CHAPTER I

INTRODUCTION

This chapter discusses some topics related to the background of the study, the statement of problems, the purpose of the study, significance of the study, scope and limitation, and definition of key term.

1.1 Background of Study

Language is what the members of a particular society speak. “When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases, that code will be something we may also want to call a language” (Wardhaugh, 2006). Language is a mean of communication. It has an essential role for people around the world because language can be a tool to gain information and knowledge from every part of world. As Sapir (in Bassnett, 2002) claims that language is a guide to social reality and that human beings are at the mercy of the language that has become the medium of expression for their society. Hence, it is a necessary thing for human life because human is a social beings that needs a help from the others.

English as an international language has a vital role in this era. It is needed to gain knowledge and information across the world. English nowadays is taught in every education level in Indonesia. In university level, the students will be taught English in specific way. One of the subjects that university students learn is translation subject. This subject will allow them to know and understand how to
translate from source language into target language. In addition, translation is aimed to train its students to be competent translators and interpreters.

In English Department of University of Muhammadiyah Malang, translation is one of the three elective subjects which can be chosen by the students. It is clustered with EYL (English for Young Learner) and BE (Business English). English Department serves the introduction of translation studies at the fifth semester. It is intended to equip students with understanding of translation theories and concepts and skills in translating from English into Indonesian. After passing Introduction of Translation, the next stage is Translation I which is taught in the sixth semester. This stage has purposes to enlarge the students’ knowledge of translation theories, concept and also provide several additional techniques which must be acquired for being translators or interpreters.

Commonly, Translation is believed to be complex or difficult subject to be learned by the students of English Department. Based on students’ opinion who have joined this subject, translation is also a boring subject to adhere because there are several theories which need understanding and attention. The students not only translate the source language or text but also have to understand the deep meaning and catch the message from source language or text. As Nida (2006) said, “skilled translators must have a special capacity for sensing the closest natural equivalence of a text, whether oral or written”. It means that the translators have to be able to make the target text understandable by the readers. The students need to do it because to be translators the students have to pay attention on every language. As Nida (in Venuti, 2000) states “that since no two languages are
identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages”. This theory is supported by Bassnett (2002), “no two languages are ever sufficiently similar to be considered as representing the same social reality”. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached. Based on a fact above, every language is different and has their characteristics. However, it has to be learned by the students because translation is a means of communication. It is an intercultural verbal activity (Lvovskaya, 2000: 28) which is needed when there is a communication gap between an author of the source language text and readers of the target language text.

The difficulty of translation can be seen from students’ difficulties in learning translation subject. The students are frequently influenced by apprehension to create mistake in understanding and translating the source text, acquiring the vocabulary, choosing the theories and inability to make a good translation. In translating, students should highlight on the translation perfectly because the translator does not know who will read his translation and the translator will not able to know the readers’ education background whether they are in same, lower or higher level. Accordingly, the translators have to construct their translation in form which is easy to understand and it does not sound foreign.

Those difficulties are not only experienced by the students, but also the teachers or lecturers. In this case, they find themselves incapable to apply suitable
teaching techniques for his exacting students’ level. In translation class, the lecturer has to be a facilitator or a guide who accompanies the students and also gives contribution about how to use the theories of translation and how to create a good translation.

Based on the writer’s experience that has joined translation class taught by different lectures, the writer can find the importance of using techniques in teaching translation subject. The writer had joined introduction to translation studies when he was in fifth semester taught by the lecturer that did not use appropriate techniques. It made the students feel bored at the moment when joining the translation class and the students got difficulties to understand the theories for creating a good translation. It did not only happen to the writer but also the other students, it was known since the writer made decision to retake the course with different lecturers at seventh semester. There were some senior students who retook whereas they had passed the course. The writer himself can learn that translation class is not too difficult and boring to learn if the lecturer knows the good procedures and techniques to deliver the materials in teaching translation. Schaffner and Adab (in Nababan, 2006) say that “translating is a complex activity”. Hence, the lecturer must have a lot of teaching experiences, knowledge and capability to implement appropriate methods and techniques for the students’ proficiency needs.

In order to get successful in teaching, techniques are badly needed by the teacher. It can be a teacher assistance to deliver knowledge to students and it can enlarge students’ ability. Based on Brown (2000), “techniques are any of wide
variety of exercise, activities, or devices used in the language classroom for realizing lesson objectives”. By using technique, the teacher can reach the goal of teaching and learning because there are several ways which will help the teacher to solve the problems in realizing teaching and learning purposes. Therefore, teacher and technique cannot be separated each other because both of them affect the teaching and learning target. The teacher must discover the appropriate technique to build students’ interest in learning translation, as it is stated by Cahyono (in Indahyati, 2008) that the use of the appropriate technique in teaching will make the students are motivated in learning. Nevertheless, the teacher has to find and use the appropriate technique in teaching translation.

Due to the fact that Translation is significant, there are some studies which related to Translation. One of them was conducted by Clavijo and Marin (2013) from Universidad EAN School of humanities and social science Bogota, Colombia which is entitled “Identifying Translation Teaching Strategies: An Exploratory Study”. This study focuses on teaching strategies which can develop translators’ competencies. In this research, the result of this study is the use of teaching strategies following the socio-constructivist approach. Teaching strategy is also needed in teaching since it has a same role with teaching technique in order to create a successful teaching.

Another study was conducted by Guan (2013) from Dalian University of Technology, China which is entitled “A Study on Flow Theory and Teaching Translation in China’s EFL class”. In this research, the study uncovers that the teacher must choose the proper task which the students have strong interest in and
the well-designed task can encourage the students’ motivation. Furthermore, this study reveals that the flow will significantly improve the students’ learning intrinsic motivation and overall level.

Based on the study of Amin (2008) which is entitled “A Study on the Linguistics Problems faced by the translation students of English department at University of Muhammadiyah Malang”, it was found that the students had many problems in learning translation such as when the students translate complex subjects, separated verbs, separation between verbs and objects, complex objects, complex adverbs, compound-complex sentences, idioms, clippings, and acronyms. Considering to the research above, the students’ problems in translation include grammar and idiomatic expression.

According to some studies above, it can be concluded that the difficulties of translation have to be overcome to make students easier in learning translation. Moreover, the teaching method, technique and strategy are obviously needed to help the teacher to get successful in teaching learning process.

Based on the explanation above, translation is pivotal to be taught to English learners and the teacher has to be able to choose the appropriate way to teach translation. Realizing that, the writer conducted the research which is entitled “A Study on Teaching Techniques used in Translation I course at English Department in University of Muhammadiyah Malang”.
1.2 Problems of Study

Problem of study is written to give information for the readers of this research study about what this study is talking about. Based on the background above, the problems observed are as follow:

1) What are the teaching techniques used in teaching Translation I course at English department in University of Muhammadiyah Malang?

2) How does the lecturer implement the teaching techniques in teaching Translation I course at English department in University of Muhammadiyah Malang?

3) Why does the lecturer use the teaching techniques in teaching Translation I course at English department in University of Muhammadiyah Malang?

1.3 Purpose of Study

Purpose of study is written to give the information about the aims of this study. Based on the problem of the study above, this study aims:

1) To find out the teaching techniques used in teaching Translation I course at English department at University of Muhammadiyah Malang.

2) To describe the implementation of teaching techniques in teaching Translation I course at English department at University of Muhammadiyah Malang.

3) To find out the reasons of using the teaching techniques in teaching Translation I course at English department at University of Muhammadiyah Malang.
1.4 Scope and Limitation

There are many points which can be observed in teaching learning process. While talking about teaching, there are several aspects which are included in this topic, such as approach, teaching method, teaching technique, teaching strategy, and teaching media. Considering the identification of problem, the research focuses on the teaching technique of Translation. The limitation of this study concerns only on Translation I class at English department at University of Muhammadiyah Malang.

1.5 Significance of Study

The result of this study is expected to be able to give some contributions for lecturers, students, and other researchers. It is expected to have both theoretical and practical value for other lecturer in teaching English subjects which have more difficulties than the other subjects, especially in translation. Theoretically, it can be lecturers’ references in order to teach translation to students.

Moreover, this study is expected to be able to give additional information about an analysis of teaching techniques especially teaching techniques used in translation for other researchers. It is also expected to be a source of their research. The other researchers who are interested in doing research about the teaching techniques used in translation or other subjects can use this study as a reference.
1.6 Definition of Key Terms

In this study there are many words that might be unfamiliar for the readers, or they might be familiar but have different perception. The definition of key terms is given in this study aims to avoid misconceptions. The terms which are necessary to be defined are as follows:

- **Teaching technique**: Techniques of teaching are the day to day activities which the teacher may design for a particular lesson (Dhand, 2008).

- **Translation**: Translation is the replacement of the textual material in one language (the source language/ SL) by equivalent textual material in another language (the target language/ TL) (Catford in Hartono, 2009). In this study translation is a subject which is taught in 3 semesters in English department at University of Muhammadiyah Malang.

- **Technique**: Technique is any of wide variety of exercise, activities, or devices used in the language classroom for realizing lesson objectives (Brown, 2000:16).