narrator tells about the things which happened to someone else or to himself. Thus, in this research the writer only discusses about narrative text.

In this study, students translate English text to Indonesian text, especially a narrative text. The narrative text is written in English, so they should translate the text in Indonesia. There are some ways to translate a text. The ways are called technique. The techniques of translating are borrowing, calque, literal translation, transposition, and equivalence.[7]

Borrowing is the taking of words directly from one language into another without translation.[8] Calque is move a sentence or word which has specific meaning in part the meaning (it is not whole).[9] Literal translation is form-based translations attempt to follow the form of the source language.[10] Transposition is replace or change the form of word in source language to the other form.[11]

And, equivalence usually used in the context for matching meaning of the different languages, between source language and target language.[12] The techniques can help the students to translate the text without "Google Translate".

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[7]Peter Fawcett, *Translation Techniques*, Assemblage 20 (Okt 1997), http://isg.urv.es//publicity/masters/sample/techniques.html (Accessed February 06, 2013).

[8] Gabriela Bosco, *Translation Techniques*, http://www.interproinc.com/articles.asp.id=0303 (Accessed December 14. 2013).

[9] Faisol Fatawi, *Seni Menerjemah Tataran Teoritis dan Tuntunan Praktis* (Malang: UIN Malang, 2009), 36.

[10] Mildred Larson, *Meaning-Based Translation: a guide to cross-language equivalence* (Newyork: University Press of America, 1998), 17.

[11] Faisol Fatawi, *Seni Menerjemah Tataran Teoritis dan Tuntunan Praktis*.............. 41

[12] Faisol Fatawi, *Seni Menerjemah Tataran Teoritis dan Tuntunan Praktis*........... 46

The techniques do not only help the students to translate the text, but also, they know kind of techniques which used by them.

Recently, students of SMAN 3 Langsa often used dictionary, guessing, moreover they use "Google Translate" from their hand phone in translating a text, especially a narrative text. Indirectly, they use one of the techniques from borrowing, calque, literal translation, transposition, and equivalence, but they do not know what the technique is.

The writer assumes that students have ever done the technique, but they have not known the technique which is often used. Therefore, the writer is interested to analyze the kinds of technique students of SMAN 3 Langsa use in translating the text. The writer wants to know and analyze the technique which is dominantly used by the students of SMAN 3 Langsa in translating a narrative text. The writer thinks that this research is useful to know the technique used by students in translating the text. Thus, the writer interests to do research entitled "AN ANALYSIS OF STUDENTS' TECHNIQUE IN TRANSLATING NARRATIVE TEXT AT SMAN 3 LANGSA".

B. The Problem of The Study

The problem of the study is what kind of techniques are dominantly used by students of SMAN 3 Langsa in translating a narrative text?

C. The Purpose of The Study

Based on the problem of study, the main purpose of this study is to analyze and find out the kinds techniques that students used in translating a narrative text.

D. The Significances of The study

This study has some advantages for students and teacher.

1. For Students

This research will be useful for students, not only to translate the text, but they also know what kind of the used techniques.

2. For Teachers

This research will give significant input to teachers about students' technique in translating a text, especially a narrative text. So, the teachers can identify the difference of various techniques used by students of senior high school.

E. Terminology

To avoid the differences in either understanding or interpreting in this study, the writer will explain the terms used in this study. The terms include the following:

1. Translation Technique

   Translation is basically a change of form.[13] Technique is the skill with which somebody is able to do something practical.[14] So, translation technique is the way of doing something which is appropriate with our skill or ability, such as translate a text from one language into another language, from source text to target text, especially in translating a narrative text. The techniques of translating the text are borrowing, calque, literal translation, transposition, and equivalence. Because of translation technique that is used by the student is more than one technique, so the writer wants to know and analyze kinds of techniques are dominantly used by students of SMAN 3 Langsa. Translation technique in this study is technique that used by the students in translating a text, especially a narrative text.

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[13] Mildred Larson, *Meaning-Based Translation: a guide to cross-language equivalence* .... 3.

[14] Hornby, *Oxford Advanced Learner's Dictionary* (Newyork: Oxford University Press, 2000), 1388.

2. Narrative Text

Narrative text is a text in which a narrative agent tells a story.[15] The writer means that event which tells in imaginary events which have problem and resolution and it says in words. Narrative text is one of kinds of texts which learnt at hight school level. It is the subject of English that study in senior high school. In this study, the writer only focus on the technique which is used by the students in translating a narrative text.

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[15] Mieke Bal, *Narratology Introduction to the Theory of Narrative* (London: University of Toronto Press, 1997), 16.