

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of research, research question, purpose of the research, scope of the research, and significance of the research. The background of the research covering the reason why this study/research happens. The Research Question describes the question that researcher found after looking at the previous studies for the theme of the research. The purpose of the research covering why the researcher is doing this study/research. The Scope of the Research was deal with the part where the researcher limited for study, research. The Significance of the Research was explaining why this study/research needs to do the benefit of this study/research.

1. 1. Background of the Research

In translation, context has become one of the important factors in achieving desired translated text. Melby & Foster (2010) in their study of context in translation added that context is important in translation and need an increase in recognition to contribute toward greater understanding of various types of contexts that may be necessary for desired result. This statement suggests that there is a correlation between the context and the translation as it helps to provide intended results. However, context is a slippery notion as one attempt to define it, it will slip away as it is a concept that keeps to the periphery (Dourish, 2004: 29). This slippery notion is what translators to be very carefully in their works as one slip in their translation can change the message and notion of where it should to.

It was common assumption that there are many translators who still disregard the role of contexts in understanding and translating texts. According to Nida (2001) in his book entitled *Contexts in Translation*, failing in considering the contexts of a text is in most case responsible for the most serious mistakes in comprehending and reproducing the meaning of a discourse. Furthermore, the context should be understood as influencing all structural levels of a text, such as phonological, lexical, grammatical, etc. Nida also added that many translators rejecting translation theories due they mostly putting heavy in technical terminology and too light on illustrative examples of what top-flight translators actually do. The example is one of the most journals focusing on the translating of literary texts does not accept articles on theories of

translating, or Chinese translator Yan Fu with the three principle of translation “faithfulness, expressiveness, and elegance” that fails to says what to do when three ideal principles fail or not equally applicable.

The role of translator isn't solely on transferring the meaning from one language to another. According to Bassnett (2002) in book entitled *Translation Studies*, a translator is a force of good, a creative artist who was ensuring the survival of writing across the time and space, an intercultural mediator and interpreter, and a figure whose importance to the continuity and diffusion of culture, which is immeasurable. There is also contrast interpretation in which sees translation as a highly suspect activity, one in which an inequality of power relations, such as inequalities of economics, politics, gender and geography), is reflected in the mechanics of textual production. These two different views simply describe a translation as a way to ensuring the information of certain texts or documents doesn't disappear once translated into another language and revealing how difference the culture between two languages in many aspects.

Translation could be called the most general way to transfer information from one language to another language. As described by Emzir (2015:1) in his book entitled *Teori dan Pengajaran Penerjemahan* that translation is a text written in well-known language that refers and represents a language that is not commonly known. The information inside the text is made through compelling words and phrases, which inform the reader about what the writer wants to share to them. A translator job seems simple, but according to Nida (2002) a professional translator job is to effectively transfer the meaning from one language to another language in what is precisely clients want and needed. Their concern is not about the formal feature but the content of the text, means the information that needs to transfer. And this content is the context of the text. Nord (2014) in his book entitled “*Translating as a Purposeful Activity*” added that in professional settings, translators don't normally act on their own account and mostly asked by either sender or receiver, or even the third person. This third-party plays as the “client”, who have communicative purpose of their own or they may share those of either the sender or the receiver. Thus, translation was involving in aiming at a particular communicative purpose or the information the writer wants to share that may or may not be identical with the one that other participants in mind.

The first thing to comprehend the information is through comprehending the context of the text. The easiest form of context tends to be placed on the very first sentence of the paragraph. However, there is also a context which not put completely in the first sentence of

the paragraph and needs a further connected with the sentence afterward to create a full picture of the information. Then, there is a need to find a clue of said context. Putri & Fitrawati (2019) have been studying about correlation between context clues strategies and reading comprehension in English Department students of *Universitas Negeri Padang* by using correlation formula by Pearson Product Moment Correlation Formula. The result of their studies, they found a significant correlation in strong categories between those two variables. This result indicating that there is correlation between context and understanding the English text through reading. Nida (2002) also explains the process of reading is essential based by principle of reading by contexts, because frequently the meaning of words depends on what follows rather than on what precedes.

However, in search and comprehending the context, the Indonesian students tends to not read carefully and only looks at the explicit information revealed on the paragraph, without concerning about the deep meaning in form of implicit information. Dardjito (2019) in his studies of student's metacognitive awareness and academic English reading comprehension in EFL context, by using mixed method explanatory design in his study finds that there is no significant correlation between the students' metacognitive reading awareness and their academic English reading comprehension. This founding also reveals that Indonesian students tend to use pragmatic reading strategies when reading English texts which are lower than analytic reading strategies with which they use in reading Bahasa Indonesia texts (Vianty, 2017). This strategy also commonly used as students are needed to be able to distinguished information inside the text and seek the answer they need in limited time in their study.

Furthermore, Lewis (1979, cited in Idlibi (2018)) have trying to characterize how contexts interacts with the content of an utterance in "a language game," which the meaning of a single utterance changes from one context to another. It was the context that determines the meaning intended by an utterance and it was contextual factors that make the usage of an utterance in certain occasion or condition is appropriate and related or not. It was further suggesting that context had become the concern of translators, as translation is about nothing but the interpretation of one language and the usage of another. Also, Idlibi (2018) explains that the impact of difference between the source and target culture and the effect of any divergence between them had caught the attention and the concern of both linguists and translators.

In relation, Hu (2010) in his study about context of situation in translation concluded that situational context theory can be used to explain many seemingly opposite concepts of translation such as foreignization and domestication, faithfulness and naturalness, etc. The culture of one place can change the definition of certain word when being translated into that language. Furthermore, comprehension problems are caused by cultural-based issues, English teaching and learning concern, and social-contextual problem (Mardianti et al., 2021).

Furthermore, translation is not an easy task and language itself is a complex system of communication that used by human beings. Herman (2017:73, cited in Pasaribu et al., 2020) describes translation as the replacement of textual material in one language (Source Language) by equivalent material in another language (Target Language). Pasaribu, Herman and Hutahaean (2020: 12) in their study about student difficulties in translation narrative text from English into Indonesia at grade VIII of *SMP Negeri 9 Pematangsiantar* by using qualitative design in their research finding found there are difficulties in translation narrative text from English into Indonesian. In their study, the most difficulties come from tense (32%), followed by sentence (25,4%) and phrase (16,6%), next is clause (15,4%) and attribute (8,2%), and last is indefinite article (2,4%). These percentages showed that in translation, at least for narrative text, the difficult part that most student face is the tense. Tense also played in context as it can determine the “time” of when the information taken place.

In relation, among difficulties, phrase had been included to them as third most difficulty part of translation from English into Indonesian. Nadirah, Tahir and Asrifan (2019) in their research about the ability to translate English phrases into Indonesian and the difficulties faced by the eleven grade students of *SMAN 1 Pancarijang* by using descriptive method found that even if students have a good ability in translating English phrases in Indonesian, they still found difficulties, which is mostly dealt with the ‘language problem’ like vocabulary and structure. These difficulties can also be found in any form of translation, because each language have different language structure from each other and the vocabulary can also be different between written form and vocal form.

In addition, there are other problem faced by the translator. In according to Mappewali (2019) in study about problem faced by the sixth semester students of English study program at *FKIP UNISMUH Palu* in translating English text into Bahasa Indonesia, the result found that that there are problems, which dominant errors faced by learners were idioms, word equivalence and word order. Idioms were what can be called a group of words or phrases that

presents figurative or expressive meaning, while word equivalence and word order can be described as a word that is equal in meaning and usage in context between two languages and how the word placement to turn it into phrase or sentence. Each of problems are errors that tend to be meet by learner or translator when they are doing translating, in this case from English into Indonesian.

Moreover, with the access to the internet become easier than before, the use of translation machine had resulting faster translation with the help of the machine. However, according to Suhono, Zuniati, Pratiwi, and Hasyim (2020) in their study about clarifying google translate problems of Indonesia-English translation of abstract scientific Writing by using qualitative research employing the descriptive method they found that “Google Translate” had low quality and ineffective machine tools in translation Indonesia sentences into English sentences. While machine translation did help in some translation works, only few of them are given credibility on their translation, in which “Google Translate” is not a good translation machine due many translated sentences that differ to the original intended in the context of the text. It is also encouraged that for translating a text, a physical translation helper such as dictionary is much better due having multiple times tested by experts and have been revised for years.

Upon the discover of those research and study, the researcher has found there is a correlation between the context comprehension and the translation. Through the study there is many research who try to understand and comprehended context through different approach and view. The researches and studies also imply the trouble that translator face related to their ability to translating English text into Indonesian. These problems from both variables seem to correlated and may support each other in which the researcher is intrigued to found if one variable value may change the value of other value as well. Such problem may also relate to three aspects of good translation, which is always a problem for any translator.

Based on the previous studies above, there is some kind of correlation between context and translation. There is those who relate it to the reading comprehension, metacognitive awareness and even related it to the cultural aspects. From these studies, the researcher has taken some interesting on those subjects, context and translation, and want to further investigate their correlation by using many information taken from various studies. To determine the evaluation in English language usages, the researcher also taking a help from CEFR (Common European Framework of Reference for Language) in method of this research. Therefore, the

researcher has begun the research with the title: “THE CORRELATION BETWEEN CONTEXT COMPREHENSION AND TRANSLATION ABILITY FROM ENGLISH INTO INDONESIAN OF ELESP FBS UNJ STUDENTS.

1.2. Research Question

The researcher tries to identifies the correlation between student’s context comprehension and translation ability. Concerning with the topic, the problems of the research are formulated in question forms below:

1. How is students’ context comprehension of the ELESP FBS UNJ Students?
2. How is students’ translation ability from English into Indonesian of the ELESP FBS UNJ Students?
3. Is there a correlation between students’ context comprehension and translation ability from English into Indonesian of the ELESP FBS UNJ Students?

1.3. Purpose of the Research

Regarding the questions above, the purpose of this research is as follows:

1. To investigate students’ context comprehension of the ELESP FBS UNJ Students.
2. To investigate students’ translation ability from English into Indonesian of the ELESP FBS UNJ Students.
3. Determine whether there is a correlation between students’ context comprehension and translation ability from English into Indonesian of the ELESP FBS UNJ Students.

1.4. Scope of the Research

This research examines the correlation study which is looking for the relation between students’ context comprehension and translation ability from English into Indonesian of the ELESP FBS UNJ Students. The students’ context comprehension focused on the searching information in the text using context components. While students’ translation ability focused in translation from English into Indonesia, focus on the accuracy, clarity and naturalness.

1.5. Significance of the Research

The researcher expects this study can give benefits, both theoretically and practically:

1. Theoretical Significance

This research is expected to contribute of English education knowledge in relation context comprehension and translation ability.

2. Practical Significance

a. For the College Students

The students can more participate fully in the class. So, they can have more motivation in context comprehension and translation ability from English into Indonesian.

b. For the Lectures

The researcher hopes that this can be positive inspiration for the teacher in teaching and learning process, especially in teaching translation from English into Indonesian and context comprehension.

c. For the Other Researchers

This result can be used as prior information for the other researchers that conduct relevant research.

