

## CHAPTER II

### LITERARY REVIEW

This chapter deals with theories related to the study. It consists of the translation definition, translation types, translation process, and translation method. Theory about metaphor and definition of novel will be elaborated in this chapter and also a critical review of the major theories on translation procedure for dealing with metaphors.

#### **A. Translation**

Generally, translation is process of transferring or translating text from source language (SL) into target language (TL) with an equivalent or similar meaning. Based on Cambridge Advanced Learner's Dictionary, translation is changed into someone's own language, not in the original language, which is words, phrases or texts in other languages that have equivalence of meaning of the form / original version and as an expression of something in a different language, changing a masterpiece in writing from one language into different languages.

The etymologically of word in translation is used to refer to four of meaning: First, delivering context that is not up to another person. Second, translate contexts with similar way from source language (SL) with target language (TL). Third, translating context with a language other than the target, and fourth, process of transferring from one language to another (Az-Zarqoni in

Huda (2008)). In addition, Munday (2001: 5) argues, translation is a shift in the source language into the target language in the form of written text. "...as changing of an original written text in the original verbal language into a written text in a different verbal language." The opinion is like Rochayah Machalli (1993:4) which defines translation, "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." replacement of material text in a language (source language (SL)) with a text equivalent material (equivalent) in another language (target language (TL)).

The purpose of translating a text is to transfer of meaning and contexts sustain the contents of a text, as expressed by Newmark (1988:5), translation is "rendering the meaning of a text into another language in the way that the author intended the text." In translating a text, the translator must not only translate or transfer the language of the source language into target language, but also should include of meaning intended by the author. Not only that, Larson (1984:3) said "translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. It means that in translation is not only transferring the message or meaning but also analyzing the grammar and cultural context from the source language.

Furthermore, Peter Newmark (1991:57-58), describes the five purposes of translation, that is: to contribute knowledge and harmony between communities

and language groups; promote information and technology, especially for countries that do not allied or do not have a same mother language; Explaining ethnic culture and its difference to avoid contamination; as well, making the works of religious values are scriptures, artistic value in the arts and humanities, as well as scientific works, in order to reach all over the world; to facilitate of learning foreign languages. Agree with Newmark, Sadtono (1985:9) defines translation as a purpose; to delivering news, information and messages in the form of the recipient language. In delivering the news through the language of the receiver, required some adjustments grammar and vocabulary; to produce a work of translation from source language with carry the same meaning in the language of the recipient. And, disseminate knowledge.

Based on these definitions, it can be concluded that the translation is to shift the language from the source language (SL) to the target language (TL) which retains context the contents of from meaning in the language of the source or at least have the same equivalence with the source language. In translation, the translator must consider some limitations, such as context, the rules of grammar, writing conventions, idioms, figure of speech and other things that are in both languages.

## **B. Translation Types**

Translation is part of human life. thus, the translators must translate a text as there are several other types of translation according scholars, such as Jakobson in Lawrence Venuti (2000:114) argues that the translation can be divided into three types: intralingua translation or rewording, interpretation of

verbal signs by using another sign in the same language; interlingua translation or translation proper, is the interpretation of verbal signs by using other languages, and inter-semiotic translation or transmutation, which is interpretation of verbal signs with a mark in non-verbal sign system. Nida (1964:4) states that there are three types of translations: first, intralingual is a process of interpreting a verbal sign with other signs in the same language. Second, Interlingual translation is not only concern matching / comparing symbols, but also equivalent of both symbols and grammar rules or in other words knowing meaning of the whole utterance. Third, transmutation, transfer a message from a type of symbol system into other symbol systems; these include the type of Interlingua translation. Nida's opinion is same with Jakobson.

Translation presenting a document that connecting from source language culture between the translators with the receiver, such as literary translation, which is target language text (TL) may disclose ideas or meaning of Source Language (SL). Not only have that, the translation presenting the distribution of freed messages on the communicative activity from the target language culture. Translation of this type usually aims to meet the communication needs. In other words, readers from the target language (TL), which reading the text from SL as if the text is written in their own language. Type of translation according to description it belong to Nord in Schäffner (2002:44), that is Documentary Translation and Instrumental Translation. Documentary Translation is the main point and the important thing for translated text because element of culture contained in each word of the culture text that has lexical and syntactic structure

of the source language. Those way, will indirectly build-cultural communicative from speaker of source-culture to hearer or reader on target culture. And, Instrumental Translation is an object-text contained within it; the reader is directed to the target-culture for those who can meet any text functions, such as not-translated text by borrowing from cultural sources.

Meanwhile, Newmark (1991:10-11) classify translations into two types, that is (1) Communicative Translation, translator tried to change the meaning the target language (TL) precisely so the readers had no trouble in understanding translation of the message contained in it. In communicative translation, the translator is allowed if needed transfer target language elements (TL) into the culture of the source language (SL). This type is suitable for use communicative translation of scientific text and arguments because as the text informative and vocative texts. (2) Semantic Translation, produces the exact contextual meaning from the target language (TL) by taking several values aesthetic and expression from the source language poetry (SL), such as the selection of foreign words, figurative language, metaphor, sound, etc. Type of semantic translation is very well used in imaginative literature or expressive texts.

### **C. Translation Process**

For translating a text, the translator should not be done carelessly or voluntarily. To produce a good translation, the translator must mastering the source language, mastering the target language, and master in subject matter of the text in order to translators can produce a translation in accordance with

intended meaning and style of language that appropriate to the source language text (SL). For example:

<i>Bahasa Indonesia</i>	: <i>Ibuku sedang memasak nasi goreng.</i>
English	: My mother is cooking fried rice.

To these steps, the procedures of translation must be complied with or carried out by the translator that the translation is not carelessly or where the like as well. For make adequate translation, the translators have to study the process of translating because to transferring the text not simple likes the example. There are different word choices and the grammatical structures as well in translating the complicated sentences. Like Larson (1984:3) said, many factors must be considered when translating a text because in translation in consist of lexicon, grammatical structure, communication situation, and cultural context of the source language text. After taking care all of it, the translator can properly analyze the text while considering grammatical structure and determine meaning by using the lexicon according to the receptor language and its cultural context.

Translation process can be interpreted as a series of activities undertaken by a translator at the time of transfer language from the source language (SL) into the target language (TL). To perform an activity needed translating precautionary because of an error in one step will cause errors in other stages or it can be produce different meaning. If something like that happens, the resulting of translation will contain errors (Nababan, 2003:25). Furthermore, there are three processes revealed by Nababan in doing translation: Analysis of the source language text (SL) from beginning to end of the text, the transfer of the source

text messages in the target language (TL) must be similar or at least equal as the source language text (SL), and reconstructive or harmonize the language that has been translated in order to there are no errors in aligning text translation.

Darwish (1999) states that in translating must be through the process: (1) Planning, identifying and knowing the scope from material needs which will translate. (2) Analysis, analyze and plan the activity of the source text translating to the selecting appropriate strategy to produce a good translation. Source text and the translation were investigated in relation to the type, purpose, target audience, functions and scope of these translations. (3) Translating, in this process, the translator explains the strategy that has been selected to then apply to transfer messages from the source language into target language well. (4) Revise, the translator should be read the review and revise the translation if there is an error or poor translation. (5) Editing or correction, editing is usually carried out by others, usually called the editor. (6) Reviewing, this activity should be done by others, not the translator. This is done to keep the quality of translations by considering the integrity. The unity between the sentences and paragraphs must be a good. (7) Finishing, resolving translation thoroughly and make sure all the work of translating has been completed.

According to Newmark (1988:144) there are three processes in translation: the interpretation and analysis of the source language text, the translation procedures, which may be direct or based on source language and target language corresponding syntactic structures, and the reformulation of the text in relation to the writer's attention, the reader's expectation and the appropriate norms of target

language. Because meaning important in a text, then the meaning of the concept is closely related to the activity of translation and even concepts cannot be separated from the field of translation. (Suryawinata and Sugeng, 2000:21).

#### D. Translation Method

Problems when translating the text from the source language (SL) into the target language (TL), it can be in terms of semantic structure, lexicon, and cultural aspects. Newmark (1988:45) proposed several translation methods which are classified into two: SL-oriented and oriented to the TL, as in the diagram:



Description The diagram above:

##### 1. Method of Translating Word To Word.

This method is used at the beginning of translation, especially to determine the mechanism of the target language (SL) or to analyze a difficult text. In this method, the sequence of words in the source language (TL) is maintained and each word translated one by one to retain the meaning that is not out of the context. In this translation culture

of words is translated with literally. However, this method produces that has no meaning

## 2. Literal Translation Method.

Grammatical construction of SL is translated into an equivalent most resemble or similar with TL. However, same as translating word for word, lexical items is translated out of context. Literal translation only be done at the initial stage of translation and used if the two languages have the same reference and equivalent. However, this method cannot be used to translate idiomatic expressions.

## 3. Faithful Translation

Generating contextual meaning but limited by grammatical structure of SL. By using this method, interpreter transfers the words culture and maintain a level of grammatical and lexical irregularities in the translation. This translation is very faithful to the intent and purpose of TL. This causes the translation fidelity becomes stiff and unnatural. This method is usually used in the translation of legal texts.

## 4. Semantic translation

Translating is more concerned with the value of beauty and fairness.

## 5. Adaptation

Translation method produces the most free and equivalence which far from the source language. This translation prefers the content at the expense of the SL. This method is usually used in the translation of drama

or poetry. Themes, characters, and the flow is maintained. However, the word culture in SL replaced with the word culture in the TL.

#### 6. Free Translation

The priority of this translating is the contents, but at the expense form. This is done so that the readers easily understand the text. The resulting translations are usually shaped paraphrase which may be shorter or longer than TL.

#### 7. Idiomatic Translation

Idiomatic translation aims to reproduce the message contained in the SL by using the form TL colloquial and idioms that are not contained in the culture of SL. Although using a different word or phrase, message remains the same.

#### 8. Communicative Translation

This translation aims to deliver contextual meaning in such a way that TL content and language is acceptable and understandable to the target reader. This method prioritizes the reader and the purpose of translation.

### **E. Translation Procedure**

According to Newmark (1988:45) translation methods and translation procedures are different because translation methods are translating to the whole text, but translation procedures are used for sentences and the smaller units of language. This paper will analyze the sentences, not the whole text and it will be using translation procedure. He described translation procedures as follows:

### 1. Literal

It is the way to translate from one word to one word, through group to group, collocation to collocation, clause to clause and sentence to sentence. It is different from word-for-word translation. This procedure can be flexible with grammar whilst it keeps the same “extra-contextual” lexis (Newmark, 1988:46). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Mereka adalah gajah di laut.</i> (p.6)	They are the <u>elephant</u> of the sea. (p.6)

### 2. Transference

It is a process of transferring SL word to a TL text in order not changes the original text because this procedure wants to procedure original form which is translated into TL. Translators use this procedure for there are the lacks of vocabularies of the target language. The word then becomes a ‘loan word’. It is used because of the lacks of vocabularies of the target language or something like: names of living, geographical and topographical names, names of periodicals and newspaper, plays, films, and addresses (Newmark, 1988:81-82). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Programa RPM Malaysia</i> (p.4)	The RPM Malaysia program (p.4)

### 3. Naturalization

The first thing to do is adapting the SL word to the ordinary pronunciation then changing it to the normal morphology (word-forms) of the TL for make it more familiar with the TL speakers (Newmark, 1988:82). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Café price boards</i>	<i>Papan tulis tarif kafe</i>

### 4. Cultural Equivalence

It is an approximate translation where a SL cultural word is translated by a TL cultural word. In other word, this procedure is to translate directly the cultural word from SL into cultural TL. It is sometimes used in a popular article or popular fiction. The main purpose of the procedure is to support or supplement another translation procedure in a couplet (Newmark, 1988:82-83). For example:

Source Language Text (SL)	Target Language Text (TL)
omelette or omelet	<i>Omelet</i>

In western omelette or omelet is a dish made from beaten eggs quickly cooked with butter or oil in a frying pan, sometimes folded around a filling such as cheese, vegetables, meat (often ham), or some combination of the above. To obtain a fluffy texture, whole eggs or sometimes egg whites only are beaten with a small amount of milk or cream, or even water, the idea

being to have "bubbles" of water vapor trapped within the rapidly cooked egg. But, in Indonesia, omelet is foods made from eggs and noodles.

#### 5. Functional equivalent

It is a common procedure. It is applied to cultural words, requiring the use of a culture-free word, sometimes with a new specific term; it therefore neutralizes or generalizes the source language word (Newmark, 1988: 83).

For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Keris</i>	A Javanese traditional weapon to fight

#### 6. Descriptive equivalent

It is used in translation when description is more important than function. This procedure does not explain the function of the source language but it is used to explain the description of the source language word (Newmark, 1988:83-84). For example:

Source Language Text (SL)	Target Language Text (TL)
<u>Azan</u> (p.25)	<u>The call for maghrib prayer</u> (p.29)

#### 7. Synonym

It is use to make near of sense between TL equivalent and SL word in a context, where a precise equivalent may or may not exist and use for a SL word where there is no clear one-to-one equivalent, and the word is not

significant in the text, particularly for adjectives or adverbs of quality (which in principle are ‘outside’ the grammar and less important than other components of sentence) (Newmark, 1988: 84). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Berjuta perasaan <u>menggelegak</u> dalam hatiku. (p.209)</i>	A million sensations <u>churned</u> in my heart. (p.163)

#### 8. Through Translation

Through-translation is the literal translation of common collocation, names of organization, the component of compounds and probably phrases. Normally, through-translation should be used only when they are already recognized term. The most obvious example of through-translation is the names of international organizations which often consist of ‘universal’ words which may be transparent for English language (Newmark, 1988:85-86). For example:

Source Language Text (SL)	Target Language Text (TL)
UN (United Nations)	<i>PBB (Perserikatan Bangsa-Bangsa).</i>

#### 9. Shift or Transposition

This procedure focuses on changing the grammar from SL to TL. The first type is the change of singular to plural or in the adjective position. The second type of shift is required when SL grammatical structure does not exist in the TL. The third type of shift is the one where the literal translation is

grammatical. It is possible but may not accord with natural usage in the TL. The fourth type of transposition is the replacement of a virtual lexical gap by grammatical structure (Newmark, 1988:85). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Biasanya mahasiswa IPB dari daerah minus itu cengar-cengir menghadapku, dan wajahnya <u>berbunga</u> (p.41)</i>	Usually, students from the Bogor Agricultural Institute from low-income areas would grain shyly at me, then their face would <u>bloom</u> (p.45)

Metaphor word in SL text is *berbunga*. It also involves the change from complex sentence to simple one, 'bloom' because bloom is when a flower blooms, it opens or is open, and when a plant or tree blooms it produces flowers, while *berbunga* is has a flower. It is different, but for the equivalence in TL, The translation is used bloom for look more natural.

#### 10. Modulation

Vinay and Darbelnet in Newmark (1988:88) defined the term 'modulation' as a variation through a change of viewpoint, of perspective and very often of thought category. They state that there are two kinds of modulations; standard modulation and free modulation. However, Newmark (1988: 89) divides them into eleven procedures: (1) negated contrary; (2) positive for double negative; (3) abstract for concrete; (4) cause for effect; (5) one part for another; (6) reversal of terms; (7) active for passive or vice versa;

(8) space for time; (9) part for the whole; (10) intervals and limits; (11) change of symbols. For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Senyumnya tak kunjung <u>padam</u>.</i> (p.224)	He <u>didn't stop</u> smiling. (p.179)

Metaphor word in the sentence above is *padam*. In order to analyze text, the translator change view point or perspective. The translation of the word *padam* became didn't stop. *Padam* is identical with the fire, but in this text, *padam* is used by smile. It is change of symbols from *padam* for fire to *padam* to smile.

#### 11. Recognized translation

This procedure is used when the TL words or sentences accepted translation from the SL in both of them (word and sentence) because it's already generally accepted equivalent. Although it is sometimes inappropriate or poor but the speakers of target language are fine with that (Newmark, 1988:89). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Bertahan!</i>	Hold on!

#### 12. Translation Label

This procedure is provisional translation. Usually, it is translating a new institutional term, which should be made in inverted commas, or it can be

later be discreetly withdrawn or may be accepted, later (Newmark, 1988:90).

For example:

Source Language Text (SL)	Target Language Text (TL)
<i>rumah-rumah panggung orang Melayu</i> (p.25)	the Malays stilt-houses (p.29)

### 13. Compensation

It is applied when the SL loss of meaning, sound effect, metaphor or pragmatic effect and then make up for in another part or in a contiguous sentence (Newmark, 1988:90). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Aku takjub melihat gadis Belanda ini. Tak sedikit pun ia kedinginan. Tak heran Kumpeni bisa menjajah kita sampai <u>karatan</u>.</i> (p.55)	I was amazed watching her. She wasn't even a little bit cold. No wonder the Company was able to colonize Indonesia for <u>so long</u> . (p.59)

### 14. Componential Analysis

This procedure is the basic process to compare SL word with TL word which has the same meaning but is not obvious one-to-one equivalent with demonstrating the common and then differing sense component (Newmark, 1988:90).

### 15. Reduction

These procedures have the similar meaning as deletion and addition. It is rather imprecise translation procedure, which can be practiced intuitively in some cases. Usually, in this procedure can be eliminating some part of the sentence or the phrase from the source language. It was used particularly in poorly written texts (Newmark, 1988:90). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Namun, sesuatu yang menyayat tersembunyi dalam matanya. Seringainya hambar, jauh, dan kesakitan. (p.2)</i>	Yet there was something hidden in his eyes. His grin belied distance, pain. (p.1)

The metaphor word is *menyayat*, but when this word was translated into TL, it is omitted. In SL text, *Namun, sesuatu yang menyayat tersembunyi dalam matanya* translated into 'Yet there was something hidden in his eyes'.

### 16. Paraphrase

It is an amplification or explanation the meaning of a segment of the text. It is used in 'anonymous' text when it is poorly written, or has important implication and omission (Newmark, 1988:90). For example:

Source Language Text (SL)	Target Language Text (TL)
No stone left unturned	<i>Tak ada satupun yang terleatkan</i>

### 17. Couplet

This procedure combines two of the above-mentioned procedures for dealing with a single problem. It is particularly common for cultural words (Newmark, 1988:91). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>kubuang pandanganku karena hatiku perih, (p.4)</i>	I looked the other way; (p.3)

The sentence of table is using two types of procedures translation that is compensation procedure and reduction procedure. Compensation is applied when the SL loss of meaning, sound effect, metaphor or pragmatic effect and then make up for in another part or in a contiguous sentence. It is using compensation procedure in the phrase “*kubuang pandanganku*” translated into I looked the other way. The sense of metaphor was lost and changed it with the real meaning of the sentence. Next procedure is reduction; from SL phrase “*karena hatiku perih*” is omitted when it is translated in TL phrase.

### 18. Notes, Additions, Glosses

Notes - supplying additional information in translation. It is normally cultural, technical or linguistic and is dependent on the requirement of his, as opposed to the original, readership. It can be applied within the text, at the bottom of page, at the end of chapter, or at the end of book. When the additional information is applied within the text, the procedure is called

addition. When it is put at the bottom of page, the procedure is called notes. And when it is put at the end of chapter or at the end of book, the procedure is called glosses. (Newmark, 1988: 91). For example:

Source Language Text (SL)	Target Language Text (TL)
<i>Aku berteriak-teriak, tapi suaraku surut diisap sunyi semenanjung,</i> (p.12)	I scream out, but my voice <u>ebbed and faded, absorbed</u> by the quiet of the peninsula, (p.12)

From text SL above, *tapi suaraku surut diisap*, it was translated into but my voice ebbed and faded, absorbed. The translator is adding information 'and faded in the sentence for make it more clearly.

## F. Metaphor

Aristotle in Levin (1979:79) as a classical review reveals that metaphor is an extra decoration on the use of language; a rhetorical tool used to search for certain effects, and is used at times only. When he heard someone express a metaphor, he just considers it as a form of language that deviates (weird) because at that time he had to reconstruct the expression becomes true meaning. Ahmad (2003:2) also describes the opinion of Aristotle on metaphor which has three characteristics. First, the metaphor of artifacts at the level of words and second, metaphor is a form of deviation or deviant from the literal language, and third, metaphor is a process of equalization of the two objects.

Lakoff and Johnson (1980:34-45) reinforces the statement, which has a core, if someone can understand a thing and may reflect a form into another or other words, is a mode. They emphasized its meaning not always appear on every word that was created, but appears on the concepts and arguments in a conceptual system and way of thinking human beings that is a systematic and structural. They also assert that metaphor not only in language but in thought and behavior. Therefore, metaphors contained in every human life as in this live nowadays. From the metaphor, people can know the mind and actions. Metaphors reflect who and how the user.

### **1. Definition of Metaphor**

The etymological origin of the word metaphor comes from Greek language "metaphora" consisting of "Meta = with/after (prefix) is used to describe of change, while the word comes from the word pherein is bear, carry, clearly, the central notion of metaphor is one in which mean are transferred" (Charteris-Black, 1955:19). With that case, metaphor is movement or transferring is the important thing because it is possibility of movement when transfer or change the emotional of metaphor itself. We should recall the motion and the emotion has the same etymology source. Griffith has opinion about the metaphor (1982:59-60), he said metaphor has two meaning; the first is general meaning, it means analogy comparison, the comparison to find similarities between the two things being compared. The second, specifically, Metaphor is a form of comparison with its own typical,

not as a simile. Because, simile is to compare between two different things, but using words, such as 'like' or 'as', whereas, the metaphor is the comparing of two different things without using words comparisons. Basically, metaphor is the similarity between the first and second in some way. The first subject can be described because the implicit and explicit attributes from the second subject are used to enhance the description of the first.

## 2. Metaphor Types

Newmark classify the metaphors into 6 types:

- a. Dead metaphor is "where one is hardly conscious of the image" (Newmark, 1988:106). This metaphor does not have a clear image as a metaphor. It is created by using a comparison, but do not realize it as an image of a metaphor. The comparison is to be a part of the language for the definition and the depiction of word or phrase metaphor. Kövecses (2002: ix) states "It may be highly conventional and effortlessly used, but this does not mean that they have lost their vigor in thought and that they are dead". Newmark (1988:107) added, this kind of metaphor frequently relays on source domain of the universal terms used of space and time, the main part of the body, general ecology features, and the main human activities because all of it is clearly delineated and more familiar. Sometimes, common words like 'dog', a narrow technical sense, like 'bridge' and metonymy is one of dead metaphor. For example:

- 1) Library is warehouse of knowledge.

Warehouse is the storage stuff. This word is compared with the place that full of knowledge, it means library is a place that a lot of storage for books to add to knowledge. Warehouse is a common source domain that looks so familiar. If the sentence was read, people did not realize that it is a metaphor sentence because people already understand the meaning of the sentence.

- 2) *Gelombang demi gelombang turis membanjiri Paris* (p.147-148).

*Membanjiri* is the metaphor from common word which usually used to describe a lot of something which make overflow. It has same image between *membanjiri* and a lot of people who come to Paris, just like flood. However, the image in the sentence didn't appear.

- 3) He is a snake.

The domain of animals is an extremely productive source domain. Snake is dangerous animal because it poisonous. This sentence is created comparison between 'he' and snake. In literal meaning, it refers to he is dangerous as snake that can harms other.

- b. Cliché metaphors. These metaphors “perhaps temporarily outlived their usefulness, which is used as a substitute for clear thought, often emotively, but without corresponding to the facts of the matter”. (Newmark, 1988:107). It is a metaphor that has been inefficient in conveying connotative information as its metaphorical content is vague and it is not appropriate because it is widely used of it, this metaphor

became meaningless. Cliché metaphor is like dead metaphor because dead metaphor is overused, but having said that the writer needs to put a new slant on them, and also cliché metaphor and stock metaphor overlap (Newmark, 1988:108), he stated, “It is up to you to distinguish them, since for informative texts. The distinction of cliché metaphor and stock metaphor may even lie in the linguistic context of the same metaphor.” He added that in informative texts the translator should remove cultural clichés to promote readability, but that in literary texts, the translator should retain them “in all their hideousness” (Newmark, 1982:87). This clichés are usually made up by two types of stereotyped collocations; figurative adjective + literal noun (filthy lucre) or figurative verb + figurative noun (explore all avenues) (Newmark, 1982:87). The illustration this type by the following example:

- 1) Put your foot on your mouth.

The literal meaning of this phrase is to say something that was better left said. It may look like dead metaphor, but the context of the situation is created it became cliché metaphor.

- 2) Absence makes the heart grow fonder.

As literal meaning, the phrase means two people who love each other are separated, if they meet each other, they will feel more love. The context of situation makes it become cliché metaphor.

- 3) My heart stung (Edensor, p 4)

The overused of this sentence is make it become cliché metaphor.

c. Stock or standard metaphor is "an established metaphor which in an informal context is an efficient and concise method of covering a physical and/or mental situation both referentially and pragmatically" (Newmark, 1988:108). This metaphor is not deadened by overuse. Van Den Broeck (1981:4) calls it "conventional". He stated, "Conventional metaphors, which are more or less 'institutionalized' in that they are common to a literary school or generation. Instances of such 'shared poetic metaphors'..." (Broeck, 1981:4). These are mainly metaphors coming from literature and assimilated through usage. Dickins (2005:234) also said it is a figure of language that is widely recognized as idioms, lexicalized phrasal metaphors that are established in the SL. This metaphor is still efficient in relaying their connotative contents and often culturally linked to the SL and therefore they are specific to each language. According to Newmark, the "most satisfying" way to translate a stock metaphor is by reproducing the exactly same "image" in the target language, but that it is more common to replace it with another well-established image in the target culture (1988:108-109). However, Newmark warns that replacing a metaphor with a new one will produce "a degree of change of meaning and usually of tone" (1988:109). As a third alternative, Newmark (1988:109) mentions that metaphors can be reduced to literal language, but notes that this will remove or add emotive or pragmatic impact from the text For example:

1) Life's a climb. But the view is great.

In literal, it means life is difficult and it has many obstacles. It's hard to get out of some of the difficult things you might come across. But once you do get past all that, you feel good and life gets better (the view is great).

- 2) Ever since he was young he had tightened his belt, worked his fingers down to the bone. (Edensor, p. 52)

It tells about someone who always work hard from he was young.

Both of examples above are poetic word. People may familiar with those phrases. The meaning of those phrase from past until nowadays is still same, but it is never going to dead because overused.

- d. Recent metaphor is “a metaphorical neologism often ‘anonymously’ coined, which has spread rapidly in the SL...it may be a new metaphor designating one of a number of ‘prototypical’ qualifies that continually ‘renew’ themselves in language“ (Newmark, 1988:111). It can best be described as metaphorical neologisms. A neologism is a newly coined word or an existing word that has acquired a new meaning. It could be new words that arise from for example slang, the media or from different dialects in language and new technology and consequently create new meanings. Here the examples:

- 3) Fashionable;
- 4) High Five;
- 5) Download.

All of it is words from western and now people, those words are popular in the eastern, and people use the same word to mention the same purpose.

- e. Original metaphor is metaphor that is quoted or created by the writer of SL. As it is not fixed phrases, it possesses personality, creativity, new and fresh. These metaphors contain an expressiveness that should not be overlooked when translating, since the originality of these metaphors is important to the overall impression of the text. It is portray the writer's personality and comment on life. As Newmark stated (1988:112). "metaphor that contains the core of an important writer's message, his/her personality, his/her comment on life, and thought they may have a more or a less cultural element, these have to be transferred neat." In addition, this metaphor is a source of enrichment for the target language and it is used to create a more interesting discourse and is often used to highlight certain points or as a repetition. Knowles and Moon calls it with "creative metaphor". Creative metaphors are those which a writer/speaker constructs to express a particular idea or feeling in a particular context, and which a reader/ hearer needs to deconstruct or 'unpack' in order to understand what is meant (Knowles and Moon, 2005:4).
- f. Adapted metaphor is where the 'fixedness' of a stock metaphor has been adapted or personalized in some way. Newmark illustrates this type by the following examples: 'the ball is a little in their court' is adopted from metaphorical idiom 'the ball is in their court.' (Newmark, 1988:112).

## G. Translation Metaphor

Metaphor is an important element in a literary work, because it is one of the figurative language that makes a text more interesting, especially in a prose or a novel. Sometimes the metaphor is not easy to understand. Therefore, the translator must exactly know well about the information in source language (SL), target language knowledge itself (the equivalent to that in the source language), and knowledge of the standard language between both language. It's like Hatim and Masón (1990:4) said metaphor is a translation problem and in translating metaphor there is "little point in seeking to match target language words with those in the ST in isolation from a consideration of the of the writer's world view". Little chance to translate metaphors based on what was intended by the author in the text, but the translators should be as optimal as possible to modify or interpret the metaphor to be similar or equal to what is in the Source Language (SL).

Finding the meaning of the word or phrase in metaphor is a difficult for translators; If there is an error in meaning, it will cause a trouble that makes the sense of the source text become different. Larson (1984:252) suggests for translators to write the two propositions with the topic, the image, and the points of similarity in order to avoid errors translate metaphors. In addition, he (Larson, 1984:252) proposes a way to define metaphor:

1. The metaphor may be kept if the TL permits (if it sounds natural and it is understood correctly by the readers).
2. A metaphor may be translated as a simile (adding 'like' or 'as').

3. A metaphor of the TL that has the same meaning may be substituted.
4. The metaphor may be kept and the meaning explained (that is, the topic and point of similarity may be added).
5. The meaning of metaphor may be translated without keeping the metaphorical imagery.

Suryawinata and Hariyanto (2003:115) stated about the ways for translating the metaphor:

1. Literal translating if the metaphor is universal;
2. Translating the metaphor in the target language (TL), if the metaphor is tied to culture and its role not important for the whole of the text, and
3. Explain the meaning of the metaphor in the target text (TL) when bound cultural metaphor, is not important to the whole text, and there is no equivalent in the target language (TL).

Meanwhile, Newmark (1988:105) explains different ways to discuss metaphors such as:

1. Image: the picture (the item) evoked by the metaphor can be universal (in Beekman and Callow theory, it is called as “topic”).
2. Object: something that is described or qualified by the metaphor (in Richard theory; it is called as “vehicle”).
3. Sense: the literal meaning of the metaphor that is similarity or resemblance between object and image. Usually more than one element (in Beekman and Callow theory, it's as “point of similarity, an” and Richard's “tenor”).

4. Metaphor: figurative language used can be a single word or phrase in the text.
5. Metonym: a single word that replaces the object. It can be part for whole or whole for part. Actually, it is became dead metaphor because metonym is 'figurative' language, but not metaphorical since the image distinguish an outstanding feature of the object.
6. Symbol: one kind of cultural metonym where an object represents a concept.

Almost same with Newmark, Knowles and Moon (2006:7) explained, when analyzing the metaphors there are 3 things that must be considered, that are, the word or phrase it metaphorically, its metaphorical meaning, and connection or relationship between the two things being compared. To produce these 3 things, there are three elements needed to analyze metaphor for the better.

Those are:

1. Vehicle, the word or phrase that has a metaphorical meaning (metaphor);
2. Topic, metaphorical meaning intended by the author, not the literal meaning. Topic famous among writers as teno.
3. Grounds, the relationship between the literal meanings with its metaphorical meaning. Through the grounds, it can be seen "what the subject is present".

## H. Translation Strategy

Translation strategy is the way chosen by a translator to understand the whole of a text that will be translate from the source language into the target language by approaching the meaning in the target language. According to Newmark (1982:87-91), the purpose of metaphor is basically twofold: referential

purpose and pragmatic purpose. The referential purpose is to describe a mental process or state, a concept, a person, an object, a quality or an action more comprehensively and concisely than is possible in literal or physical language. The pragmatic purpose, which is simultaneous, is to appeal to the senses, to interest, to clarify 'graphically', to please, to delight, to surprise.

Newmark (1982:87) stated, "obviously, many stock metaphors are cliché, but I am now assuming that the translator is attempting to render them as accreted as possible, not to pare them down". Stock metaphor may have cultural, like cultural distance and cultural overlap, universal term or widely spread and subjective aspects. He proposes seven strategies of translation. The seven strategies are proposed for dealing with stock metaphor because it was special type of metaphor. He adds that "stock metaphors are sometimes tricky to translate". It is cannot be used when translating sentence of SL to TL did not come naturally. They are as follows in order of preference:

1. Reproducing the same image in the TL.

It is applicable only when "the image has a comparable frequency and currency in the appropriate TL register" (Newmark, 1982:51). It is commonly used in one-word metaphors translation, while it is rarely used to transfer extended and complex metaphors or idioms whose translation largely depends on cultural overlap or on universal experience. The example will be presented below:

NO	Source Language Text	Target Language Text
1	Economic <u>wheel</u>	<i>Roda perekonomian</i>
2	Stony silence	<i>Kebisuan yang membatu</i>
3	<i>Semakin kejam Rusia menindasku, semakin keras inginku menaklukkanya. (p.207)</i>	<i>...the more cruelly Russia crushed me the stronger my will was conquer. (p.161)</i>

2. Replace the image in the SL with a standard TL image which does not clash with the TL culture.

This strategy succeeds only when the TL image is equally frequent within the register. It is commonly employed to translate complex stock metaphors such as proverbs and idioms whose images in most cases contain cultural connotation and thus cannot be transferred semantically into the TL. The example will be presented below:

NO	Source Language Text	Target Language Text
1	Lari mobilmu seperti <u>setan</u>	Your car has <u>wings</u>
2	<i>Aku diam saja karena hatiku <u>lebam</u>. (p.192)</i>	I said nothing because my heart was <u>ton</u> . (p.145)

3. Translation of metaphor (or simile) by simile plus sense (or occasionally metaphor plus sense)

Newmark (1982: 52) considers this approach “always a compromise procedure”, which combines both communication and semantic translation.

On the one hand, the semantic translation provides the knowledgeable readers with an opportunity to experience equivalent-effect by preserving the image of the SL metaphor. On the other hand, the communicative translation caters

for the less learnt or the lay readers by introducing the sense of the SL metaphor. The example will be presented below:

Source Language Text	Target Language Text
Time has wings	Waktu bagaikan mempunyai sayap

4. Translation of metaphor by simile, retaining the image.

When the SL image has no equivalent in the TL, the translator can convert the metaphor into a simile. Newmark (1982:51) considers this strategy the obvious way to modify the shock of a metaphor, especially when the TL text is not emotive in character. It can even be applied to modify any type of word, including original metaphors. The examples will be presented below:

NO	Source Language Text	Target Language Text
1	Dia ular berbisa.	He's a snake. <i>He's very dangerous</i>
2	Time has wings.	Waktu bagai memiliki sayap, <i>berlalu begitu cepat.</i>

5. Deletion

A metaphor, together with its sense, can be deleted if it is redundant or otiose. Such a decision can be made only when the translator can justify empirically that the metaphor's function is fulfilled elsewhere in the text and is not an expression of the writer's personality after a componential analysis, i.e. an evaluation of the important and less important elements in the text in relation to its intention. (Newmark, 1982:91).

## 6. Same metaphor combine with sense

This occurs occasionally when the translator senses the need to add a gloss to reinforce the image, so as to ensure the metaphor can be fully understood (Newmark, 1982:91).

Source Language Text	Target Language Text
Jerusalem is the city of God	Yerusalem adalah kota Tuhan, <i>karena di tempat inilah Tuhan menurunkan sebagian wahyu dan nabi-Nya. Yerusalem dianggap sebagai tempat yang sangat suci oleh umat Yahudi, Kristen, dan Islam.</i>

## 7. Conversion of metaphor to sense

Newmark (1982: 52) insists that this approach “is preferred to any replacement of an SL by a TL image which is too wide of the sense or the register (including here current frequency, as well as the degrees of formality, emotiveness and generality, etc.)”. When employing this approach, translators have to (a) analyze the sense componential, since pluridimensional is the essence of the image, and (b) retain both emotive and factual components in the sense of an image. Otherwise, the translators should draw the components of permanence, value and reliability out of the metaphor.

Here the examples:

NO	Source Language Text	Source Language Text
1	<i>Sampai penyakit nista <u>merampok</u> hidupnya. (p. 2)</i>	Then a terrible illness <u>changed</u> his life. (P. 2)

2	<i>Hidup Weh <u>disita malu</u>. (p.3)</i>	He lived in shameful <u>isolation</u> .  (p.2)
---	--	--

