

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Students' Confidence

Many researchers used the terms self-confidence, self-evaluation, self-worth, self-appraisal, and self-satisfaction interchangeably. Basically, self-confidence is a psychological and social phenomenon in which an individual evaluates him/ herself according to some values that may result in different emotional states, and which become developmentally stable, but are still open to variation depending on personal circumstances (Reasoner, cited in Rubio, 2004).

The position of Self-confidence according to Brown, 1994, et.al, cited in Hayti 2008, Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without this affective variable. Self-confidence is the learner's belief that they are capable to achieve the assigned task, this capability is the indicating factor of their success in accomplishing the task.

In translation learning, students' confidence is needed. Students' confidence in here related with feelings of trust and distrust thus affecting toward results obtained especially in this research in the course of translation. This is also relates with the use of electronic dictionaries in learning process, where students' confidence can determine whether students believe that the result of translation is valid or feel doubtful because the translation is made by a machine and not all translations will be perfect.

Students' confidence or trust toward the translation offered the electronic dictionary can have two affects:

1. Trust, when students trust result of the translation from electronic dictionary, the process of translating will be faster but the result maybe wrong or inaccurate.
2. Distrust, when students distrust result of the translation from electronic dictionary, the process of translating will be slow because students need to check it from the meaning and language structure but the result can be more accurate.

Therefore, students' confidence is very necessary for a student to determine whether the result of translating using electronic dictionary is valid or invalid. So, this makes researcher interested to find out how students' confidence, especially in this research related with the translation results using electronic dictionary.

## **B. Translation**

### **1. Definition of Translation**

There are some definitions of translation given by some experts of translation, but before discussing them, we had better look at translation by dictionary definition. According to Merriam-Webster dictionary (1974) translation consists of changing from one state or form to another, to turn into one's own or another language. In spoken or written language we communicate to other people by using words, phrases, clauses, sentences, etc. In translation they are part of form structure of language which is going to be changed to form structure of target language. For example:

in English	in Bahasa Indonesia
Word :	
- Car	- Mobil
- Eat	- Makan
Phrase :	
- Sad story	- Cerita sedih
- Big country	- Negara besar
Clause:	
- I study English	- Saya belajar bahasa Inggris
- Call me tonight	- Hubungi saya nanti malam
Sentence :	
- I am studying English for my future time (in English)	
- Saya belajar Bahasa Inggris demi masa depan saya (in Bahasa Indonesia)	

Besides from dictionaries, many definitions of translation are also given by linguist concerning, Catford (in Sutopo) said, "Translation is the replacement of textual material in one language source language by equivalent textual material in another language target language". While, Bell states that translation is a representation of a text in one language by a representation of an equivalent text in second language. As stated in Bell, the word "translation" has three distinguishable meanings:

- a. Translating : the process (to translate; the activity rather than the tangible object).
- b. A translation : the work of the process of translating (i.e. The translated text).
- c. Translation : the abstract concept which encompasses both the process of translating and the work of that process

With regards to this, Hartono (2012:15) says that translation was a kind of activity which inevitably involves at least two languages and two cultural traditions. Based on that statement translation deals with the

complexity of language, which means many problems come up when people want to translate an idea or information. The general problems when people want to translate is the ability to choose appropriate meaning one word has (ambiguous), and the ability to find the equivalent meaning of expression from source language into target language when it does not have the concept of certain word from the source language. Those problems might appear in the process of analyzing translation.

However translation is not only to get an equivalent meaning but also its figure of speech usually and naturally occurs in TL language. This is supported by Kridalaksana (1985 as cited by Nababan, 2003:19) said that :

*“Penerjemahan sebagai pemindahan suatu amanat dari bahasa sumber ke dalam bahasa sasaran dengan pertama-tama mengungkapkan maknanya dan kemudian gayanya”* (Translation as a transfer of message from the source language into the target language by first expressing its meaning and then its style).

From the notions above it can be concluded that translating includes the act of transferring message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant.

## **2. The Importance of Translation Mastery**

Translation is one of important skills in English Language Teaching because translation is a process to find the meaning and understanding another language both spoken and written. With the translation the students' be able to learn the culture from the other country,

learn the situation, and habit other country. Because of it, translation should become one of basic skills in English besides listening, reading, speaking and writing.

The translation provides some great benefits for the students for :

- a. Translation has the benefit to improve students verbal ability because the students practice their ability to explain the meaning from one language to another language by the spoken.
- b. Translation mastery can expand students' vocabulary mastery because the students try to find out the meaning by learn new vocabulary.
- c. Translation mastery can develop students' style in grammatical, because by find out the meaning automatically students also learn the grammatical structure from the source language to get the equivalent meaning in the target language.
- d. Translation mastery can improve the students' understanding ability of how the language work in transfer the meaning or give the information from the source language to target language.
- e. Translation mastery is able to consolidate the students' understanding about the use of structure from the source language in order to the students be able to find the meaning easily by the structure of the text from the source language.
- f. Translation mastery is used to monitor the students' comprehension to translate the text and how far the students improve to find out the meaning from the one language to another language.

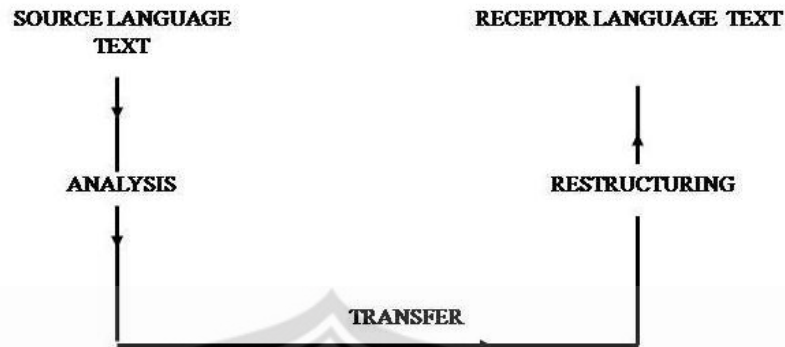
### 3. Process of Translation

The development of translation is significant due to the development of communication and information technology. People easily do the process of translation by using application of translation on their gadget. Indeed, it offer an instant translation but the result and quality of the translation sometimes considered imprecise and dubious.

Translation is an interesting subject not only to professional and amateur translator, but also to the students. If the students can translate well, they will get knowledge and improve their capability and also be broad-minded. Then, they can creatively produce new finding and new ideas. However, translation is obviously not an easy task for the students to deal with. Moreover, some students still consider that English is difficult subject to be learned especially when they translate the English text into Indonesian.

In order to transfer the meaning of a text of source language to target language well, it needs to understand the steps of translation process. Before discussing the first step in process of translation, it needs to understand the meaning of process itself. Process means a group of ways that should be done to achieve a certain goal. So, process of translation is a group of ways that should be done to translate a text well. According to Nababan (2003:25) there are 3 steps of translation process as follows :

- a. Analyzing text
- b. Transferring the meaning of text
- c. Restructuring



*Figure 2.1. Translation process (Nababan 2003:25)*

Analyzing text means reading the source language text in order to understand the meaning of the text. There are some cases that have to be analyzed in reading process; linguistic elements and extra linguistic elements. Linguistic elements consist of sentence, clause, phrase, word, etc. Analyzing sentence needs to be done to identify clauses form a complex sentence. The independent clauses and dependent clauses of the complex sentence should be separated to change the complex sentence to become some simple sentences. This way is also valid in phrase. It needs to be done to decide the head and the modifier of the phrase. By applying this way it will be easier to translate a text. After understanding the meaning of text, the next step is transferring the meaning to an equivalent text of target language. This process is in mind of translator and then he delivers the meaning into target language. Restructuring is the last step of translation process. Restructuring means delivering the meaning of a text into spoken or written language in target language. It should be transferred to be the most natural expression to the reader ears. If it is possible, it also has to use the same concept of language in source and target language.

In a book of My Adventure in Translation cited by Hilda Trisvianti (2018) there are three of main stages of the translation process. First, Translation means to render a text written in one language into another language. The transference of information should be accurate, acceptable, and readable enough to represent the original document in the target language. Second, Editing in this step translator also works with a translation tool and the task is not about translating, but more about revising segment to ensure the target text produced. Third, Proofreading in this step the translation product will be read by proofreaders to check whether the target text sounds natural and smooth or not. Proofreaders will detect inconsistencies with regard to punctuation, capitalization, and typographical errors.

#### 4. Method of Translation

Definition translation method according to Syihabuddin in Farida Repelita Waty Kembaren, Translation method means the translation method used by translators in revealing the overall meaning of the source language into the target language. Newmark (1988: 45) classify the method of the translation into eight main kinds, look at the diagram :

#### SL Emphasis

Word-for-Word translation

Literal translation

Faithful translation

translation Semantic translation Communicative trans

#### TL Emphasis

Adaptation

Free translation

Idiomatic

**Figure 2.2. V-Diagram (Newmark 1988: 45)**

- a) Word-for-word translation, this is often demonstrated as interlinear translation, with the target language (TL) immediately below the source language (SL) words. The SL word order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.
- b) Literal translation, the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.
- c) Faithful translation, a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.
- d) Semantic translation, semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - une nonne repassant

un corporal may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

e) Adaptation, this is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

f) Free translation, free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

g) Idiomatic translation, idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. (Authorities as diverse as Seleskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation.)

h) Communicative translation, communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

## C. Dictionary

### 1. Definition of Dictionary

In English learning, dictionary is known as an aid for language learner to define the meaning of words. Hornby (1995) defined dictionary as a book that gives the words of a language in alphabetical order and explains their meaning, or translates them into another language. Dictionary has an alphabetical order so that the user will easily find the needed words. According to Nation (2001), dictionaries fill three needs : 1) perception – look into obscure words or affirm word found from setting during tuning in, perusing, or deciphering; 2) generation – look into obscure words or word parts required for expressing, composing, and interpreting; 3) learning – advance information of referred to words, for example, historical background or distinctive relevant uses.

As stated by Shoebottom (2011), Dictionary is a very important tool for anyone to learn a new language. A good dictionary can help students to look up the meaning of English words that are seen or heard, find the English translation of a word in the language required, check the spelling of a word, check the grammatical information about a word, find out the pronunciation, find example of the use of a word in natural

language, and look up the collocations of a word. According to Sarigul (1999) Dictionary is a reference book containing the words of a language usually alphabetically arranged, with information on their forms, pronunciations, functions, meanings, etymologies, spellings, and idiomatic uses. If students know how to use dictionary effectively, it can be a helpful resource for students and can makes students more independent.

Hence, dictionary is one of the most important aids for language learner. Nowadays, people easily can do the process of translation by using application of translation on their gadget which is offer an instant translation, the application is Electronic Dictionary.

## **2. Definition of Electronic Dictionary**

One of the challenges faced by students during the process of learning foreign language learning is the ability to translate sentences or language. This is makes the use of a dictionary very helpful in learning translation. Along with the times which is entered a modern era, dictionaries are no longer only in the form of books or printed dictionaries, but also has modernization in the form of electronic dictionaries which are considered as new resources in the translation learning process.

The term electronic dictionary is defined by Nesi (2013) as follows : “An electronic dictionary is a dictionary whose data exists in computerized shape and can be accessed to through various media”. Nesi (2000) also says the term electronic dictionary can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words. Therefore, spelling checkers in

word processing programs, devices that translate printed words, glossaries for web based showing materials, or electronic versions of respected hard dictionaries are all electronic dictionary types, which are characterized by the similar storage system and recovery.

Definition of Electronic dictionary by Zheng & Wang (2016) is one of the newest inventions of dictionary that enables the user to search words faster. Electronic dictionaries have become more attractive, accepted and popular among English as Foreign Language learners at different levels, using electronic dictionaries in English as Foreign Language classroom has gradually become an alternative to many.

The advantages of the use of electronic dictionaries are able to provide faster and more efficient access for users to find words that were not known beforehand. It is better when compared to printed dictionaries. In the electronic dictionaries, there are also examples of pronunciation of words with sound forms which students can repeat it until they understand how to pronounce it. In addition, it is simple because it can be carried anywhere easily. The ability to use an electronic dictionary is a concrete manifestation of English learning ability.

#### **D. The Relevant Research Findings**

##### **1. The Electronic Dictionary in the Language Classroom: The Views of Language Learners and Teachers**

This research was conducted by James Ronald and Shinya Ozawa (2008) from Hiroshima Shudo University in Japan. The focus of this study

was on perceptions relating to electronic dictionaries and their use, and was conducted with relatively large numbers of language learners and their teachers, questionnaires were chosen as the most suitable means for investigating these issues. This paper begins with a consideration of some of the ways in which the nature of electronic dictionaries may affect dictionary use. Following this, researcher report a survey of 124 Japanese University students knowledge and use of electronic dictionary functions, use of electronic dictionaries in language learning activities, experience and perceived needs of electronic dictionary guidance or training and electronic dictionary user etiquette. Drawing on the findings of the survey, researcher offer suggestions to language teachers roles in facilitating more effective electronic dictionary use. In conclusion, findings from this study suggest that many language students may fail to exploit the potential of electronic dictionaries to be powerful and effective language learning tools. Language teachers also may fail to provide the support in this area that language learners appear to need. Researcher have suggested some ways of addressing this situation, so that language learners may become more effective electronic dictionary users, and teachers useful and respected facilitators towards the fulfillment of this goal. This research is almost the same as the research conducted by the author regarding the use of electronic dictionaries in learning. The methods and instruments used in this study are also the same. The difference is in this study to find out whether teachers and students are successful in using electronic dictionaries so that effective learning is created or there is a failure in the use of electronic dictionaries in learning.

## **2. Dictionary Usage In English Language Learning**

This article was published in *English Education: Jurnal Tadris Bahasa Inggris vol 9 (1) 2016* conducted by Rohmatillah from IAIN Raden Intan Lampung. This article examined about the important of using dictionary in English language learning. Rohmatillah said that as a learner cannot deny in learning a foreign language need to consult a dictionary. It is supported by Laufer in Koca believes that when word looks familiar but the sentence in which it is found or its wider context makes no sense at all, the learner should be encouraged to consult a dictionary. Sometimes the learners are reluctant to find out the other meaning of word from dictionary, as a result the meaning of that word is not based on the context of the sentence. This article also discussed about types and purpose of using dictionary, criteria of good dictionary, monolingual and bilingual dictionary use and skills in using dictionary. This research has the same field in terms of the use dictionaries in English learning, the difference is that this study only find out about how important the use of the dictionary is and not finding out about how students' confidence in the use of dictionary in learning.

## **3. students' Attitude on Learning English Using Digital Dictionary**

This research was conducted by Yusrizal (2020), with the title "*students' Attitude on Learning English Using Digital Dictionary*" that has aim to determine the student's attitude on learning English using a digital dictionary and to investigate students' reasons that the students frequently use an online dictionary. The survey was conducted with all

PBI students who are studying first year to fourth year at English Department UIN Ar-Raniry, Banda Aceh. Overall, according to the results of questionnaire analysis, it can be concluded that the students often use the digital dictionary for almost all activities because they assume that English is not only for academic subjects at college. The students' attitude on learning English improved significantly, so learning vocabulary by using a digital dictionary was effective to improve students' mastery of vocabulary. This finding is similar to the findings of Clark (2013) who examined the use of technology to support vocabulary development of English language learners. Although this study has similarities about the use of digital dictionaries in English learning, this study examines students' attitudes related to why students often use digital dictionaries, not to find out how students' attitudes towards result of translation using the electronic dictionary itself.