

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The present writer cannot deny that:

The language study is one of the oldest domains in education. The four basic elements of culture: language, communication, translation, and education have been examined since at least 1600 B.C. when we first have proof that linguists were questioning the sources of language.
(Fromkin & Rodman, 1998:26)

As we know at the moment, English is one of the international language which is commonly used and become a major factor in the aspects of life, so the present writer believes that it will be useful especially in aspect of education and communication for people in the world.

Nowadays, the present writer realizes that playgroups or kindergartens as well as schools, like primary schools, junior and senior high schools, and even universities, have English subjects. We can see clearly that many textbooks are written in English, that is why English is regarded as an important language in the world. Many people do not understand the content of textbooks in English, so a translator is needed to change the textbooks in English into Indonesian.

The present writer agrees with Emi Emilia in her book entitled *“Telaah Teori dan Praktik Pengajaran Interpreting dan Translation (Upaya Untuk Menjajagi Penyelarasan Teori dan Praktik Penerjemahan)”* that “a good translation is a transfer that tries to show back the message while performing physical sign of a target language” (Emilia, 2000:2).

We know that translating English text into Indonesian is not easy because it needs some skills. First, he has to be capable in English and Indonesian language. Second, he has to have a wide perspective in education, such as having knowledge to understand the meaning of a context, because a good or a bad translation depends on translator’s understanding about the text. Third, he should have an interest in educational field, but it can be applied in general field.

The present writer will focus on the translating techniques shown by the lecturer to the students, especially in Translation for Specific Purposes class, so they can develop their skills in translation. Based on the present writer’s experience, the subject of translation is very important for her future education. Therefore, she decides to do a small scale research to analyze the best techniques to translate especially in Translation for Specific Purposes class.

1.2. Identification of the Problem

1. To what extent have the techniques of translation been applied in Translation for Specific Purposes class?
2. Do the techniques of translation become a benefit for the students in Translation for Specific Purposes class?

1.3. Objectives and Benefits of the Study

1.3.1. Objectives of the Study

1. To find the suitable techniques which are applied in Translation for Specific Purposes class.
2. To know the purpose of translation subject will give more benefits for the students in the future.

1.3.2. Benefits of the Study

1. The English teacher can know the suitable techniques to be applied in Translation for Specific Purposes class.
2. Giving the students basic knowledge how to translate for the future career, especially in Translation for Specific Purposes class.

1.4. Concise History of the Organization

Maranatha Christian University was established on June 1, 1965. The university was pioneered by some Christian figures in Bandung and supported by two Protestant Churches in Bandung.

On February 11, 1966, the Faculty of Letters was established with just a single department, a programme of English literature with the following aims: firstly, producing students who have good competence of English language based on the four basic language skills and who would be able to be involved in communication in English both actively and passively. Secondly, developing student's knowledge about language theories in order that they would be able to appreciate and analyze English literature.

In 1992, the Three – Year Diploma English language skills was opened. The basic subject are listening, speaking, reading, and writing, and also preparing students for the workforce. Recently the Three - Year Diploma English Programme has introduced some commercial skills such as English for Tourism, English for Business, English for Secretary, and TEFL (Teaching English As a Foreign Language).

1.5. Product / Service of the Organization

The Three - Year Diploma English Programme lasts for six semesters and the subjects amount to 114 credits. The aims of studies of Three - Year Diploma English Programme are preparing the students for the workforce through a short but intensive and practical English training programme and meeting the pressing demand for workers who are competent in English in a continually changing business environment. To support these aims, the Three - Year Diploma English Programme has many facilities including three language and computer laboratories, a workshop, a mini theatre and a library.

The Three - Year Diploma English Programme changed some subjects of the curriculum every year. The 1993 curriculum was totally revised in 2000 and 2001. The Translation for Specific Purposes class that the present writer has observed belonged to the 2001 curriculum. The translation classes has already exist since the programme was composed according to the student's need in the fields of work in the future. Even now, the curriculum still needs evaluation and improvement.

1.6. Limitations of the Study

The topic that present writer would like to focus on is about translating techniques shown by the lecturer to the students of translation for specific purposes class. The present writer has to limit the discussion connecting to the translation for specific purposes class, as one of the semester IV subjects in the Three - Year Diploma English Programme. To get necessary information, the present writer has interviewed the teacher of Translation for Specific Purposes class, and also use the questionnaires for students who join the class too.

1.7. Lay Out of the Term Paper

This term paper starts with Abstract, a concise summary of the entire paper in Indonesian. This Abstract is followed by the preface, in which the present writer acknowledges the work and contribution of other parties. After that is the Table of Contents, followed by its five chapters:

Chapter I is the introduction to the analysis
Chapter II contains the library research
Chapter III deals with the performance of the research
Chapter IV contains the result and discussion of the research
Chapter V contains the conclusion, the present writer's comments and suggestions.

In the final part, the present writer presents successively the Bibliography and the Appendices.