

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language as means of communication is very important for human being. Human uses language to express almost everything, such as, thoughts, actions, ideas, emotions, desires, messages, etc. English as one of international language has function which very important for international communication. It uses not only to achieve certain object but also to interact between two or more countries. Many countries use it as a lingua franca to make their communication clearer among each other.

In Indonesia, the study of English is very important because as a developing country, Indonesia follows the progress of science and technology coming from modern countries. Most of them are western countries, so, they communicate using English as International language and write their discoveries about science and technology in English. Although some books have been translated into Indonesian, the book being translated is still limited. In fact, the effort to translate science and technology is necessary. Therefore, translation is needed as a bridge to understand information delivered in English and technology is necessary.

However, to conduct a translation is not easy thing to do. A translator may find some difficulties in translating a text, because he or she faces two different languages which have their own system. It is said by Pyles (in

Puspitarini 2001:2) *“it is obvious that every language has own system, though it may share certain feature with language”*. Based on this statement, it can be seen that a language may have similar and different system from another language. Therefore, the translator must master both source language and target language so the translator can transfer the message in one language to another language.

In English teaching, the students learn the four language skills, namely listening, speaking, reading, and writing. Besides that, the students also study translation. It has purpose to help students in studying translation, such as, what is translation, how to make good translation, and so on. It also helps the students to transferring the message from Source Language into Target Language.

In translating, the students face the English text, usually it contains the kinds of the English sentences, including compound complex sentence. To make compound complex sentence more challenging because there are the variety of clause signals to choose and many combination of clause. As we know that, the compound complex sentence consists of two or more main clauses and one or more independent clauses. To translate compound complex sentence, the students can identify the main clauses and independent clauses. Then they must determine the dependent clauses that are classified as subject, predicate, object, attributive, complement and adverb.

There are three examples of English compound-complex sentences are translated into Indonesia as follows:

1. *SL: He was hurrying because he'd missed his bus, but the class still hadn't started when he came running in the door.*

*TL: Dia tergesa-gesa karena kehilangan bisnya tetapi kelas belum dimulai ketika dia berlari-lari sampai di pintu.*

2. *SL: When anyone open a current at a bank, he is lending the bank money, repayment of which he may demand at any time either in cash or by drawing a cheque in favour of another person.*

*TL: Ketika seseorang membuka suatu catatan arus dalam sebuah bank, ia sedang meminjami bank uang, pembayaran kembali yang mana boleh ia minta pada segala waktu baik dengan tunai atau dengan menarik sebuah cek kepentingan daripada orang lain.*

3. *SL: The boys who went to the science class were very bored, but those who cut the class missed on important lesson.*

*TL: Laki-laki yang pergi kekelas ilmu pengetahuan sangat susah, tetapi itu yang memotong dalam pelajaran penting.*

From the examples above, it can be seen that the compound complex sentences are translated using word-for-word and the result of translation is inaccurate. The idea of TL adjust the idea of SL but the target language uses structure grammatical that is the same as structural grammar of the source language so the result of translation to be rigid. Beside that, the choice of words is not appropriate, such as, *missed* means *kehilangan* and *current* means

*arus bank*. Thus, the target language is not accurate and it cannot be understood by readers. These some compound complex sentences are accurate:

1. *Dia terburu-buru karena dia ketnggalan bisnya untuk berangkat ke sekolah, tetapi pelajaran belum dimulai ketika dia sampai di kelas.*
2. *Jika seseorang membuka rekening baru pada sebuah bank, maka berarti ia meminjamkan uang kepada Bank, yang pengambilannya dapat ia lakukan sewaktu-waktu baik dalam tunai atau cek yang diperuntukkan bagi orang lain.*
3. *Anak laki-laki yang mengikuti pelajaran ilmu pengetahuan merasa sangat bosan, tetapi mereka yang tidak masuk pelajaran tersebut akan ketinggalan pelajaran yang penting.*

Here, the writer wants to analyze the competence of students in translating compound complex sentence. So, the writer conducts a research in ABA ST. PIGNATELLI in SOLO. ABA is foreign language academy, it focuses on English language. The students of ABA have studied English language. It is good condition to know their ability of translation, because they also get teaching translation subject, beside the students learn language skill. Translation has purpose to help the students understand English better and they can transfer the message from the source language into target language. But, the students find difficulties in translating compound complex sentences, because they face two different languages.

In translating English compound-complex sentences, the students have faced difficulties to comprehend the meaning of those sentences. In fact,

compound-complex sentence is more difficult to understand than the simple one because it consists of some clauses and have one or more independent clauses. The students will be difficult to determine main clauses and independent clauses, so it makes students cannot comprehend the message of the sentence. In translating, students also face difficulties in the choice of words, arranging good sentence and determining the appropriate message.

Based on the phenomena above, the writer conducts to analyze the compound-complex sentence in translation entitle “*Descriptive Study on the Students’ Competence in Translating English Compound-Complex Sentence into Indonesian ( Case Study of Fifth Semester Students of ABA ST. PIGNATELY in Surakarta)*”

## **B. Review of Previous Study**

The writer considers that in one subject or case, it may only be done by one person but actually, it may be done by two or more previous researchers. They have similar topics or subjects but may be different in using the way or the source to apply it. Here, the writer finds two studies related to the research. Firstly, she is Puspita Rini in her study of “*English-Indonesia Translation of Phrasal Idiom by the students of Intensive English course Surakarta in 2003*”. She analyzes about the accuracy of phrasal idiom and its translation done by fourth level students of IEC. She uses Suharsini’s formula to score the degree of translation accuracy (76-100% is high, 56-75% is fair, 41-55% is low enough, less than 40% is low). The result of her research shows that the ability of students to translate idiom phrases is fair.

Secondly, it is “*English-Indonesian Translation of Two-Word. Verb by the second year students of SMU Negeri 1 Karanganyar*”, written by Wahyu Tinarti. Her research describes about the accuracy of two-word verb translation of the second year students in SMU Negeri 1 Karanganyar and the problem faced by the students of SMU Negeri 1 Karanganyar in translating two-word verb. She uses Rochayah Machali’s formula to score the degree of translating accuracy (86-90% is excellent, 76-85% is very good, 61-75% is good, 46-60% is fair, and 20-45% is poor). The result of her research shows that the students is fair to translate two – word verb and the problem faced by the students in SMU Negeri 1 Karanganyar to translate two-word verb is the limited vocabulary.

In this research, the writer wants to know the competence of the students in translating compound-complex sentences of the fifth semester students in ABA ST. PIGNATELTY and the difficult faced by the students in translating English compound complex sentences.

### **C. Research Problem**

The problems of the study are as follows:

1. How is the translation competence of the fifth semester students of ABA ST. PIGNATELTY in translating the English compound complex sentence?
2. What are the difficulties faced by the fifth semester students of ABA ST. PIGNATELTY in translating English compound complex sentences?

**D. Limitation of the Study**

In conducting research, the writer analyzes the competence of students in translating English compound complex sentences. It only focuses on English compound-complex sentences because there are many kinds of English sentences and the difficulties faced by the students in translation studies.

**E. Objective of the Study**

In this research, the objectives of the study are:

1. To describe the translation competence in translating English compound complex sentence done by the fifth semester students of ABA ST. PIGNATELY in Surakarta.
2. To know the difficulties faced by the fifth semester students of ABA ST. PIGNATELY in translating English compound complex sentence.

**F. Benefit of the Study**

The writer hopes that this research gives benefits to:

1. The students

The result of this research can be used as additional knowledge to improve their ability in translation.

2. The teachers

The result of this research can be used as additional information for teachers, especially in teaching the compound complex sentence in their application.

### 3. Other researchers

The result of this research can be used for other researchers who are doing further research dealing with translation phenomena in English

## **G. Research Paper Organization**

The writer arranges the research paper in order that the reader can catch the thesis easily. She derives her thesis into five chapters.

Chapter I is introduction which contains the background of the study, previous of the study, research, problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory that discusses definition of translation, the process of translation, the type of translation, the problem in translation, the scoring in translating, sentences, the type of sentence, compound complex sentence

Chapter III is research method that presents of the type research, data and data source, technique of collecting data and technique for analyzing data.

Chapter IV is data analysis that discusses data analysis and discussion of the finding.

Chapter V is conclusion and suggestion.