

CHAPTER II

REVIEW OF LITERATURE

B.1 Theoretical Framework

B.1.1 Translation

Lado (1975) stated that translation can occur in two main fields. The former is in the field of facts, which is intended to convey precise information such as books, letters, magazines, and other formal purposes. Translation minimally involves two languages, which means that translation deals with different grammatical categories from both the source and target language. In general, translation is transferring the source language to the target language. All activities of humans in transferring messages or information in a way verbal or nonverbal from source information into target information are also called translation.

The definition from source language is the original language of a work that will be translated into another language. In other meaning, a language that is to be translated into another language compare target language. Source language refers to a text that requires translation from one language into another. This meaning also can be interpreted as a language that interferes with learning another language, typically the learner's native tongue.

Besides that, the definition of target language is is the language which a written text is translated into in final language. It is also the term for a language that a non-native speaker is in the midst of learning. The target language is the

opposite of the source text, which is the initial text to be translated. Besides that, target language translated into which a text, document, or speech.

In a book entitled "A Linguistic Theory of Translation" written by J. C. Catford explains that translation is an operation performed on languages: a process of substituting a text in one language for a text in another. Clearly, then, any theory of translation must draw upon a theory of language—a general linguistic theory. General Linguistics is, primarily, a theory about how languages work. It provides categories, drawn from generalizations based on observation of languages and language-events. These categories can, in turn, be used in the description of any particular language.

Meanwhile, (Larson,1984:3) describes a translation that consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of the second language by way of semantic structure. It is the meaning which is being transferred and must be held constant, as meaning is a variable of greatest importance in a translation process. The source form carries the meanings, which are encoded and recorded in the source wordings and should be re-expressed and maintained in the target form. In other words, only the form changes. These meanings should then be transferred, encoded, and recorded into the new target wordings.

According to Newmark (1988:7) states that translation is a craft consisting in the attempts to give some insight into the relation between thought, meaning

and language; the universal, cultural, and individual aspects of language and behavior, the understanding of cultures; the interpretation of texts that may be clarified and even supplemented by way of translation. A translation is normally written and intended for a target language reader even if the source language text is not written for any reader at all, for nothing but its author's pleasure.

As explained by Munday (2004: 3), translation conquers two senses, either translation as a product in which a translator must focus on the concrete product of translation, or as a process on which translation studies center on the role of a translator in taking the source text (ST) and turning it into the target text in another different language (TT). This is in line with the description of Holmes in his seminal paper, which is mapped by Toury, and cited by Munday (2004: 10).

Larson also adds that someone who knows both the source and the target language very well can translate a text rapidly without thinking about the semantic structure, but for translating a more complicated text, the translator will need to learn more. It means, even though a translator is fluent in both languages, he still needs to do an analysis of both languages and learns about the semantic structures of both languages. An example can be seen in below:

SL : Siapa nama anda?

TL : **What is your name?**

From the example, it can be seen that the translator uses different words and different grammatical structures, but the meaning of the language is still to ask for someone's name. Larson also states that to do effective translation, one

must discover the meaning of the source language, and uses the target language forms which express the meaning in a natural way.

The study that has been conducted by Novriyanto (2019) stated that students still overcome the struggles for some difficulties when carrying out the process of translating a text. As a result, the students facing several issues that may affect the quality of the results. Mathieu (2003) elucidates the five common issues that appear in the translation world; they are Lexical-Semantic Problems, Grammatical Problems, Rhetorical Problems, Pragmatic Problems, and Cultural Issues.

Another explanation is, translation is an activity comprising the interpretation of the meaning of a text in one language or the source text and the production, in another language, of a new equivalent text or the target text (translation). The goal of translation is generally to establish a relation or equivalence of intent between the source and target text, while taking into account a number of constraints including context, the rules of grammar of both languages, their writing conventions, and their idioms.

B.1.2 Types of translation

The world of translation is wide, that's means there are many different types of translation. Despite these differences, they all fulfill the same purpose to easily communicate across languages. Translation type is the type used in translating process in delivering the meaning or the message based on each translator's intention in translating a translation work. Translation types are applied to identify text categories while the translation method is the way to translate text. According to Larson (1984:54), he divides two major types of translation. They are Form-Based translation, which attempts to faithfully follow the form of the SL and is known as literal translation and Meaning-based or idiomatic translation which makes every effort to communicate the meaning of the SL text in the natural forms of TL.

According to Newmark (1988:45) he divided the type of translation into:

1. Word-For-Word Translation

This is the type that is basically limited in the level of words. This translation type looks for word equivalence of the source language in the target language without changing the word structure in the translation. Another explanation is a translation of a text done by translating each word separately, without looking at how the words are used together in a phrase or sentence. The main use of word for word translation is to understand the mechanics of the source language or to construe a difficult translation process. The thing that needs to be considered when using the

word for word method is that we must maintain the sentence structure in the source language. An example can be seen in below:

SL : I like that clever student.

TL : **Saya menyukai itu pintar anak. (Nababan, 2008: 30)**

In Indonesian, the structure of the sentence is wrong. Even though the meaning is easy to understand. The word for word translation will be accepted if the structure of SL is similar to the structure of TL. Furthermore, easy to understand the meaning.

2. Free Translation

This type of translation focuses on contents and tends to sacrifice the form of SL. The equivalence of findings tends to happen at the level of sentence or phrase. This free translation method is a free translation method, free what is meant here is free to interpret the message or content of the text or sentence to be translated. But what needs to be remembered is that even though they are free it does not mean that the translator is free to change sentences, shorten, lengthen or even omit sentences. Free translation still has to pay attention to the authenticity and purity of the text in the source language. An example can be seen in below:

SL : -his heart is in the right place.

TL : **-dia baik hati. (Nababan, 2008:33)**

3. Literal Translation

The literal translation method also translates word for word, it's just that this translation method adjusts more to the arrangement or order of words in the translated language. Literal translation also stands between word for word type and free translation type. The translator do the word for word translation first, then adjust the word structure in TL to make the translation suit well with grammatical system of the TL. An example can be seen in below:

SL : This oil contains low fats but high calories.

TL : **Minyak ini mengandung rendah lemak tetapi berkalori tinggi. (Hartono, 2017: 17)**

4. Dynamic Translation

Dynamic translation is also known as natural translation. The source language message is delivered with expressions that are common in the target language. Everything that is less natural, both in relation to the cultural context or in its expression in the target language, is avoided as much as possible. This type of translation places great emphasis on the transfer of the message and also pays close attention to the specificity of the target language. An example can be seen in below:

SL : The author has organized this book since 1995.

TL : **Penulis telah menyusun buku ini sejak 1995. (Nababan, 2008: 34)**

The use of the word "organized" in these translations is less common. The word can mean "*mengorganisasi*" in Indonesian, not "*menyusun*". The word that is usually used as an equivalent is the word "to organize", especially when the word is associated with writing a book. It cause this translation has a common language.

5. Pragmatic Translation

Pragmatic translation is a type of translation refers to the transfer message focusing on the exactness of information given in target language based on the information of the source language. This type of translation refers to the translation of a message that emphasizes the accuracy of information. If necessary, the translator must add some information to make the translation clearer for the reader (Nababan, 1997:25). This type of translation can be found in certain documents which contain facts. An example from a product can be seen in below:

★ SL : White cross baby powder is soft and smoothing. It absorbs moisture and keeps baby cool and comfortable. It contains Chlorhexidine, and antiseptic widely used in hospitals and clinics.

TL : White cross baby powder lembut dan halus, menyerap kelembaban, menjaga kesegaran dan kenyamanan bayi anda. Mengandung chlorhexidine 0.038% antiseptic yang banyak digunakan dirumah sakit dan klinik.

(Nababan, 2003:35)

The example above shows that in pragmatic translation, the problem of language form is not given enough attention. Translators focus more on transferring information as completely as possible. In the translation above there are the words "*bayi anda*" and "0.038%" even though these words are not in the original text. It shows that in pragmatic translation, the source of language isn't that important.

6. Esthetic-poetic Translation

Nababan, (1997:26) explained that in aesthetic-poetic translation, the translator does not only focus on the problem of conveying information, but also on the problem of impressions, emotions and feelings by considering the beauty of the target language. This type of translation is also called literary translation, such as the translation of poetry, prose and drama which emphasizes emotional connotations and style of language. This type of translation is difficult to do because the literature of one language is different from another, and so is the culture behind it. An example can be seen in below:

SL : Hey, jude don't make it bad
Take a sad song and make it better
Remember too let her into your heart
Then you start to make it better

TL : Kasih, dimanakah

Mengapa kau tinggal aku

Ingatlah selalu padaku

Janji setaimu tak kan kulupa

(Hartono, 2017:22)

7. Ethnographic Translation

In this type of translation, the translator tries to explain the cultural context of the source language and target language (Brislin, 1976:3). Not only that, the translator must also know how a word is used in a cultural context in SL and TL. If a source language word turns out to have no or no equivalent in the target language, it will be difficult. This is due to cultural differences in the use of the two languages. An example can be seen in below:

SL : You're cherry mood.

★ TL : **Kamu kelihatan ceria. (Hartono, 2017:25)**

The word "cherry mood" in the example above has no equivalent in Indonesia. Therefore, to solve problems like this, translators will usually leave the word written in English or original text. Then the translator can add information about the meaning of the word. This method is considered the most appropriate in overcoming the absence of equivalent words in the source language in the target language which is caused by the differences between the two languages.

8. Linguistic Translation

Linguistic translation method is a translation method that is oriented on linguistic information. Linguistic translation refers to translation attempting to make implicit linguistic information in source language become explicit. It can be seen in words, phrases, clauses, or sentences. One example can be seen in complex English sentences which must be converted into core sentences to understand their meaning because the sentence has more than one meaning. This can be done before the word or sentence is translated into Indonesian. An example can be seen in below:

They are sailing boats. (a)

They are now sailing boats. (b)

They are the sailing boats. (c) (**Lambang Prakoso, 2010:25**)

Sentence (a) is ambiguous since it may mean a declarative sentence stating that “they”, referring to persons, are sailing boats on water at present and it may also mean a declarative sentence indicating several sailing boats. Sentences (b) and (c) make the information explicit.

9. Communicative Translation

By referring to the nature of communication, Newmark (1981:62) expressed his views on the function of translation as a means of communication through the following statement "...Translation is basically a communication or way of appointing one or more people to talk to each other." As a communication tool, special translation must be returned to its

main function as a tool for conveying or expressing an idea or feeling to others. If this opinion can be accepted, then a translation does not only have form and meaning, but also function.

Newmark in Nababan (2003) regards translation as social phenomenon having multi-dimension. Source and target languages, culture, source text writer, translator and readers need to be considered. Communicative translation also concerns about the effectiveness of the translation and the effect it arises (p. 29). An example can be seen in below:

Open the door, please

Open the door!

The first sentence has the word “please”, it can support the meaning of sentence that the text has a smooth tone. The second sentence hasn’t the additional word. It looks like the text is just imperative sentence. Even though it looks the same, when using communicative translation it will have a different meaning.

10. Semantic Translation

Semantic translation is focus on the finding of equivalence in world level but it pays the attention on source language. Semantic translation it must take more account of the aesthetic value, that is the beautiful and natural sound of the SL text. Futhermore, it only changes the meaning and text of source language to the target language (Newmark:1988).

An example can be seen in below:

SL : Watch out!

TL : **Awas!**

The sentence above is translate use semantic translation. It can be seen in the phrase “watch out” is translated as “awas”. If translate the phrase directly, it should be “menonton luar”. Since that sentence is transated use semantic translation, the phrase can focus on the meaning.

(Laurent and Frank, 2019) stated that when using the semantic translation method, the resulting translation is a flexible and flexible text when compared to other types of translations. This flexible and flexible meaning is obtained because this translation considers the aesthetic elements of the target language while still compromising the meaning as long as it is within the limits of reasonableness. It is not uncommon for even words with little cultural meaning are termed more neutral or functional language.

B.1.3 Translation Competence

Competence is the perfect knowledge of an ideal speaker-listener of the language in a homogeneous speech community. In communication, communicators should have the ability in competence, although competence in translation is different from competence in bilingualism. Competence is the underlying system of knowledge and skills that enable someone to do particular things. A fundamental assumption of this study is that a person with knowledge of the source and target languages has a basic translation ability. This means that he/she is able to perform the task of translating from one language into the other,

naturally subject to the constraints posed by the extent of the individual's knowledge of the respective languages, most notably L2 (Toury 1984:190).

Translation competence can be defined as the underlying system of knowledge required to translate. PACTE (2009) defines translation competence as expert knowledge needed to perform a translation task well. According to Wilss (1982, p.58) translation competence requires “an interlingual supercompetence” which is based on the respective inclusive SL and TL knowledge plus the text-pragmatic dimension, as well as the ability of assimilating the two competencies on an upper level. To Bell (1991, p. 43) translation competence includes the set of knowledge and skills possessed by the translator so as to perform a translation.

Neubert (2000) identifies five qualitative parameters of translation competences :

1. Language competence. Language competence means translators should be competent in source and target language grammatically. They must be sensitive to the linguistic and textual features of the source language and target language. In addition, translators must know how the source language and target language texts are arranged and should be familiar with how sentences are combined into paragraphs, and paragraphs into a text.
2. Textual competence. Textual competence means linguistic system of textual features of the source language and target language mastery cannot guarantee the result of the translation quality.

3. Subject competence. Familiarity with the subject matter being translated is another important aspect. However, the translators do not need to have special expertise in the field of the text they want to translate. It could enhance the comprehension process of the source language text, which could affect the quality of production process in target language text. “It also gives possible solutions to translators with regard to how unfamiliar technical terms should be rendered” (Nababan, 2008).
4. Cultural competence. Translators must master the culture term of the source language and target language since the process of translating texts, both academic and literature in are always attached by culture. Thus, “they have to be biculturally competent.
5. Transfer competence. Translator needed is transfer competence. It refers to the converting strategies of source language texts into target language texts (Neubert, 2000).

The PACTE model of translation competence is probably the most widely-known competence model in translation competence research. The PACTE research Group (Process in the Acquisition of Translation Competence and Evaluation) was formed in 1997 by several translators and translation teachers from the Universitat Autònoma de Barcelona to investigate the acquisition of translation competence in inverse and direct written translation (PACTE, 2003). In the revised and final version of the model, translation competence comprises “five sub-competences (Bilingual, Extralinguistic, Knowledge of translation,

Instrumental and Strategic)” and activates “a series of psychophysiological components” (PACTE, 2017b: 39). For each sub-competence, the PACTE group offers a brief description of their nature and scope:

1. Bilingual sub-competence is predominantly procedural knowledge made up of “pragmatic, socio-linguistic, textual, grammatical and lexical knowledge in the two languages”
2. Extra-linguistic sub-competence is predominantly declarative knowledge made up of bicultural knowledge, encyclopaedic and subject knowledge.
3. Knowledge of translation sub-competence is predominantly declarative knowledge “about what translation is and aspects of the profession”.
4. Instrumental sub-competence is predominantly procedural knowledge “related to the use of documentation sources and information and communication technologies applied to translation”.
5. Strategic sub-competence is procedural knowledge to “guarantee the efficiency of the translation process and solve the problems encountered”.
6. Psycho-physiological components refer to “different types of cognitive and attitudinal components and psycho-motor mechanisms” (PACTE, 2017b: 39-40).

According to the PACTE group, strategic sub-competence is the most important subcompetence in their model, as: It is responsible for solving problems and the efficiency of the process. It intervenes by planning the process in relation to the translation project, evaluating the process and partial results obtained, activating the different sub-competencies and compensating for deficiencies, identifying translation problems and applying procedures to solve them. (PACTE, 2005: 610). This description suggests that strategic sub-competence is an essential component that governs many aspects of the translation process. However, it is unspecified how it intervenes and activates the different sub-competencies in the translation process. In other words, the interplay of the sub-competencies remains unclear in the PACTE model of translation competence.

Language competence related to a translator's knowledge and understanding about the language, since translation in Neubert's opinion is more than a study of languages in contrast. Textual competence relates to a translator's understanding about the text they work with. Having this competence, a translator will not only understand about linguistic feature of the text, but also they will be able to identify the textual features of the text. Subject knowledge relates to a translator's specialist knowledge and how to access this knowledge when needed in translation work. Cultural competence will enable the translator to deal with cultural information which is acceptable in the target text readership. Finally, transfer competence relates to a translator ability to employ specific tactics and strategies in translating a text from a source language into a target language.

B.1.4 Academic Translation

The academic translation is essentially any type of translation having to do with academics. This includes article translation services, diploma or essay translation, to translate academic papers, and presentation translation as well as translations of journals. The translation may be used in a formal class, as supplementary material, or as online material. There are sub-topics and sub-translation of academic translations: abstract translation, thesis translation, and academic writing translation. Using academic translation can help to boost bilingualism. It caused bilingualism can increase as an asset for individuals or communities. A translator of academic texts has the task of producing an accurate translation of the model of academic knowledge with support on the logical relations, as they are part of the cognitive assimilation mechanism inherent in all human beings as well as provide insight into the new scientific knowledge of foreign language recipient. Ignoring the nature of academic knowledge and the academic type of the text could lead to a translator's incorrect translation of logical links in the author's model of knowledge.

The translation of an academic text is a reflection of linguistic units and concepts with the aim of recreating the author's model of knowledge based on the principle that sets the original type of the text, its logic. The translation of an academic text is to identify linguistic units (basic words, explications, and associations) and the relations between them. The purpose of the translation of the academic text is to understand the special text based on an individual model of knowledge. In contrast to the interpretation of a literary text, involving a

multiplicity of interpretations due to the fact that this type of text is culturally driven and designed for a “general” audience, the interpretation of an academic text is limited to the certain logic of scientific knowledge and scientific knowledge in general. The logic of academic knowledge appears in the ordering and objectification of the scientific knowledge results. Thereby, the base of the academic text translation is the principle of moving from the old to the new knowledge, from “basic” to “constructible”. On the basis of this principle, the translator organizes and constructs the original special knowledge.

The University of Sidney stated that academic texts have several types that can be studied. Some of these types are descriptive, analytical, persuasive, and critical. Each of these types of writing has specific language features and purposes. The explanation will be explained below:

1. Descriptive

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The simplest type of academic writing is descriptive. Its purpose is to provide facts or information. An example would be a summary of an article or a report of the results of an experiment. The kinds of instructions for a purely descriptive assignment include: 'identify', 'report', 'record', 'summarise' and 'define'.

2. Analytical

Most academic writing is also analytical. Analytical writing includes descriptive writing, but also requires to re-organize the facts and information described into categories, groups, parts, types or relationships. The kinds of instructions for an analytical assignment include: 'analyze', 'compare', 'contrast', 'relate', and 'examine'. If the text compares two theories, it might break the comparison into several parts, for example: how each theory deals with social context, how each theory deals with language learning, and how each theory can be used in practice.

3. Persuasive

Persuasive writing has all the features of analytical writing that is, information plus re-organising the information, with the addition of writer's point of view. Most essays are persuasive, and there is a persuasive element in at least the discussion and conclusion of a research article. Points of view in academic writing can include an argument, recommendation, interpretation of findings or evaluation of the work of others. In persuasive writing, each claim you make needs to be supported by some evidence, for example, a reference to research findings or published sources. The kinds of instructions for a persuasive assignment include: 'argue', 'evaluate', 'discuss', and 'take a position'.

4. Critical

Critical writing is common for research, postgraduate and advanced undergraduate writing. It has all the features of persuasive writing, with the added feature of at least one other point of view. While persuasive writing requires the writer to have their point of view on an issue or topic, critical writing requires you to consider at least two points of view, including your own. For example, explain a researcher's interpretation or argument and then evaluate the merits of the argument, or give their own alternative interpretation. Examples of critical writing assignments include a critique of a journal article, or a literature review that identifies the strengths and weaknesses of existing research. The kinds of instructions for critical writing include: 'critique', 'debate', 'disagree' and 'evaluate'.

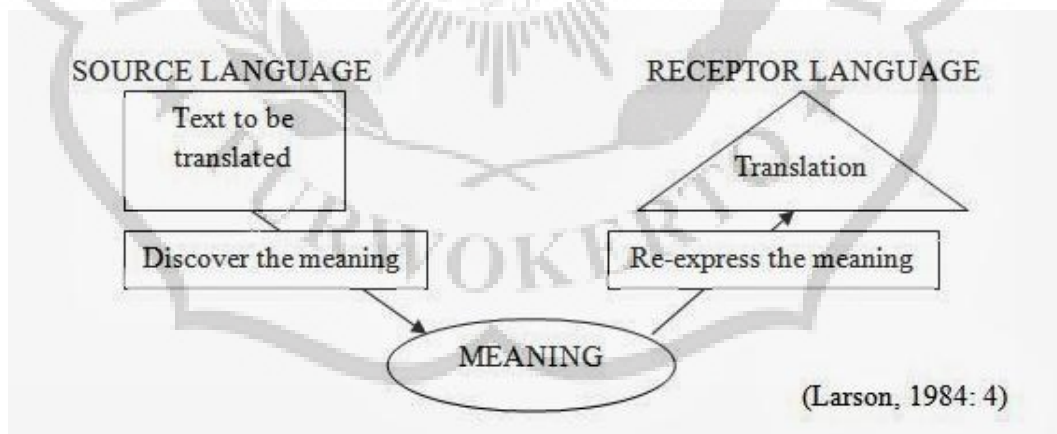
B.1.5 Translation Process

The translation process is a set of actions where the translator makes an effort to transfer the message from the Source Language (SL) into the Target Language based on his/her knowledge, skill, and understanding of the book he/she is translating. Hoed (1992:81) described the translator as the receiver of the source language and the sender of the target language as well. It is very important for the translator to know the culture of the source language so that he/she can transfer the message of the source language as well as he/she writes the book in his/her own mother language. The process is not only focused on transferring the

language or translating each word, but also concerned more with looking for equivalence of meaning or message before doing the translation process.

On the other hand, Larson (1984:3) He observed that, ‘translation is a process of transferring the meaning of the text, which must be held constant, from the source language into receptor language. He also explain that a translator needs to discover the meaning of the message in the source language, there is a text to be translated. After the translator gets the meaning, the process of determining the meaning that related to the communicated is needed. Finally, a translator needs to re-explain or re-express the meaning or the message in target language using the translation equivalent.

Larson described the process or steps of translation in her book and here is the overview of the translation task:

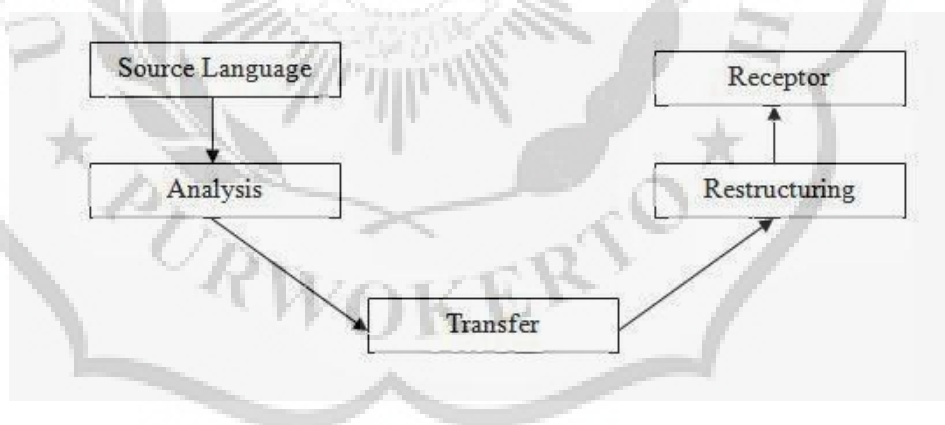


Picture.1 Larson Diagram of Translation Task

Translation as a process involves three stages: (1) analysis, (2) transfer, (3) restructuring (Nida and Taber 1982:33), it can be explained as follows :

1. Analysis, in which the surface structure is analyzed in terms of the grammatical relationships and the meaning of the words and combinations of words.
2. Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B.
3. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

According to Margono, in his *Essential of Theory and Practice of Translation*, he proposed a diagram of translation process as follows:



Picture.2 Margono Diagram of Translation

Margono (1999) further explained that the processes of analyzing a translation may consist of: (a) Analyzing grammatical relationship between

constituent parts. (b) Identify the meanings of the semantic units. (c) Finding the connotative meanings of the grammatical structures and semantic units.

For example, here is a translation from English as the source language into Indonesian as target language.

SL : The Balinese themselves are drawn to exhibition of trance and find them as interesting as the tourist.

TL : Pertunjukan tarian yang penarinya mengalami kerasukan dikunjungi banyak penonton, termasuk wisatawan asing dan orang Bali sendiri. Pertunjukan itu sama menariknya bagi wisatawan maupun orang Bali (Margono, 1999: 14).

In the example above, the original meaning is not changed when translating the source language text into target language text. From the example, almost all of the meanings in the source language text are translated again in the target language.

According to Newmark (1988: 144) there are three basic translation process:

1. The interpretation and analysis of the source language text.
2. The translation procedures, which may be direct, or on the basis of source language and target language corresponding syntactic structures, or through an underlying logical 'interlanguage'.

3. The reformulation of the text in relation to the writer's intention, the readers' expectation, the appropriate norms of the target.

B.1.6 Translation Problems

Translation just involves the transfer of concepts from the source language to the target language, without altering the content or the meaning of the text's objectives. Moreover, translation is similar to other English skills in that it mostly deals with issues that arise during the translation process, such as when the finished product is incomprehensible compared to the original text. Learners of the target language are sometimes afraid of making mistakes or errors in the language learning process.

According to Tarigan (1995:85), there are two types of error namely interlanguage error and intralingual error, the explanation is as follows:

1. Interlanguage error

★ In term of the interference, it is stated by Corder (1974) that interlingual interference is the errors caused by learners' mother tongue interference. Interlanguage error is error that are caused by the inference of mother tongue (L1) to target language being learned. They also known as the contrastive analysis concept or L1 depend errors. It deals with the inference between L1 and L2 including phonology, morphology, syntax, vocabulary, and structure.

2. Intralingual error

Richard (1974: 6) states, intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. Intralingual error is error that is caused by the students difficulties in learning the TL itself, it's contrast to interlingual error which originates from L1 interference. For intralingual, there are no inferences of mother tongue to TL, so this is called independent L1 error.

Mathieu (2003) elucidates the five common issues that appear in the translation world; they are Semantic Problems, Grammatical Problems, Rhetorical Problems, Pragmatic Problems, and Cultural Issues.

1. Semantic Problem

Semantics is the study of the meaning of words, phrases and sentences. Furthermore, semantics also deals with the conventional meaning conveyed by the use of words. Semantic problems can be solved by consulting dictionaries, glossaries, terminology banks, and experts. Such problems include terminology alternatives, neologisms, semantic gaps, or lexical networks. Other problems are contextual synonyms and antonyms there are aimed at an acceptance that depends on the context to determine which meaning is correct. Semantic misunderstandings occur when people assign different meanings to a word or utterance. One of type of semantic misunderstanding is bypassing. An example can be seen in below:

- Ruth came to **bat** in the fifth inning.
- The **bat** is the only mammal that can fly.

In the first sentence, 'bat' has meaning baseball bat or stick. It can be used for slow-pitch softball leagues. The person in the batters box attempting to hit the ball from the pitcher is called batter. The second sentence contain the word 'bat' too, that has meaning animals classified as mammals which can fly like a bird. When those sentence are pronounced without context, the listener or the readers may get confused because it has same sound and written text.

2. Grammatical Problem

The problem of grammatical aspects in translation cannot be denied by the translators. Mathieu (2003) goes on to say that the issue of grammatical aspect, which is different between the source language and the target language, becomes difficult when translating a text from the source language to the target language. The majority of translators aim to change the target text's grammatical structure while translating the source material without changing its content or intent. An example can be seen in below:

- **False** : The teacher told Lia and I to talk with her.
- **Right** : **The teacher told Lia and me to talk with her.**

The first sentence is wrong because it use “I” when it’s the subject of a verb such as “I walked to the school”. Likewise, use “me” when the pronoun is the object of the verb, or when the verb is doing something to someone such as “my sister followed me to the toilet”.

3. Rhetorical Problem

Rhetoric refers to the study and uses of written, spoken and visual language. It investigates how language is used to organize and maintain social groups, construct meanings and identities, coordinate behavior, mediate power, produce change, and create knowledge. Translators are confronted with issues that involve the identification and recreation of figures of thought such as comparison, metaphor, metonymy, synecdoche, oxymoron, paradox, and many more, as well as diction. An example can be seen in below:

- Metaphor : He was a wolf among sheep.
- Synecdoche : The commander had an army of 1000 swords.

Metaphor has the meaning of comparison in which something said is said figuratively. In the sentence, its explain the “wolf” who looks like a sheep, but is actually its dangerous. Synecdoche itself has meaning when a part of something is used to refer to a whole. From the sentence that explains about people holding swords were there too.

4. Pragmatic Problem

Pragmatic in linguistics is the study of the use of natural language in communication or the study of the relations between languages and their users. One of the issues of near-side pragmatics is ambiguity or vagueness. Sometimes it is not completely clear what someone means because they use a word with multiple meanings. The pragmatic problem itself is when the pragmatic force of a language is misunderstood, for example, if an apology is interpreted as an excuse, the communication fails, which is called pragmatic failure. Another example can be seen below :

- A saw a star.
- It get better with the leather.

The two sentence above has more than one meaning actually. In others point of view, the first sentencen could mean “saw a bright object in the sky” or “saw a famous person”. The sentence should be explain more than one. It has same condition with sentence two, there should be clear what the actual menaing of leather? What kind of it?

5. Cultural Issue

Cultural issues may arise from different cultural references, such as names of food, festivals, and cultural connotations. Language can be perceived as a component of culture or an instrument of culture [Tolstoy, 1991, 6]. The translator will use language localization to adapt accurately the translated text to the targeted culture. An example can be seen in below:

- In Indonesia, there is a lot of ceremonial agenda, one of them is *Ngaben*.
- Siri is one of virtual assistant device that uses voice recognition and is powered by artificial intelligence (AI). Mobile device that have changed the app that people use only by voice instruction.

From the sentences above, we should explain about the words '*ngaben*' and Siri. For some people, they are not knowing what the meaning of those words. So the translator can give the notes or explanation more about that. Readers should know what is the actual meaning from what they read.

Human learning is fundamentally a process that involves the making of mistakes. Not only mistakes, but any misjudgment, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information (Brown, 1980:64).

B.1.7 What makes a good translation

According to Larson, a good translator tries to find the meaning of the source language, transfer it to the natural form of the target language, and communicate the meaning of the source language that can be understood well by the target readers so that the target readers will give the same response as the source language readers do. The translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988:5), meaning that the product of translation must be meaningful to the reader. Readers need translation because they do not have the access to the source text. They

expect the product of translation is easily understood. This is one of the criteria for the quality of translation (Nababan, 2008:14).

A good translation flows well, uses appropriate language and feels as though it was written for the intended audience. A poor or weak translation, on the other hand, could be peppered with grammatical mistakes, including sentences where the meaning has been lost and feel stilted and clunky to the reader. A good translation should be clear, accurate, and precise. It should be based on the original text and use the target language, expand its vocabulary, and make it more intelligible for a wide audience. It should respect the integrity of the original text too. The points to make a good translation by some experts are:

1. Accuracy

(Shuttleworth and Cowie, 1997, p.3) stated that accuracy is a “term used in translation evaluation to refer to the extent to which a translation matches its original”. Meanwhile, Larson (1998: 531) states that a translation may be accurate in that the translator understands correctly the source text and is attempting to communicate that information, and it may even be understandable. Therefore, the translator should show the best translation to make the accuracy of the text. A good translation should be accurate. Literally true to the original. Not just that, it should not gloss over any problematic areas: from historical or cultural inaccuracies to grammar and spelling errors. Accuracy and precision are what make translations much easier to go through than original texts.

2. Acceptability

A good translation should be understandable even to someone unfamiliar with the original text. The word choices, sentence structure, and punctuation should not just convey the meaning of what's already there but also provide new insight into that meaning or give it shade or tone. "Translator which leans towards acceptability can thus be thought of as fulfilling the requirement of 'reading as an original' written in the target language rather than that of 'reading as the original' (Shuttleworth and Cowie, 1997, p 2-3).

3. Readability

(Larson, 1984:531) states that readability is "urgently important since a translation may be accurate but still not communicate to the people who are used to it. The forms of the language which are used should be those which make the message of the source text as easy to understand as the source text itself was to understand". Some factors that determined readability are diction of native and foreign words, ambiguity, and complexity of sentences (cited in Nababan, 1997, p.46).

4. Word choice

According to Mathieu (2003), in the domain of translation, the lexical decisions made by translators have an impact on the meaning of the target text. Also, each and every term that is listed in dictionaries will be clear to understand when used in context. Since a single word can have countless meanings, it can still be comprehended if it is put in phrases.

Consequently, the apparent meaning of the term itself will be clarified by the context of the text. Moreover, word choice problems can be overcome by consulting the appropriate dictionaries to determine each word's precise meaning, translating collocations and idioms that stand alone in meaning, and discover each word's synonym or antonym.

5. Accessible

One of the criteria that Gouadec (2007) sets for a good translation is accessibility. Anyone who uses the translation must be able to clearly understand the information and the message from the translation. Just like another translation product of translation, the work must be readable, coherent, logical, and preferably well written.

B.2 Review of Related Research

Translation is one of the language skills, which is very crucial to be learned by translators and students in the relevant field of study who are eager to be a professional translator in the future. According to Malkjaer (2011), translation is a sort of activity which is done by a translator at conveying meaning in a text from one language to another language. Both researchers stated that the result of translated-work is not supposed to be like what has been written in the source language (SL) text; however, the purpose of the source language should be conveyed when it comes to the target text (TL). Waldorf (2013) states that translation is a process of mobilizing the meaning of a particular text from one language to the close equivalent of the target language (TL).

This research relates to several previous studies that discussed similar matters. Several studies have been found which will be explained. In 2014, a study entitled “Theory and problems in translation” has been conducted Bharathi. His study attempted to investigate the translation problems that appear in the two novels, *Tell a thousand lies* and *the Sea of innocence*. The qualitative method had been applied in this study. The result of his study showed that from the two novels which have been investigated, apparently the most common problems found were the cultural problems. Shama Bharathi concluded that most English words were not translated properly into Indian because there was no close equivalent due to some cultural terminologies in English into the Indian language. Hence, he suggested to translators to have a proper insight of both the languages, i.e., the source language and the target language.

The other research from Burbekova Saule and Nurzhanova Aisulub in 2014 entitled "Problems of translation theory and practice: original and translated text equivalence" find that the Kazakh and Russian-speaking students understand the cultural concepts or in contrary fail to choose appropriate strategy in translation. Different historical periods have different content and different interpretations of its relationship to the original literature. The history of translation in almost every culture throughout ancient times to the present was developed under the sign of the two requirements, sometimes, contradictory. It was either the requirement of maximum transmission close to the original, or adaptation of the target text to the reader's perception.

Roswita Silalahi (2016) was do the research to find some problem in translating process English verbs into Indonesian. The researcher found the problem that in translating English language into Indonesia language regarding to verbs, it cannot be forced to have the same function of verbs from SL (English verbs) to TL (Indonesian verbs) because each language has its characteristics semantically. The result showed that the contextual consistency is more dominant than the verbal consistency.

The next previous research was carried out in 2020 by Astria Sonya and Rusdi Noor Rosa. This research discussed analyzing the problems faced by the student translators in translating a historical recount text. The results indicate that there are ten problems founds in the students' translation, they are the improper use of generalization technique, improper of borrowing technique, target language structure, meaning deletion, the improper use of literal technique, context misunderstanding, target language interference, meaning addition, inability to find right equivalent, source text misunderstanding. These problems are mainly caused by the students' low translation skills.

The last related study was found by Anastasya Prima Sari Sinaga on her study "Translation Error In the Students Translating An Accounting Text From English Into Bahasa Indonesia". In this study writer were identifying the methods of the students in translating the accounting text, identifying the mistakes that occur in students' translation products, and explaining the students' reasons why they translated the accounting text in their ways. The students committed 205 mistakes in their text translations. Most of the students used adapted translation

method in translating the accounting text. It could be seen from the attempt of the students to add some information from the source language text (SLT) into the target language text (TLT).

In the translation related studies conducted by the five researchers above, they examined translation problems, as well as analyzed the readability of the translation. The object used by the five researcher above are student's translation works. The data used by the researcher is the kind of translation problems. In the research that has been done above, researcher found research that has not been discussed, namely on use academic text as an object of the translation works for student. The research also supported by collecting data from questionnaire and interview to deeper know about the translation problems that students face. The problem that research discuss are conducted by Mathieu's theory.

The specific problems in this research are focused on Semantic Problems, Grammatical Problems, Rhetorical Problems, Pragmatic Problems, and Cultural Issue. The writer will analyzing the problems from students for translate the academic text from Bahasa into English that make different from the previous research. In addition, the results of previous studies that have been conducted on the effectiveness and method of analyze the result of translation will serve as a references in conducting this research.

The difference between this research and the previous research is in the analysis of the subject and theory. This research analyses the translation problems in academic text, that is essay written by Delita Sartika entitled “Merdeka Belajar Pada Perguruan Tinggi”. The researcher tries to investigate the translation problems by using theory of Mathieu’s (2003). In addition, the researcher also analyze how the students overcome the problems during translating the academic text.

