CHAPTER I

INTRODUCTION

A. Background of the Study

Everyone are rightful to express their wishes through language, because, "all humans are artist, all of us…our greatest masterpiece of art is the use of a language to create an entire virtual reality within our mind" (Ruiz in Hyams 2014). But, when a writer will interact with reader through his written text, the writer should make the reader understand. When the reader does not understand the text because of different language, there is a special duty in translating from a language into other languages.

Translation is a process of transferring the meaning of the source language into the target language (Wibowo and Suyudi 2015). So that, the person who change a language into another language through the text is translator. Sometimes the translator also has several problems, including finding a simple word from Bahasa into English, because he/she only knows the roots vocabulary without equipped by prefixes and suffixes. So the translator will take a long time to understand and immediately find out the vocabulary through the affixes. Such as the Source Text (ST) is English and the Target Text (TT) is Indonesia in the example affixes un- that have negative meaning: un-happy, un-beautiful, un-like. The word –er which means 'more': bigg-er and old-er. The word -est/st means 'the most': bigg-est, long-est, small-est.

When the translator wants to change a text from Bahasa as the source text and English as target text, he/she only has roots vocabulary knowledge of a

word without affix, there will be many texts written by the translator will simpler and qualified if the translator uses affixation on their translation. For example: *tanpa sepengetahuan* = 'without the knowledge' which should be, i.e. 'unbeknownst' (un + be +known + st).

The study of the internal structure of words (include prefix, suffix and infix) and of the rules by which words are formed, is morphology (Fromkin 2014). This word itself consists of two morphemes, morph + ology. The suffix -ology means 'branch of knowledge,' so the meaning of morphology is 'the branch of knowledge concerning (word) forms.' Morpheme is part of language study but the smallest one. Lim Kiat Boey says in (Giarni 2014), "Morpheme is defined as the smallest meaningful unit of a language".

Our morphological knowledge has two components: knowledge of the individual morphemes and knowledge of the rules that combine them. One of the things we know about particular morphemes is whether they can stand alone or whether they must be attached to a base morpheme. Some morphemes like boy, desire, gentle, and man may constitute words by themselves. These are free morphemes. Other morphemes like -ish, -ness, -ly, pre-, trans-, and un- are never words by themselves but are always parts of words. These affixes are bound morphemes and they may attach at the beginning, the end, in the middle, or both at the beginning and end of a word. The translation will be simpler when the translation uses them accordingly.

From the explanation above, the researcher would like to know the percentage of using bound morpheme in the student's translation through

qualitative research by descriptive analytical methods that will be taken from the translation task. Through this research, the researcher hopes the students get some benefits, feedback and a device to motivation order to learn more effectively. Therefore, the researcher chose the title **"AN ANALYSIS OF USING BOUND MORPHEMES IN STUDENTS' TRANSLATION".**

B. Research Focus

Based on the background above, the researcher focuses on Analysis of Using Bound Morphemes in Students' Translation of English Study Program, Muhammadiyah University of Metro.

C. Research Questions

1. What are the types of bound morphemes used by the students?
2. What is the students' translation percentage in using bound morpheme?
3. How are the students' strategies to apply bound morphemes in their translation?
4. Why do a certain bound morphemes dominate in use?

D. Research Objective

Based on the problem of the study above, the objective of the study are follows:

1. To find the types of bound morphemes that is used by the students.
2. To reveal the students' translation percentage in using bound morpheme.
3. To know the students' strategies to apply bound morphemes in their translation.
4. To know a certain bound morphemes dominate in use.

E. Research Scope

The scopes of this research as follows:

1. The type of this research is Qualitative Research.

2. The subject of this research is the students of English Department Muhammadiyah University of Metro.

3. The object of this research is Bound Morpheme in Students' translation.

4. The place of this research will be conducted at PBI class room in Muhammadiyah University of Metro.

5. The time of this research will be conducted in 2020.

F. Benefits of the Study

1. For the Students

Based on the study, student will know the types of bound morphemes that they used and percentage in using bound morpheme to translate the text. They will know their ability in bound morpheme. And probability it can increase the interest to learn more about morpheme related to the importance of bound morpheme for translator skills. So they can become a better translator and bolster up their job in the future if they want to be a translator.

2. For Researcher and Lecturer

Through this thesis, the researcher can increase the knowledge around of translation and bound morpheme to readers. For the lecturer may get new knowledge that they can give something new about good translation for the student. Lecturer may use the result of this study to develop appropriate teaching technique for the students especially translation subject.