CHAPTER I

INTRODUCTION

This section will explain the background, the research question, the research purpose, the research significance, the research scope, the conceptual framework, and previous studies.

A. Background

Language is a fundamental communication tool in human life. In an academic context, language plays an important role in the dissemination of knowledge and ideas. The use of written language, particularly in academic texts, reflects this. Language research is always interesting to study, especially in an academic context. One area of linguistics that is relevant to academic research is systematic functional linguistics (SFL). SFL is a linguistic theory developed by Michael Halliday to explain how language is used to present meaning and realize social functions in various contexts.

Academic texts are texts that are used to convey information and knowledge in a particular field of study. This text is usually written in a formal style and uses complex language structures. Mastering academic texts is an ability that English as a Foreign Language (EFL) students must have, considering that academic texts help students in various ways, such as understanding and contributing to language development, helping students in scientific writing, and even in digital communication in the form of writing.

Translating academic texts is a complex and challenging process. Translators must understand the meaning of the source text in depth and be able to transfer its meaning into the target language accurately and effectively. One important aspect of translating academic texts is ensuring that the processes contained in the source text are transferred appropriately into the target language. Transitivity analysis is one method used to understand the ideational meaning of a text in SFL. In transitivity analysis, the main focus is on the process. Process, in the SFL context, refers to events or actions that occur in a text. According to

Halliday (1994), there are six types of processes, including material, mental, relational, verbal, behavioral, and existential. The transitivity process has an important role in translation accuracy. Translators who understand the concept of transitivity can better understand the meaning of the source text and translate it appropriately into the target language. According to Halliday and Hasan (1986), translators who better understand the concept of the transitivity process can produce more accurate translations.

The problem that is often found and becomes the focus of research to improve the quality of academic text translation by English language education students, such as the obstacles of students who have difficulty understanding and applying SFL theory, especially transitivity theory, which has an impact on the quality of academic text translation, This can be seen in students who often experience translation simplification, which results in the loss of ideational meaning. This shows the need to improve their understanding of the application of transitivity in translation and also their understanding of the level of translation accuracy so that they can produce quality translations that meet the requirements of an academic text. This research is expected to make a significant contribution to improving the quality of linguistics and translation education at UIN Sunan Gunung Djati Bandung, as well as helping students produce more accurate and meaningful academic translations.

Several previous studies have examined the use of processes in academic texts. Hyland (2004) found that academic texts in the fields of social sciences and humanities tend to use more material and mental processes compared to academic texts in the fields of science and technology. Thompson (2005) found that academic texts in the field of biology tend to use more material and verbal processes compared to academic texts in the field of chemistry.

Research on the use of processes in translating academic texts is still relatively limited. Several existing studies show that translation tends to simplify the translation process. This can cause a loss of the ideational meaning of the source text. This research aims to analyze the transitivity process in academic

texts and assess the accuracy of academic texts translated by EFL students, especially English language education majors. It is hoped that this research can contribute to the understanding of the relationship between the transitivity process and translation accuracy, as well as help improve the quality of translations of academic texts by students.

B. Research Questions

This research analyzes and determines the transitivity process that is most dominant in the translation of Indonesian academic texts into English by EFL students and also assesses the level of accuracy of the translation results of these academic texts by EFL students. Therefore, this research formulates two questions, as seen below:

1. What are the types of transitivity process frequently emergen in the translation of academic texts of EFL students?
2. How accurate is EFL students' translation when translating academic texts?

C. Research Purposes

This research aims to investigate the relationship between the transitivity process and translation accuracy in the context of EFL students translating Indonesian academic texts into English. This will be achieved through two main objectives:

1. To identify the functional most dominant transitivity processes that appear in the translation of academic texts by EFL students.
2. To reveal the accuracy of academic texts translated by EFL students.

D. Research Significances

This research has two significances:

1. Theoretical significance

This research is expected to provide valuable insight into how EFL learners recognize transitivity processes in academic translation by analyzing the distribution of different types of transitivity processes. Then this investigation will reveal the translation strategies used by EFL learners in translating academic texts. This research can also contribute to SFL by providing empirical evidence of how transitivity patterns are realized in academic texts in the form of text translation by EFL students. Overall, this research is expected to provide a more nuanced understanding of the relationship between transitivity and meaning in academic discourse regarding the translation of academic texts.

2. Practical significance

Practically, this research is expected to help readers who need information on their understanding of language use in academic contexts with the transitivity process and the level of accuracy of translation of academic texts to improve their translation skills and accuracy.
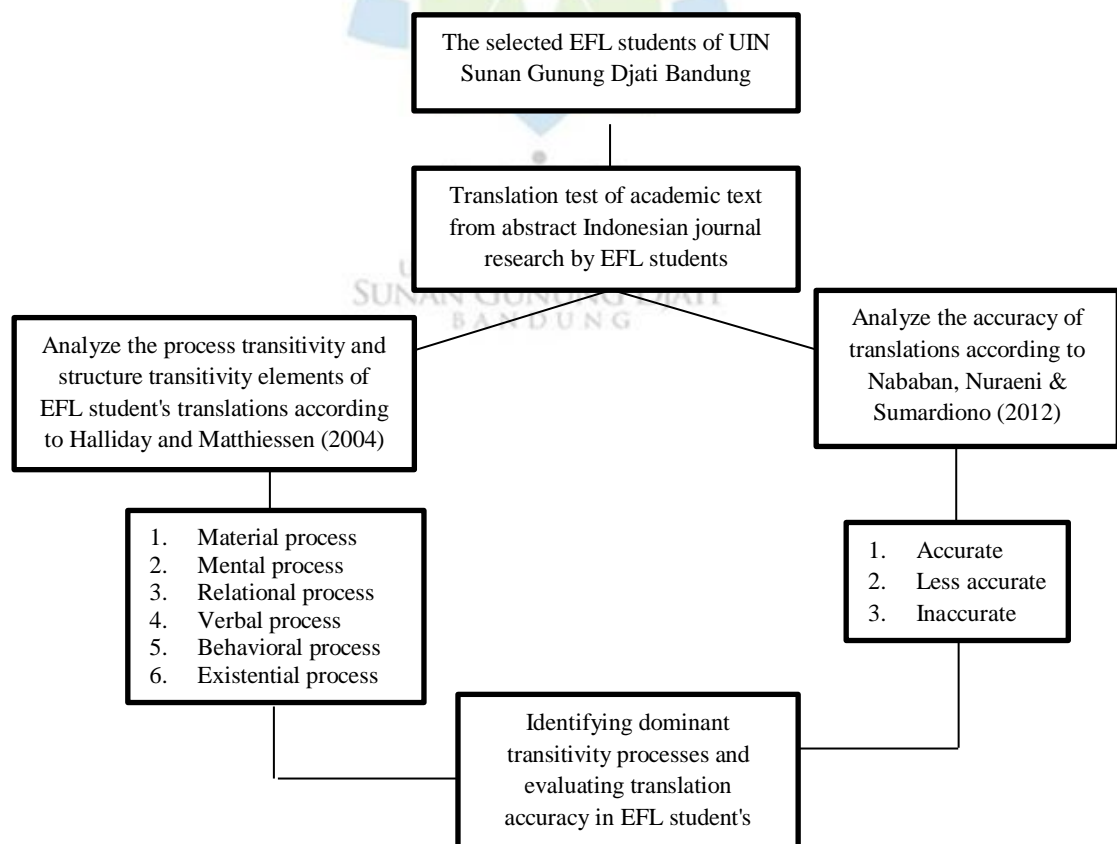
a. For students

This research can help EFL students improve their academic writing and translation skills through the data provided and develop more effective learning strategies to produce higher-quality translation products.

b. For lectures

It is hoped that the results of this research analysis can provide information and a means to improve the design of more effective learning materials and can also provide feedback for students regarding their writing and translation, with a focus on the transitivity process and accuracy of the translation produced in the text.

E. Theoretical Framework

This research analyzes the transitivity process and assesses the accuracy of the translation of academic texts by EFL students. The analysis was carried out on EFL students majoring in English education at UIN Sunan Gunung Djati Bandung who had studied academic texts in the third semester and translation classes in the seventh semester. This is considered because it is to assess EFL students' abilities regarding their understanding through the translations they produce. The academic texts chosen to be translated by EFL students in this study were journal abstracts in Indonesian. From the translation results, the six transitivity processes were analyzed, and it was concluded that the dominant type was used in the entire translation. Then, to assess the quality of the translation, the accuracy of the overall results of the translation is assessed and its accuracy is determined. To illustrate these steps, the following framework will be explained in detail:

Figure 1.1 Theoretical Framework

The figure above illustrates the theoretical framework of this research. It presents how each concept relates to the others. As previously explained, in more detail, selected seventh-semester students are assigned to translate academic texts from research journal abstracts. They were chosen because they had studied academic writing in the third semester and translation from Indonesian to English and vice versa. They are assigned to translate the text provided by conveying the meaning from the source language (SL) into the target language (TL) without changing the meaning contained therein. This is, of course, an assessment of the quality of the translation results. Hasyim (2015) defines translation as the activity of conveying the intended meaning and context from the first speaker, known as the sender, to the second speaker, known as the recipient, for effective communication.

Therefore, the translator must have a comprehensive understanding of SL ideas and concepts, and the translation must convey the same meaning in the target language rather than translating the language word for word. An example can be seen in the translation of journal abstracts. The abstract is the first part of the thesis that readers encounter and functions as an introduction to the contents of the journal.

However, in carrying out translations, there are often obstacles that arise due to their knowledge of English or translation skills. Pym (2018) argues that translators can overcome this problem by adopting new word or sentence structures, changing points of view, or creating cultural abstractions. This is where process transitivity comes into play, as it can help translators ensure that the original meaning and sentence structure are preserved in the translation.

Therefore, in studying the translation of academic texts, the transitivity of the process will be analyzed, which, according to Halliday and Matthiessen (2004), is divided into six types: material process, namely the process of doing or taking action. The mental process is the process of thinking and feeling; the verbal process is the process of speaking. The relational process is the process of

becoming and having. Behavioral processes, namely psychological behavioral processes. The last one is the existential process, namely the process that refers to something. In short, the transitivity process is very important to know in clause construction because it is the core of the clause that carries meaning in the clause or discourse.

Translating text from SL to TL aims to communicate the meaning and message contained in the original text to the reader. However, in some cases, EFL students have limitations in understanding and applying grammar rules, including the correct use of verbs, auxiliary words, tenses, and sentence structures. Therefore, analyzing the transitivity of the process and understanding the accuracy of translation can provide information on how to translate effectively and according to needs. Then, EFL students who translate academic texts need transitivity to produce quality translations.

F. Previous Studies

Several previous studies have raised topics related to this research, both from research on the translation of EFL students and research on transitivity processes in academic texts. This research utilizes various previous studies as references to enrich information and theory, especially when analyzing the transitivity process in the translation of academic texts by EFL students.

The first research conducted by Muti (2023) examined the problems students faced when translating academic texts from Indonesian to English. It was found that most students who had just started a translation course often translated texts word for word without first reading the entire text. The research results show that translation problems involve several linguistic aspects, such as incorrect use of verbs and spelling.

The second research was conducted by Rosa and Tarigan (2019), who analyzed the transitivity structure in the translation of historical texts. The transitivity structure describes an action, state, or process in a sentence. Researchers try to understand the elements that students translate in a historical

context. The results of this research were then used to create a prototype of the characteristics of Indonesian historical texts, which can later be used as a guide for translating historical texts in the future.

The third study by Galvao (2009) examined the phenomenon of linguistic interference in academic papers translated from Portuguese into English. The interference discussed in this research includes syntactic, grammatical, lexical, semantic, and pragmatic interference. This research concludes that Portuguese-to-English translations tend to be more objective and sometimes lose the original meaning associated with the source text. These findings suggest that many abstracts in this field are likely to be the subject of the phenomenon being discussed, and as a result, some of their original meaning is lost or misinterpreted in the target language.

Ganiet's (2019) latest research examines the challenges of translating academic texts from Indonesian to English in interlanguage communication classes. This research aims to find out the problems faced by students in class. This research shows that students need to pay more attention to understanding the characteristics of academic texts. Research that answers the challenges often encountered in translating academic texts by students is expected to be able to overcome these problems and also enable students to produce better translation results.

There are similarities between this research and previous research, namely transitivity analysis and discussion of academic text translation. Both this research and previous research use transitivity analysis to understand how meaning is constructed in text. Then both types of research focus on the translation of academic texts, which generally have linguistic and structural characteristics that are different from other types of texts.

This analysis allows researchers to examine how the relationship between sentence elements is represented in the translation. However, there are still differences between this research and previous research, including the research

focus on analyzing the transitivity process in translating academic texts and assessing the quality of translation through the level of accuracy in translating Indonesian journal abstracts into English by EFL students. In this way, each element of the transitivity process will be analyzed, and the accuracy of the translation output will be assessed.

In more depth, this research offers a new contribution to the understanding of academic text translation by EFL students. By combining transitivity analysis focusing on the theory proposed by Halliday (2004) and translation accuracy assessment using the theory of Nababan, Nuraeni, and Sumardiono (2012), this study can provide valuable information about students' translation strategies and effectiveness, as well as help improve translation teaching for EFL students.