

# CHAPTER I

## INTRODUCTION

### 1.1. Background

A great globalization in the last century brings people to a wider space and connection. The awareness of language difference in global communication leads them to either the need of foreign language learning or the need of translation service. Translation in recent days has become public need in transferring the message between two languages or more. Almost all institutions and agencies such as government, educational agency, literature agency, law institution, and media mainly used the translation service (either by man or machine) to translate the text which later will be used based on their purpose. As the big demands of text translation come, the studies of translation arise. The goals of the study are of course to improve the quality of translated text (product-oriented) and the competence of the translator in translating the text (process-oriented).

Studies or researches on process-oriented translation allows the researchers to know what's on the translator's mind (cognitive aspect) while translating the text. The cognitive aspect of the translator reflects his/her abilities in translating the translation task. The abilities include the basic translation ability— knowing the source and target languages well (Dimitrova, 2005: 10)— and other translation abilities such as the use of strategies in order to make the

target text sounds natural. How able the translator in performing the translation process can be investigated through the time he/she spends during the process. Other significant factors are problems faced and strategies applied, just like what Krings investigated in his research on translation process (1986) towards eight foreign language (French) students (Schmidt, 2005: 21). Other researches which described the similar cases (problems in translation process) were conducted by Lörcher in 1986, Gerloff in 1986, and Königs in 1987.

Different problems encountered and strategies used by the translators depend on the degree of professionalism. Professional translator may face fewer problems than non-professionals do. Kinds of strategies used in the process of translation are also different. When the professionals mainly use the global strategies, non-professionals commonly use the local strategies (Chesterman in Schmidh, 2005: 30) such as transposition, synonymy, and shift unit (Chesterman in Bergen, 2006: 117-124). Thus, some researchers use different subjects (professionals and non-professional/language students) on purpose; they want to know specific problems and strategies. They use professional as subjects in order to know the professionals' problems and strategies in translating the text so that the findings will be significant for professional translators in performing the translation task professionally. In the other side, non-professionals like language students are used as subject in order to know their problems and strategies so that the findings will be significant for them in translating the text better than before.

Following the previous studies, it is interesting to investigate the translation process since this kind of research seeks the actual data of translator's

cognitive process when translating the text. In this study, the subjects participated are the students of English Literature Study Program (ELSP) of State University of Jakarta (UNJ). Such subjects are chosen since the study seeks the common problems and local strategies that the students encountered and used in translating the text based on their background knowledge of translation which they have learned in the translation class for two semesters. The text itself is the Strategic Plan of Ministry of Education and Culture 2010-2014<sup>1</sup>. This governmental text is chosen based on SMOG readability grades (proposed by Mc Laughlin). After being tested by SMOG readability software, the grade of readability of this text is 15,55 which the level of difficulty is medium and readable for college students. The second reason is a high number of previous students who chose ministry as the place where they undertook working experience program. Therefore, such governmental text could be a reference for the participants or other students who intend to undertake their WE in governmental environment, such as Ministry of Education and Culture.

Many methods are offered to conduct research on translation process. The first method, thinking aloud protocols (TAPs), was proposed by European researchers such as Krings, Königs, Sandrock, Jääskeläinen and Tirkkonen-Condit, in the late 1980s (Kussmaul' Tirkkonen-Condit, 1995: 177). By using TAPs, the concurrent verbalization of the subject while translating the translation task is collected to investigate the cognitive process such as information processing and problem-solving (Schmidt, 2005: 21). Through the

<sup>1</sup> At the time the text was published (2010), the name of Ministry of Education and Culture was Ministry of National Education.

years, the method has developed. At present, the available methods are dialogue protocols, retrospection (questionnaires, interview), keystroke-logging, video and screen recording, and eye-tracking. (Göpferich and Jääskeläinen, 2009: 170). Each method has its particular strengths and weaknesses. One method may provide rich data to particular translation process research but doesn't provide to others. Those methods are used based on the data the researchers want to elicit.

Since this study investigates the problems encountered and strategies used by ELSP students, TAPs are considered to be the suitable method to this research. Previous researches with similar aim like what Krings (1988) and Kussmaul (1989) did, used this method to obtain the data, that is, a protocol of subjects' thought activities. While thinking aloud or verbalizing what's on their mind in translating the text, such problems and local strategies can be investigated. Therefore, this study will use TAPs as the main method and then combined with other supported methods (triangulation) such as video recording, questionnaire, and interview to gain richer data.

## **1.2. Research Questions**

The background above leads to the main questions of the research as described as follow:

1. What kind of problems do the ELSP students encounter in translating the Strategic Plan of Ministry of Education and Culture?

2. What kind of local strategies do they use in translating the text?
3. To what extent the local strategies used by the students can overcome the problems in the process of translating?

### **1.3. Limitation of the Study**

This research focuses on the problems encountered by the participants, the local strategies they used, and the extent of those strategies in helping them to overcome the problems in translating the text. The research doesn't try to define what problem and strategy are but try to investigate kinds of problems encounter by the students based on the problems indicators proposed by Krings and other experts. The strategies will be limited on local strategies proposed by Chesterman in order to make it not broadened. In addition, the participant involved will be limited on the third-year students of ELSP (English Literature Study Program) who have learned "Translation 1" and "Translation 2" courses in fourth and fifth semesters.

### **1.4. Purpose of the Study**

The conducted research aims to investigate the problems encountered, the local strategies used by the ELSP students, and the extent of those strategies in helping them to overcome the problems in translating the Strategic Plans of Ministry of National Education 2010-2014.

### **1.5. Significance of the Study**

The problems and the local strategies in translating the Strategic Plans which are tried to be investigated in this study are significant to ELSP students who are going to learn or are learning translation, especially for those who give an extra interest in translation studies. It is important to them since it will provide the information of kinds of problems that may occur in translating the governmental and educational text like the Strategic Plans and kinds of local strategies to overcome the problems. By knowing these, students and those who intend to undertake their WE in governmental environment, can improve their ability in performing this kind of translation task. Another significant reason is that the theories and methods used in this study as well as its findings can be a reference for students of English Literature Study Program who intend to conduct research on translation process.