

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

##### 1. Definition of Translation

In Oxford Learner's Pocket Dictionary, translation defines as the process of changing something that is written or spoken into another language.<sup>1</sup> This definition becomes the cover skin to go through the translation. It becomes the first assumption to us when we are going to discuss about translation.

Nida and Taber define that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.<sup>2</sup> Based on their statement the most important in translation process is the translator should use the closest natural equivalent either in the meaning or the style of the target language in other words, the result of the translation should sound as translation without changing the meaning of the source language.

According to Richard in Zuchridin's book explained Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the language have established orthographies or do not have such standardization or

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<sup>1</sup>Oxford *Oxford Learner's Pocket Dictionary Fourth Edition* (Oxford: Oxford University Press, 2011).

<sup>2</sup>Eugene A.Nida and Charles R.Taber, *The Theory and Practice of Translation Volume VIII*.

whether one or both languages is based on signs, as with sign languages of the deaf.<sup>3</sup> Here, Brislin gives a wide limitation of translation form. He emphasizes that translation is a diversion of thoughts or ideas from one language to another.

Roswita in her book stated translation is not merely changing a word to another word. It is much more complex activity that every translator works through.<sup>4</sup> She claims that translation is an intricate activity, not only change a word to another word. The translator should read or skim the text to feel the content before translate it. Related and to supported the statement, as cited in Aulia's research said that translation as the way to express the meaning of a text in another language, the translator should have deep understanding of the ideas expressed by the author in the text, it is also an attempt of finding the good ways to express ideas in source language with appropriate sentences in target language. So, a translator is required to know the culture both languages.<sup>5</sup> It is useful to obtain the equivalences in meaning of the two languages.

Another statement from Fahrurrozi states that Translation in reality is translate meaning or message from source language in target language, so that, translation in the true have relation with three principles. There are source language, meaning or message and target language.<sup>6</sup> That statement shows another side that a translation process must have three principles as mention above.

<sup>3</sup>Zuchridin Suryawinata and Sugeng Hariyanto, *Translation Bahasa Teori & Penuntun Praktis Menerjemahkan* (Yogyakarta: Penerbit Kanisius, 2003).

<sup>4</sup>Roswita silalahi & Farida Repelita, *My Adventure in Translation*(Medan: Universitas Negeri Sumatera Utara, 2017).

<sup>5</sup>Dhini Aulia, Desi Yulastri and Indah Sari, *The Use of Portfolio to Improve Translation Ability of English Department in State Polytechnic of Padang* (Padang: State Polytechnic of Padang, 2, 2014).

<sup>6</sup>Fahrurrozi. *Teknik Praktis Terjemah* (Yogyakarta: Teknomedia, 2003).

Dealing with all of the definition above, it is clear that translation is always text oriented, not sentence-oriented, or even word-oriented, and the term equivalent is a key to enhance translation ability. A good translator is always giving more attention to the reader in target language. A translator must also be responsible for his or her translation works by keeping in mind consistency between source text and target text. To produce a good and acceptable translation, students must have knowledge about the process of translation, the method of translation, the procedure of translation and the quality of a good translation.

## 2. Types of Translation

There are many types of translation that have made by different expert. It seems that each expert has their own classification that is different from the others. Catford in his book classifies types of translation as follows:

### a. Word to Word Translation

This type of translation also called interlinear translation, with the target language immediately below the source language words. The main use of this type is either to understand the mechanics of the source language or to construe a difficult text as a pre translation process. The source language word-order is preserved and the words translated singly by their most common meanings, out of context. But overall, this type is not recommended to be applied in translation since the result is often has no sense and awkward especially in translating idiomatic expression.

This rank translation is done by finding the source language lexical which is equivalent in the target language because has more than one meaning, so that careful and accurate lexical analysis must be done.

Example: I like the Korean movie( saya menyukai itu korea film)  
 I will go to Senggol tomorrow night( saya akan pergi ke Senggol besok malam).

#### b. Literal Translation

Literal translation lies between these extremes (free translation and word for word translation), it may start as it were, from word to word translation but make changes in conformity with the TL grammar (e.g. inserting words, changing structures at any ranks, etc.); this make it a group-group or clause-clause translation.

From definition above it can be inferred that in this type, the translator tries to preserve the source language grammatical structures by translating the lexical words singly. Then, if there is still awkwardness about the result he deserves to do some adjustment or modification based on the target language grammatical structures.

#### c. Free Translation

In this type, the translator emphasizes on the equivalence of meaning and often ignoring the SL grammatical structure. He has a freedom to express the message from SL into TL long as the main idea of the message does not deviate from the original. This type is usually found in idiomatic expression and literary translation.<sup>7</sup>

For more explanation about the types of translation based on Catford's statement look at the example below, so we can see the difference among them.

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<sup>7</sup>J.C Catford, *A Linguistic Theory of Translation* (Oxford: Oxford University Press, 1978).

Source language	: His heart in the right place.
Word to word translation	: <i>kepunyaannya hati adalah dalam itu benar tempat</i>
Literal translation	: <i>hatinya berada ditempat yang benar</i>
Free translation	: <i>dia baik hati</i>

In other hand, Richard also has a different point of view about types of translation. He classifies translation into four types as follows:<sup>8</sup>

#### 1. Pragmatic Translation

Pragmatic translation refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. Pragmatic translation is not concerned with other aspect of the original language version. The clearest example of pragmatic translation is in the treatment of technical document in which information about, say, repairing a machine is translate into another language; transtool program and google translate. For example in sentence: *Beberapa militant jerman tewas akibat serangan yang dilancarkan oleh Amerika Serikat. Some of Germany militant was killed after hit by attack of rudal shot by Amerika Serikat. In other sentence, Maria Sharovova berhasil mengalahkan lawan mainnya Ivetabenesova asal Republik Ceko. Maria Sharovova defeats her opponent player from Republic of Ceko Ivetabenesova.*

#### 2. Aesthetic-Poetic Translation

An aesthetic-poetic translation is a translation which the translator takes into account the effect, emotion and feeling of original language version,

<sup>8</sup>Richard W.Brislin, *Translation Applicational Research* New York: Gardner Press, 1976).

the aesthetic form (e.g, sonnet, heroic, couple, dramatic dialogue) uses by the original author, as well as any information in the message. The clearest example is in the translation of literature, such as translation poem.

### 3. Ethnographic Translation

The purpose of this type of translation is to explicate the culture context of the source and second language versions. With as their goal, translation have to be sensitive to the way words are use (e.g. Yes versus Yeah in American English) and must know how the word fit into cultures that used source and the target language.

### 4. Linguistic Translation

Linguistic translation is concerned with equivalent meanings of constituent morphems the second language and grammatical form.

### 3. Function of Translation

Translation consists of studying the lexicon, grammatical structure, communication situation and culture context of the source language text, analyzing those factors in order to find out its appropriate meaning, and then reconstructing the same meaning using the lexicon and grammatical structure in suitable communication situation, and cultural context accepted in the TL.<sup>9</sup>

So, generally the purpose of translation is to reproduce various kinds of texts such as religious texts, literary scientific texts, and philosophical texts – in another language and thus making them available to wider readers. So, indeed through translation, people will know more about a new knowledge or literature from another country that can improve their capability.

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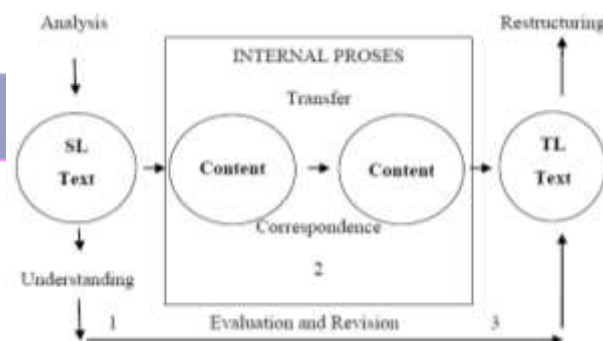
<sup>9</sup>Basil Hatim and Jeremy Munday, *Translation an Advanced Resource Book* (New York: Retlauge, 2004)

#### 4. The Process of Translation

In translation, the most important thing is the last result of the process of the translation. It should be understandable and the meaning is maintaining the original meaning of the source text without causing any ambiguity for the reader. There are a lot of different statements from different experts about the process of translation, but the most important is the translator should comprehend about translation process because a good translator has to appropriate the procedures of translation.

To make a good translation, a translator should pass a process because translation is not only an activity for seeking a word with similar meaning. The process of translation is starting from the translator's reception of the original or source text and ending with the production of the text in the target language. The translator can make improvements without reducing the message of the original text.

This activity is not simply a process. As stated by Mangatur, the process is a set of conscious activities. Thus, the translation process is a set of conscious activities finished by the translator while transferring the message from the source language into the target language. So, the translator must be careful because one mistake will affect in other steps. The following chart is the flow of translation process proposed by Mangatur.<sup>10</sup>



<sup>10</sup>Mangatur Nababan, Ardiana Nuraeni and Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan* (Surakarta: Kajian Linguistik dan Sastra, 24, No. 1, Juni 2012).



According to Mangatur the process of translation consists of three steps are analyzing, transferring and restructuring. Those will be explained below:

a. Analyzing

Translation is always started by analyzing the source language text. It has purpose to understand the meaning about some information of the context. To gain the meaning, the comprehension of linguistics and extra-linguistics elements of the text is needed. The text refers to the source language document which to be translated. Linguistics elements deal with language element, while extra-linguistics relate to the elements beyond language such as the culture and social context of the text. Analysis of linguistics element must cover at all level such as sentence, clause, phrase and word. Thus, the translator is demanded to obtaining a complete understanding of source text meaning by doing this process.

In addition, Larson in Triska's thesis stated that the process of discovering the meaning of the source language text which is to be translated is called exegesis.<sup>11</sup> Here, the translator started by reading the text that may help in understanding the culture or language of the source text. It aimed to looking for the author's purpose and the theme of the text. Furthermore, the goal of exegesis is to determine the meaning which is to be communicated in the receptor language text. The translator carefully studies the source language text and using all the available tools, determines the content of the source language message, the related communication situation matters, and all other factors which will need to be understood in order to produce an equivalent translation.

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<sup>11</sup>Triska Yuni Handayani, *The Corelation between Students' Grammar Mastery and Translation Ability of English Department at IAIN Tulung Agung* (Tulung Agung: IAIN Tulung Agung Institutional Repository, 2017).



### b. Transferring

After the translator completed in analysis source text then, transferring the meaning into target text. As stated by Mangatur in this process, the translator demanded to find equivalent in term of meaning and message in source language into target language. This process called as *proses batin*, because it only happens on the mind. Then, the translator conveys it into oral or written form. For getting a good translation, the translator needs to restructure the result in the restricting phase.

### c. Restructuring

The last process is restructuring. Restructuring is transference process into suitable with target language stylistic, reader, or listener. Thus, in this process the translator must pay attention of language style to determine the suitable target language style.

Besides the theories above, in translation process, there are four levels, which need more attention. These levels are the textual, the referential, the cohesive, and the natural. The textual is the level of language, where we begin, and which continually go back to the text of SL. The referential is the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process.

The cohesive level which is more general, and grammatical that traces the train of thought, the feeling tone (positive or negative), and the various presuppositions of the SL text. The last is the level of naturalness, of common language appropriate to the writer or speaker in a certain situation. This level is concerned only with the reproduction when the translation results read or listen naturally.

In addition, Nida and Taber the process of translation consisting three phase. These phases are analysis, transfer and restructuring. At the first phase, the translator have to analyze the message of the source language into its simplest and structurally, then transfer it into the target language, and the last phase, restructure it thereceptor or target language which is most appropriate for the audience whom he intends to reach.<sup>12</sup>

All of the theories above have the same purpose. It is to produce a good and a natural translation. In this research, the researcher will not limit or require the students to choose one theory that the researcher have choose instead the researcher will extricate the students to choose the theory that they will apply in translation process because the focus of this research is the result of the students' translation.

### 5. Translation Techniques

Translation technique is a procedure to analyze and classify how translation equivalence works. And there are five basic characteristics:

1. They affect the result of the translation.
2. They are classified by comparison with the original
3. They affect micro – units of text
4. They are by nature discursive and contextual
5. They are functional

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<sup>12</sup>Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation Volume VIII*.

The Translation techniques are<sup>13</sup>:

a. Borrowing

Borrowing is the taking of words directly from one language into another without translation. Example, in Indonesia language words “sandal, orangutan and mall” are words which borrowing from English.

b. Literal Technique

A word-for-word translation can be used in some languages and not others dependent on the sentence structure. Example “I have a car” translated be “Aku punya sebuah mobil”.

c. Synonym

Synonym is a strategy used by finding the most similar word for the target language, for example the translation of “What a cute baby you’ve got!” be “Alangkah lucunya bayi Anda!”

d. Adaptation

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. For example “Dear Sir” be “Dengan hormat”.

e. Cultural Equivalent

Translator used this technique by replacing the special word of the source text with another special word in the target text. For example “Sonovabitch” be “Si Brengsek”

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<sup>13</sup>Zuchridin Suryawinata and Sugeng Hariyanto, *Translation Bahasa Teori & Penuntun Praktis Menerjemahkan*.

#### f. Contextual Conditioning

Contextual conditioning is used to give some information in the context to make the message of the source language sounds clear in the target text. For example “empat puluh hari” be “death”

#### g. Established Equivalent

Established Equivalent is to use a term or expression recognized as an equivalent in the TL. For example “they are as like as two peas” be “mereka seperti pinang dibelah dua”.

#### h. Generalization

Generalization is to use a more general or neutral term. For example “penthouse” be “tempat tinggal”.

#### i. Particularization

Particularization is to use a more precise or concrete term. For example “Air transportation” be “Helikopter”.

#### j. Comparison

Comparison is use to introduce a source text element of information or stylistic effect in another place in the target text. For example “A pair of a scissors” be “Sebuah gunting”.

#### k. Transposition

This is the process where parts of speech change their sequence when they are translated. It is in a sense a shift of word class. For example “Musical Instrument” be “Alat Musik”.

### l. Modulation

Modulation consists of using a phrase that is different in the source and target languages to convey the same idea. For example “I broke my leg” be “Kakiku lelah”.

### m. Addition

Addition is a strategy used by giving additional information the target language as an obligatory. For example “Saya dosen” be “I am a lecturer”.

### n. Amplification

Amplification is a technique used by paraphrasing implicit information of the source language in the target language. For example “Ramadhan” be “Bulan puasa kaum muslimim”.

### o. Reduction

It is to reduce the language component of source language. For example “Automobile” be “mobil”.

### p. Discursive Creation

Discursive creation is an operation in the cognitive process of translating by which a non-lexical equivalence is established that only works in context. For example “Kata pengantar” be “Preface”.

## 6. Translation Difficulties

Nida and Taber<sup>14</sup> argue that many factors are crucial to the process of translating and no explanation of translating can claim to be comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and nonlinguistic factors.

<sup>14</sup>Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation Volume VIII*.

This research seeks to show how these factors constitute the main source of translation difficulties.

a. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the process of translation. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. It can safely be assumed that inter lingual differences constitute a main source of translation difficulties. Other problems, include the sheer size of the undertaking, as indicated by the number of rules and dictionary entries that a realistic system will need, and the fact that there are many constructions whose grammar is poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe the meaning in translation process.

b. Non – linguistic Factors

Non – linguistic factor involves the knowledge in ideology, cultural, historical, political-social, chemistry, science, technical, biology, medical, agricultural, and economics. Translating work to bridge the cultural gap between two worlds and make communication possible between different linguistic communities

Fajrin in Mei Sakriani thesis says that there are linguistics and non-linguistics problems in translation. Those problems appear because there are differences between language and culture. The English attentive on linguistics genre like “he and she”. Both of them in Bahasa Indonesia have the same meaning of “dia”. That nonlinguistic

problem involves social politic, culture, history and ideology. There are four general categories of students difficulties in translation, they are:

- a) Difficult to understand the meaning of word that not find in dictionary.
- b) Difficult to translate the idiomatic phrases and collide with culture.
- c) Difficult to translate the long and complex sentence.
- d) Difficult to arrange the text in target language

In addition the problem in translation can be divided into two problems, they are: linguistic problem and culture problem. Linguistic problem involves grammar, different vocabulary, and the meaning of each word. Culture problem involves related to form of different situation. Culture is the prime problem found by many people.<sup>15</sup>

### **7. The Quality of Good Translation**

According to Newmark in Triska thesis<sup>16</sup> a good translation from oneperspective that is the intention of the text. A good translating shouldalways be able to express what the original text intended to say. He stated the theory of a good translation as the following:

“A good translation fulfill its intention; in an informative text, itconveys the facts acceptably; in a vocative text, its success is measurable, at least in theory, and therefore the effectiveness of an advertising agency translator can be shown by result; in an authoritative or expressive text, form is almost as important as content, there is often a tension between expressive and the aesthetic functions of language and

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<sup>15</sup>Mei Sakriani Hidrus, *The Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of Sma Negeri 1 Lappariaja Bone Regency*.

<sup>16</sup>Triska Yuni Handayani, *The Corelation between Students' Grammar Mastery and Translation Ability of English Department at IAIN Tulung Agung*.



therefore a merely adequate translation may be useful to explain what the text is about.”

From the theory proposed by Newmark above, the researcher decide that a good translation must has readability. It is depending on naturalness of language use. The degree of readability will be in direct proportion to the degree of naturalness. Further, naturalness will depend on a translator’s control of grammatical structures which giveintelligibility, significance, and appropriateness to a total text.

Mangatur defines that a good translation should fulfill three aspect, they are accuratability, acceptability, readability.<sup>17</sup>

#### a. Accurability

The accurability refers to the equivalence of the translation product with the source text. The equivalent of the translation product related to the meaning and the message. A text can be note as a good translation product when it has same meaning and message between the source text and the target text. The example:

SL:the lack of running water could be “catastrophic” as residents now had to resortto contaminated water and were at risk from **waterborne disease**.

TL: kondisi tanpa air ini bisa menjadi “bencana” bagi warga yang sejauh ini mengandalkan air yang terkontaminasi dan beresiko terjangkiti **penyakit yang terbawa air**.

<sup>17</sup>Mangatur Nababan, Ardiana Nuraeni and Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*.Kajian Linguistik dan Sastra.

### b. Acceptability

An accurate translation product can be not acceptable. The acceptability refers to whether the translation product has followed the rule and norm of the target text. For example, it is normal when a child calls his grandfather with his child name like How are you, John. The child calls his grandfather's name, John. But this case will be a problem when adapted in Indonesia. The translator has to be able to bring the norm and the rule of the target text.

### c. Readability

In translation activity, the readability cannot be separated. The readability not only focuses on the source text, but also in target text. The translator should understand the concept of readability in the source text and in the target text. A good understanding of it will make the result of the translation will be easier read by the reader. As example:

SL: Fresh strikes were reported in the city on Saturday, as the Syrian army presses in with its push to retake rebel areas.

TL: Tentara Suriah mengatakan bertekad untuk merebut kembali berbagai wilayah di Aleppo yang dikuasi kelompok pemberontak.

Put Aleppo in target language make the reader easy to understand the meaning of the text without need to reread the entire of the text.

## B. Previous Research Findings

There some researches which are related about students' translation quality in translate English text into Indonesian:

“Students' Translation Ability on Narrative Text at the Eleventh Grade students of SMAN 5 Pinrang” Written by Nurhaeni get the result stated that students in that school had fair ability to translate Narrative Text because the students lack of vocabulary and structure, they did not know its meaning. Besides that, they did not understand the sentence. The students cannot differentiate between present tense and past tense in sentence.<sup>18</sup>Nurhaeni chose Narrative Text as a limitation to know students' translation ability but in this research the researcher will not give limitation about what kinds of text that will give to the students.

Hilda Trisvianti entitled “Students' Translation Process in Translating Text at Twelve at the Grade of SMAN 1 Air Joman”. The results of research in finding and describing of students' translation process in translating text is all off student used restructuring, it means that they are always reread from what they translate. Then, 8 students used analysis. It means that they read the text before they translate. The last is transfer, just 6 students used this. It means that they are didn't make easy word to translate their text to the target language. So, the dominant process is restructuring, because the students want know what the content, message, and meaning from the text.<sup>19</sup>The differences between this research and Hilda's research are in this research

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<sup>18</sup>Nurhaeni, *The Students' Translation Ability on Narrative Text at the Eleventh Grade students of SMAN 5 Pinrang* (Unpublished Skripsi STAIN Parepare: 2014).

<sup>19</sup>Hilda Trisvianti, *Students' Translation Process in Translating Text at Twelve Grade of SMAN 1 Air Joman* (Medan: Repository UIN Sumatera Utara, 2018).

the researcher focus on how is the quality of students' translation ability and also the object of this research is English program students.

Mei Sakriani Hadrus in her thesis entitle "The Analysis of Students' Difficulties in Translating Argumentative Text from English into Indonesian at the Second Grade Students of SMAN 1 Lappariaja Bone Regency " stated that based on the test of translation, the students score was still low the mean score of the students was 5,95. From the questionnaire, this research showed the students difficulties in translating argumentative text were the difficulties in linguistics factors more prominent than non linguistics factors. This was proven by the highest percentage of students difficulties was 75% in linguistic factor. And 66,67% the highest percentage of students difficulties in nonlinguistics factor.<sup>20</sup> It is different with this research which is in this research the researcher does not focus on Argumentative Text but also will represent English text in general.

The next previous study was conducted by Hanifah Khoirun Nisak entitled "An Analysis of Students' Translation Quality at Seventh Semester of English Department IAIN Surakarta in The Academic Year 2014/2015. The aim of the study is to know the accuracy and acceptability of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015. The method of this study is descriptive qualitative research. The sources of the data in this study are the students' translation work, the data from the rater and reader. The subject of the study was class 7B IAIN Surakarta which consists of 40 students. The result of the study was researcher found

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<sup>20</sup> Mei Sakriani Hidrus, *the Analysis of Students Difficulties in Translating Argumentative Text from English into Indonesian at the Second Grade Students of Sma Negeri 1 Lappariaja Bone Regency*. Thesis (Online). Downloaded on August 7<sup>th</sup>2019.

(1) The average score of accuracy is 60,86% accurate, 32,09% data is less accurate and 7,15% data is inaccurate translation. (2) Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation, and 16 data are inaccurate translation. (3) The average score of acceptable is 60,84% acceptable, 35,41% data is less acceptable translation and 7,15% data is unacceptable translation. (4) Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation. From the result above can be concluded that the most of the students' translation work are accurate and acceptable translation. However there are some texts or sentence that translated less accurate and less acceptable.<sup>21</sup>

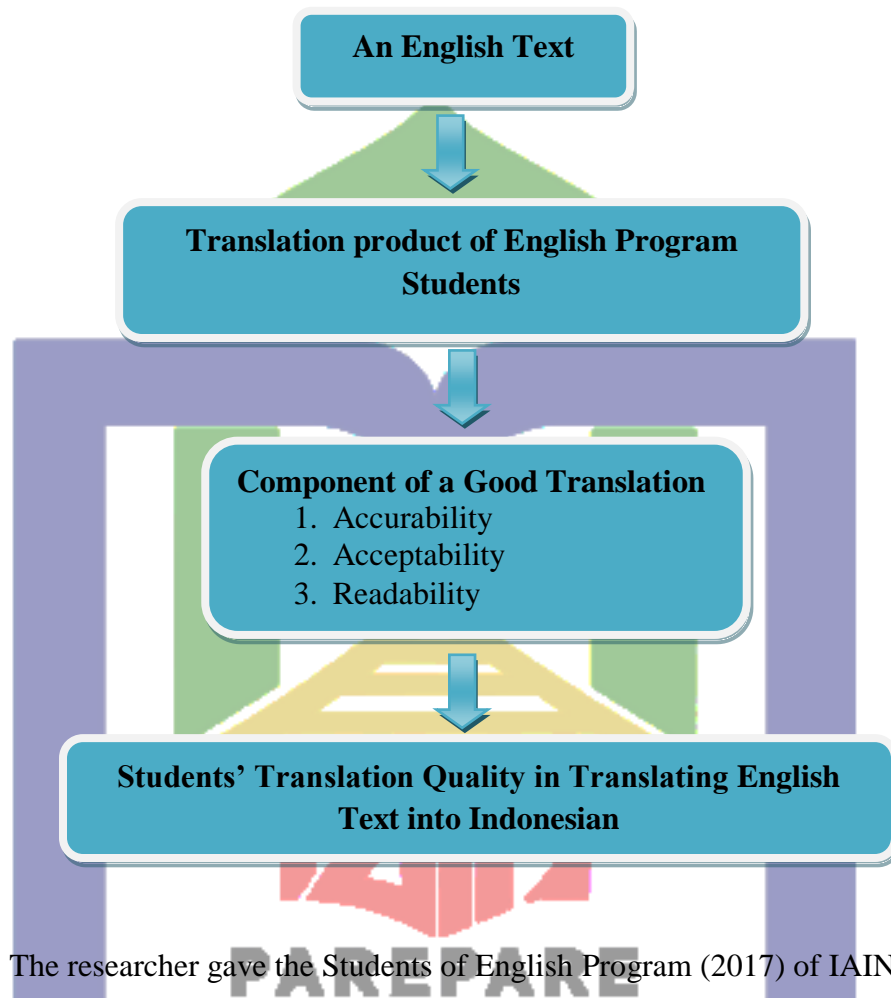
Based on the related findings above, the researcher concluded that there are many research about students' translation ability and quality. It shows that know about students' translation ability is one of the important thing in language learning. The difference between this research and previous research as the researcher has mention above hopefully can help another researcher and English learners itself.

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<sup>21</sup> H.K. Nisak, Thesis: *An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year 2014/2015* (Surakarta: IAIN Surakarta, 2016).

### C. Conceptual Framework

Conceptual framework of this research as follow:



The researcher gave the Students of English Program (2017) of IAIN Parepare an English text to translate by their own word and the result of the translation process which contain of component of a good translation described students' translation quality. In other side, to know about the factors that hampered the students in translating English text would draw after the researcher distributed the questionnaire to the samples.

## **D. Operational Definition**

### 2.4.1. Operational Definition

2.4.1.1. The Students' translation quality is the quality of English Program students in translating English text into Indonesian.

2.4.1.2. A good translation is translation that contains three components such as: accurability, acceptability, and readability.

