

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is the language that is used in almost all parts of the world as an international language. In addition, it is required by many aspects such as in politics, economy, education, technology, science and culture. In Indonesia, English must be learned because it is a compulsory subject in educational curriculum in Indonesia. According to Brown (2000), in learning a foreign language, learners are involved in the process of the target learner system and the target language system. Therefore, translation has important role because it is transferring the first language to the target language.

According to Desongpa et.al (2014) translation has a crucial role in communication between different languages.

According to Pinchuck Isadore (1997), translation is a process of finding a TL (Target Language) Equivalent for a SL (Source Language) utterance. In line idea with Catford (cited in Muayad, 2015) defined translation as the replacement of textual material in one language (SL) by equivalent textual material in other language (TL).

According to Larson (1991) translation is a proses base on the theory that is possible abstract the meaning of the text from its forms and reproduces that meaning with the very different from second language.

Translating Indonesian into English is not easy. Therefore, the translator must know what the synonym of the word that she or he uses, they

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must know and master the set of rules in translation, one of them is grammar. Translators are not only denoting meaning but also understanding the style.

In teaching translation, question has an important role. According to Silviana (2008) said that, translation skill is important for the students to take a course and understand questions in English properly.

Gunning(2000) states that question can functioned to build background, clarify reasoning processes, develop concepts, and make the students to critical of thinking.

According to (Philip, 2005 in Encyclopedia of Linguistics), question can be analyzed for their grammatical forms and also for their functions and discourse. In cognitive level, it can be used to know students' response about knowledge, that they have learned, to know the factual information that they have acquired after learning process, to check or test the students about information that they have found, and to see more information from the teachers. Therefore, the students are able to get information they need from teacher by using the question, and teacher is able to get information that is needed from the students.

What have been explained above is the important of question as general. According to Eastwood (2012) there are types of interrogatives sentence, there are:

1. Yes or no questions and wh-questions. Yes or no questions are generally required to answer yes or no.

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2. Wh-questions ask to replay that supplies the information required.

Wh-questions are also known in Indonesian as Information questions.

There are some distinctions between the sentence structures of wh-question of Indonesian and English language. The structures in both languages are:

1. The structure of wh-question sentence in English
 - a. Subject questions. When who or what is the subject of a question, there is no inversion. The word order is the same as in statement. So, the structure is: Word order (what, who) + main verb + (rest of the sentence).
 - b. Object Question:
Word (what, which, whose, who, whom, why, when, where, how) + Helping Verb + Subject + Main Verb + (rest of the sentence).
2. The structure of information questions sentence in English:
 - a. Question Word (*apa, dimana, siapa, mengapa, bagaimana*) + Subject or object + (rest of the sentence).

For example :

In Indonesian : *Apa yang sedang kamu baca dua menit yang lalu?*

In English : What did you read two minutes ago?

In Indonesian : *Siapa nama ayah kamu?*

In English : What is your father's name?

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Based on the structure above, it can be seen that there are some distinctions between wh-questions sentences of English and Information questions of Indonesian. To make a good wh-questions, we must follow the structure of wh-questions correctly.

State Junior High School 1 Bangkinang is one of Junior high school in Bangkinang Kab. Kampar. In Junior High School 1 Bangkinang , teachers use K13 (Curriculum 2013) in the teaching and learning process.

Based on interviewed with English teacher in Junior High School 1 Bangkinang explained most of the students had problem in English learning process. Therefore, the students could not produce or express words into a good sentence . They could not translate from Indonesian to English correctly. Based on the researcher's preliminary study, the problems can be seen in the following phenomena:

1. Some of the students were not able to write English grammatically.
2. Most of the students were not able to change information question of Indonesian to wh- questions of English.
3. Some of students were not able to follow the structure of English sentence.
4. Some of the students were not able to identify kinds of questions.
5. There were some factors influencing students translation ability from Indonesian to English.

Based on the phenomena above, it assumed that some of the eight grade students had problems such as difficulties is using English grammar,

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change information question of Indonesian to wh-question of English, follow the structure of English sentence, identify kinds of wh- questions, there are factors influencing students translation. Based on the problem above, the researcher is interested to conduct a research entitled “ **AN ANALYSIS OF STUDENTS’ ABILITY IN CHANGING INFORMATION QUESTIONS OF INDONESIAN TO WH-QUESTIONS OF ENGLISH AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL 1 BANGKINANG** ”.

B. Problem

After conducting preliminary interview at eight grade of Junior High School 1 Bangkinang, it was obvious that most of students had difficulties, especially in term of changing information question of Indonesian to wh-question of English. To make problem clearer the problems will be identified in the following identification of the problem.

1. Identification of the problem

Based on problems stated above, the researcher tries to identify some interrelated problems as follows:

- a. How is students’ English grammatical ability?
- b. How is students’ ability in changing information questions of Indonesian to wh-questions in English at the eight grade of SMPN 1 Bangkinang?
- c. Why did the students not follow the structure of English sentence correctly?

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- d. Did the students has an ability to identify kinds of wh-questions?
- e. What are factors influence students' difficulties?

2. Limitation of the Problem

After describing identification of the problems above, the researcher needs to limit and focus the problem of her research problems students' ability in changing information questions of Indonesian (*Apa, Siapa, Mengapa, Dimana, Kapan, Bagaimana*) to wh-questions of English (What, Which, Who, Whom, Why, Where, When, How) at the eight grade of junior high school.

3. Formulation of the problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

1. How is students' ability in changing information questions of Indonesian (*Apa, Siapa, Mengapa, Dimana, Kapan, Bagaimana*) to wh-questions of English (What, Which, Who, Whom, Why, Where, When, How) at the eight grade of Junior High School 1 Bangkinang?
2. What is the factor that influence the students' difficulties to change information questions of Indonesian (*Apa, Siapa, Mengapa, Dimana, Kapan, Bagaimana*) to wh-questions of English (What, Which, Who, Whom, Why, Where, When, How) at the eight grade of SMPN 1 Bangkinang?

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Objective and Significance of the Research

1) Objective of the Research

- a. To know the students' ability in changing information questions of Indonesian to wh-question of English.
- b. To know the factor that influence students' difficulties to change information questions of Indonesian to wh-questions of English.

2) Significance of the Research

- a. Hopefully this research was able to benefit the researcher as a novice researcher, especially in learning how to conduct a research.
- b. The research findings were also hopefully useful and valuable, especially for students and teachers of English of the eight grade students at SMPN 1 Bangkinang to be consideration in their teaching and learning process in the future.
- c. Besides, these research findings were also expected to be positive and valuable information, especially for those who were concerned in the world of teaching and learning English as a foreign language or second language .
- d. Finally, these research questions were expected to be practical and theoretical information to the development of theories on language teaching.

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D. Reason for choosing the Title

There are some reasons why the researcher is interested in carrying out this research, the reasons are as follows:

1. The title of this research is relevant with the researcher's status as a student of English education department.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of this research facilitates supports the researcher in conducting this research.

E. Defenition of the Term

There are some terms involved in this research, thus to avoid misunderstanding and misinterpreting toward the terms used in this research, the following terms are defined as follows:

1. Analysis

Richard and schmidt (2010) state that alysis is a statistical procedure to control the effect of one or more variables by using statistically equate. The term of analysis refers to this research to analyze one variables that is students' ability in change information questions of Indonesian to wh questions of English at the eight grade students at SMPN 1 Bangkinang.

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2. **Change the Language or Translation**

Translation is a process of rendering meaning from source language to the target language. According to Bell (1991), translation is the replacement of a representation of a text in none language (SL) by a representation of an equivalent text in a second language (TL).

3. **Wh-Questions**

According to Eastwood(2012) there are types of interrogatives sentence, they are: yes or no questions and wh-questions. Yes or no questions are generally required to answer yes or no. Wh-questions ask to replay that supplies the information required.