**Chapter One**

**Introduction**

This first part of this research presents an introduction that is about the background of the study, statements of the problem, limitation of the problem, formulation of the problem, objective of the study and the significance of the study. The outline of the study is also presented in this chapter.

**Background of the Study**

Translation was significant for educational purpose. As Kaminskienë and Kavaliauskienë (2007) argued that translation is the fifth skill alongside listening, speaking, reading and writing skill. They argued that translation can assist the students to be an active English usage and it could develop their skills. Therefore, translators have to consider the meaning when translating a text especially when the text was used in teaching and learning process.

Most of the translator faced many problems in translating, thus the most problematic is culture and linguistic. As expressed by Nida and Taber (1986) that translation is often accompanied by many problems that may be a result of the differences in both languages or differences in the cultures represented by them. Hoewever, many research conducted to find the translation problems. The first problem which encountered by the students was the cultural problem. It strengthened by Elyildirim (2013) who stated that translating cultural concept is one of the serious

problems for Turkish's English learner. There were some words which were difficult

to translate such as the term City of London. This term is used to describe London as

the whole city and the city center, but not to describe the financial of London. He

further argued that the student has inadequate cultural knowledge about the target

language. His argument was supported by Sdobnikov (2011), Abbasi, Zadeh, Janfaza

and Dehghan (2012), Li (2014) and Samantaray (2015). They investigated that

translation problem mostly resulted or arisen from the collision of source language

and target language cultures as well.

The second problem was finding the equivalence between source text and the

target text Arffman (2007). Finding the equivalence between source text and the

target text was quite crucial. The target reader could not comprehend the message of

the text if the translator did not find the similar meaning of the text. Therefore, not

only finding the meaning but also organizing the structure or the utterance. The

structure of each language was different, and then the translator needed to find the

equivalent and appropriate structure to construct a comprehensive message for the

target reader. Those arguments was strengthened by Panou's journal. He argued that

discovering the target language closest equivalent was complicated (Panou, 2013).

The third problem was the linguistic problem. The translator might have many

problems in terms of linguistic as supported by Wong and Shen (1999). They stated

that each language has its own grammatical rule or structure such as Indian people

might organize an interrogative sentence differently with the Australian. Al-Nakhalah

(2013) as well stated the students or translators commonly felt difficult in identifying the lexical and semantic collocation since one lexical may have more than one semantic. Those problems could be the main difficulties in translation.

As mentioned above concerning the skill, ability and problems in translation, English Education Department of Universitas Muhammadiyah Yogyakarta held translation class. In the sixth semester, the students of EED took that course which consists of translating text from Indonesian into English and vice versa. The subject aimed at creating the students to be a good translator and at least knowing the basic knowledge of translation. Hence, English Education held translation class once in their study from the first until the last semester. It did not continuously apply as like another subject that was regularly reviewed in each semester such as grammar, reading, listening, speaking, and writing. The students stated that they are a lack of practice in translating the text since they only practiced translating the sentences during the class. It would be different if they are asked to translate the text which its cohesion should be considered. They argued that translation need more practice to have a good result since translation skill cannot be achieved automatically or magically.

Then, the final project for translation class was translating a Narrative text. The students were asked to translate two Narrative texts which were Indonesian – English and English – Indonesian. When translating Narrative text some students found it difficult to arrange the text into a good structure and comprehensible

meaning for the target text. Some of the students actually translated the text literally without considering the equivalent meaning of some words. They did so since the vocabularies used were not familiar with them. So, their statements showed that they mostly faced linguistic problems in translation. This was the reason why did the researcher choose narrative text.

English Education Department was a new department which is mainly produced qualified teachers every year. Therefore, they also could be a translator since they have learned translation technique or at least the teachers know the basic knowledge in translation. However, there were limited research and sources concerning to the translation. Based on the above issues, the researcher was interested in conducting research on "Linguistic Problems Faced by the English Education Department Students of UMY Batch 2013 in Translating Narrative Text".

**Statement of the Problem**

English Education Department students have learned translation in the sixth semester. They have learned from the basic translation such as the translation technique and procedure. They have practiced translating the sentences and text of Narrative. English Education Department students face some problems in translation that explained by Wong & Shen (1999). They classified the problems into three types which are linguistic, culture and personal problem. Linguistic problems included lexical, semantic, grammatical textual and contextual problems. Cultural problem was the second problem such as intercultural and intra-cultural which discussed the

specific expression, political interference, the regions differences of a country and style period/time period. The last problem was personal problems which expressed the translator competence while doing the translation and personal attitude toward the target reader or the reader's need. Based on the researcher observation, the students commonly felt difficult in identifying the grammar and finding the appropriate word to use in the target text. To identify the students' problems in translating Narrative Text, it was important to conduct a study related to the translation problems.

**Limitation of the Problem**

Translation problems comprised a lot of areas to be studied. Many studies have been conducted in some areas such as cultural problems and linguistic problems. This research, however, focused on finding out the linguistic problems in translating Narrative Text. This research was conducted in PBI UMY and the participants were the students who have joined translation class batch 2013.

**Formulation of the Problem**

In order to find out the problems or difficulties in translating Narrative Text, the researcher designed question. It was stated in the statement below: what are the linguistic problems faced by the English Education Department students batch 2013 in translating Narrative Text?

**Objective of the Study**

  The aim of this research was to find out the linguistic difficulties encountered by the students of English Education Department UMY in translating Narrative Text.

**Significance of the Study**

  After finding the linguistic problems in translating Narrative text, this research gave some benefits:

  **For students**. This research was expected to give knowledge to the students on the diverse problems in linguistic. The students could find the issues in translating Narrative Text. They could use this research as their guidance or assistance when translating Narrative Text.

  **For translators**. It could give the further understanding about the difficulties in translation so they can expect the problems. Hence, this research could be used as their evaluation to create better translation result.

  **For translation teacher**. It could be used as the material comment or additional material in educating and teaching the students to improve the learning success in translation.

  **Future researcher**. This research could be their reference when doing the research since this study offers further information or evidences which were related to the translation difficulties.

**Outline of the Study**

This study consisted of five chapters. The first chapter focuses on the background of the study which described the research context, problems and the responds, statement, limitation of the problem, formulation of the problem, objective of the study, significance of the study and outline of the study. The second chapter discusses the literature review of the title which consisted of the translation and narrative text explanation and conceptual framework. This chapter helped the researcher to find many references and gave the further understanding about the difficulties in translation. The third chapter talked about the design of the research used by the researcher, research setting, participants, data collection method and analysis of the data. The researcher applied interview to obtain the data. The result of the research was discussed in the fourth chapter which talked about the finding and the research discussion. This chapter focused on the result of the data collected. The last chapter discussed the conclusion of the research which answered the research question. Therefore, the researcher also suggested some recommendation for the students, translator, translation teacher, and the future researcher.