CHAPTER I
INTRODUCTION

This chapter provides some points of discussion such as background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definitions of key terms.

1.1 Background of Study

English has a big power in many aspects of life. In this era of telecommunication and technology, mastery of the English language should not be limited to the four skills, namely speaking, listening, reading and writing. Equally important, it is also should not be limited with a mastery of language elements such as grammar, phonology, and vocabulary. English as the most important foreign language in Indonesia should be studied in a broader context. Related with the expansion of these skills, the ability to translate is much needed and it needs more attention.

Science, information and technology have evolved so rapidly from day to day, month to month, even from year to year. Each year, the information and telecommunication experts even world scientists publish the results of their latest works and researches. But, transfer of knowledge and information would not be achieved perfectly without the works and researches translations, to be more easily understood.

In the earliest, translation takes an important role in international communication. According to Hartono (2003, p. 9), “Translation can serve as a bridge that connects between the nations of the world with different language and
culture.” Even it is not an exaggeration if the translation is called as a connection tool between one nation with the other. Translation, in general, can be defined as a process of transferring an idea or ideas from a source language into the target language. There are many books that discuss the definition and theory of translating and the students are also required to be able to practice it.

In addition, there are two requirements needed by translators: the intellectual and practical requirement. According to Machali (2009 p. 33).

Intellectual requirement include: (1) knowledge of the source language, (2) knowledge of the target language, (3) knowledge of the subject matter to be translated, (4) the application of knowledge, and (5) skill. Meanwhile the practical requirement include: (1) the ability to use referral sources (2) the ability to recognize the context of a text, either directly or indirectly.

Realizing the importance of translation for students in particular and society in general, then translation becomes one of the elective courses in English Department. In this research, researcher focuses on the job training implementation of the 7th semester students on Translation II program which is conducted by English Department of UMM. There are two levels of Translation course; Translation I and Translation II. Translation I focuses on introducing the concept of Translation and the theory of Translation. It also describes some techniques which are usually used in translation process. So, the aim of Translation I is giving a basic knowledge about and the basic framework of translating.

The next is Translation II, the concept of Translation II is made differently from previous years. This year students who are taking translation II, no longer obliged to work in translation bureaus, but make their own translation groups. They called this process as a job training. Additionally, this training is believed will brings many benefits for the students who are taking courses translation II.
Furthermore, Noviana (2007) in her research was found that “Training will help trainee to motivate them to increase their skill, ability, knowledge and productivities”.

In conclusion, a study of job training at 7th semester of Translation program which is conducted by the English Department of UMM is interesting and important to be analyzed. Job training is a form of supplying that can increase the process of transferring knowledge and work experience. Based on the research conducted by Ilmiya (2010), it was found that job training implemented to improve and enhance the mastery of various skills and techniques. Moreover, this training directly involves learners related with the job description for each student under the lecturer’s guidance. Besides, many students in the future will be trained with the job trainings in their 7th semester.

1.2 Statement of Problem

Based on the background of study presented above, the problem will be observed are stated as follows:

a. How is the Job Training implementation in Translation II of the seventh semester students at English Department of UMM?

b. What are the difficulties faced by seventh semester students in Job Training Implementation at English Department of UMM?
1.3 Purpose of Study

The purpose of this study is to find out the answer of the problems which have been stated. The purposes are formulated as follows:

a. To know the Job Training implementation in Translation II of the seventh semester students at English Department of UMM.

b. To know the difficulties faced by seventh semester students in Job Training Implementation at English Department of UMM.

1.4 Significance of Study

This section explains the importance of the study. This study is expected to give a contribution to the next translation students who will take Translation course as the chosen course. This study hopefully can improves their creativities and competences to be a good translator. Moreover, translation students can use job training to help them increase their translation competences.

1.5 Scope and Limitation

There are many things that can be discussed in terms of job training. But in this study, the scope of the study is implementation of job training in Translation I course. Meanwhile, the writer limits the study on the 7th semester of Translation II program Class A academic year 2013/2014 of English Department of UMM.
1.6 Definition of Key Terms

This definition of key terms given in this study aims to avoid misconceptions used. The terms which are necessary to be defined are as follows:

1. Translation: a process of transferring ideas from source language into the target language.

2. Job Training: Training which is conducted during the translation course by forming their own translation group.

3. Translation program: The elective course that must be taken by students on 6th and 7th semester.