

CHAPTER II

THEORETICAL REVIEW

This chapter presents the theory of translation, kinds of translation, the aspects of difficulties in translation and authentic text.

2.1.Theory of Translation

2.1.1 Definition of Translation

In this study, there are some words that should be explained clearer. First is source language (SL) is also called the native language. It is used by the originator in revealing an idea, which then becomes the material to be translated. Second is target language (TL) is the translation language which the idea is written. Third is the word text refers to the material or script to be translated.

Translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language) argued Catford (1965: 20). It means that translation is the replacement of meaning in source language into target language and it is not merely replacing the words to words from source language into target language. In line, translation consists of reproducing in the receptor language the closest natural equivalent of the SL message, first in term of meaning and secondly in term of style told Nida (1969: 12).

Those ideas refer to the term 'equivalent' that means the same idea in the source language and target one. Besides, they also use the different terms such as replacement and reproducing. However, both two words have the same meaning, namely transferring the meaning or message from source language into target language.

Translation process is not entire source language translated into target language. It means source language only delivered to target language equivalent. Example in translating English sentence "what is your address?" to Indonesian that is "*dimana alamat anda?*". As, the sentence is simple and replacement by grammar and lexis that is enough to make the readers understand about the message of the source language so that there is no equivalent material in this case.

In addition, Newmark (1982: 7) states that translation is a craft consisting in the attempt to replace a written message or statement in one language by the same message or statement in another language. Translation is replacement of message or statement in one language into another language. Therefore, translation is a process of transferring message from one form to another by finding the equivalence meaning. The message in target language should be equal with the message in source language.

It can be concluded that translation basically emphasizes on the matter of transferring or replacing idea, message and meaning equivalently from the source language into target language.

2.1.2. Processes of Translation

The transfer of the message and its disclosure in the TL with considering the style of language is an integral part of every translation process. Process is a series of deliberate activities. The translation process refers to a series of activities performed by a translator as he transfers the message from the SL to TL (Nababan, 1999: 24). Translators need to know the process, so that they can decide the steps in a sequence. It is necessary to be prudent to translate because mistakes in one stage will lead to errors in other stages.

The process of translation divided into three stages, namely the analysis of SL text, message redirection, and restructuring told Suryawinata (Nababan, 1999: 25).

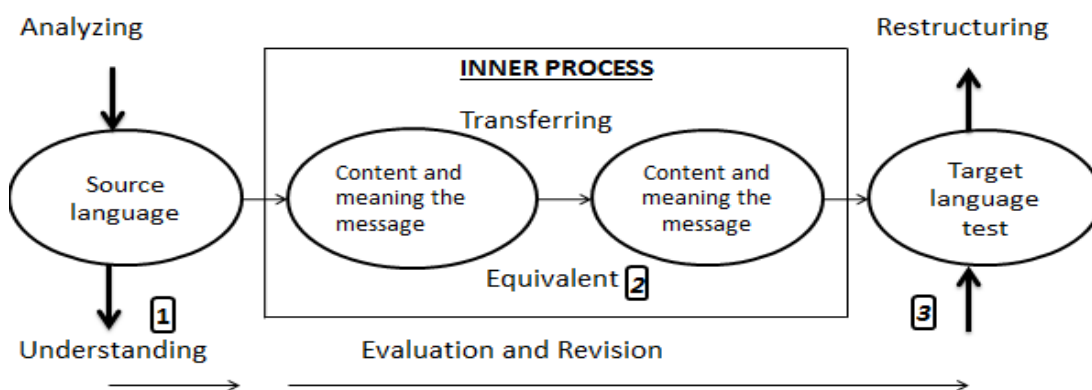


Figure 2.1

2.1.2.a. Analyzing SL text

There are three steps in analyzing, they are:

1. Reading the SL text.

It is impossible for a translator to understand the contents of a text without reading it first.

2. Understanding the content of SL text.

Understanding the content of the text requires an understanding of the linguistics and extra linguistics elements embodied in the text. Linguistics elements refers to the element of language and the elements of extra linguistics, mean elements that exist outside the linguistics. These extra linguistics elements are tied to the socio-cultural texts of the SL which is an inseparable part of that language. Because the field of meaning cannot be separated from the socio-cultural field, the field of meaning also included part of the extra linguistics.

3. Analyzing the various levels such as sentences, clauses, phrases, and words.

Linguistics analysis done to the SL text touches various levels such as sentences, clauses, phrases and words. The analysis of the level is considered necessary because each text is formed from these levels. The main stock to understand the content of the text as a whole is emphasized on the ability to understand the meaning realized in that level.

Analysis at the level of complex sentences, for example, aims to identify the clauses that make up the complex sentence. Through this way, the translator will be able to

recognize the free clause and the bound clause. The practical purpose of such an analysis is to assist the translator in transforming complex sentences into simple sentences in his translation. If this analysis can be done well, the translator will be able to know which part of a phrase should be translated first.

2.1.2.b. Transferring message

The next step is to divert the content, meaning and messages are contained in the SL into the TL. At this stage, the translator is required to find the equivalent of the SL in the TL. The process takes place in the mind of the translator therefore, it is called the inner process. After the content, meaning, the message already exists in his mind then, expressed in the TL.

2.1.2.c. Restructuring

At this stage, the translator needs to concern to the variety of languages to determine the language style corresponding to the type of text being translated. He also needs to know for whom the translation is. Reconstruction is the alteration of the transfer process to a stylistic form that matches the TL, the reader, or the listener said Kridalaksana (Nababan, 1999: 28).

Nevertheless, Sarki (Elli Kusumawati, 2017) told the process of translation consists of three stages, they are the stage of understanding the text, the stage of translating the text and the

improvement of text translation. firstly, the students understands the content of the text as a whole by emphasizing on each part of the text. After carefully learning the text and understanding the message that will be delivered, secondly, they require to improve the translation result called refinement. The translation result is examined from an Indonesian perspective.

2.2. Kinds of Translation

In order to make easy in analyzing the data, we need to know how many translation they are. According to Larson in Rita Zoraya et al (2017: 167) there are two main kinds of translation, they are form based translation and meaning based translation.

2.2.1. Form based translation

This kind of translation known as literal translation. It attempts to follow the form of the source language (Larson, 1988: 17). The literal translation can be understood if the general grammatical form of the two languages is similar. But if both of them have a different structural system. It will be difficult. For example:

Indonesia : *Siapa namamu?*

English : Who name you? (Fardhani, A.E. 2010: 9).

The example shows that the grammatical form of the sentence is different. The sentence construction of “who name you” does not follow

the English grammar, meaning is the English grammar formulated “what is your name?”. If you see this kind of case, you cannot translate the sentence directly, since it has little communication. Thus, it can be said that forms based translation can only be understood if there is similarity in their grammatical form.

2.2.2 Meaning based translation

This kind of translation known as idiomatic translation. It makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language (Larson, 1998: 18). Larson said that idiomatic translation uses the natural forms of the receptor language both in the grammatical constructions and in the choice of lexical items. In line, an idiomatic translation does not sound like a translation (Fardhani, A. E., 2010: 11), it seems as it was written originally in the target language. Thus, the translator does not rigidly keep the source language form in the target language. He only focuses on how to get across the meaning in idiomatically, reasonably and acceptably to the target language. Then, there is no one to one relationship of words between the source language and the receptor language, if a translator does not make any adjustment. For example:

English : Nyonya Linda, passanger for Jakarta you are wanted on the phone at the office

Idiomatic : *Nyonya Linda penumpang pesawat dengan tujuan Jakarta, diminta ke kantor ada telpon*

(Fardhani, A.E, 2010: 50).

The idiomatic translation requires the translator to use the target language naturally, both in the grammatical construction and in the choice of lexical items. He constructs the surface structure (word, phrase, clause and sentence) in the target language system he used, he follows all the rules accepted in the system of the language consistently. Thus, the translator should be able to adjust the message in the source language to the target one so that the message can be communicated since, there is adjustment.

2.3. The Aspect of the Difficulties in Translation

In translation process, a translator usually will deal with some practical problems in his work, like he must understand the text and analyze it. Actually, translation is for readers hence, a translation is normally written and intended to target language readers. According to Rachmadi et al (1998: 6.24) there are six characteristics of a good translator. First is he must have complete understanding of the source language especially on the receptive level, second is he must have complete mastery of both languages on the receptive and productive levels, third is he at least know the basic knowledge of the subject being translated, fourth is he know the socio- cultural background of the subject

being translated, fifth is he has a language flexibility, it means that he can easily adapt himself to a different linguistics environment, and sixth is he has socio- cultural flexibility, it means that he is able to adapt himself into a different socio- cultural environment. In line, Newmark (1982: 20) argued there are several considerations that have to be regarded by a translator, such as he must be familiar with the background of the text, he must be familiar with the communicativeness of the text, he must consider the readers and the setting of the text. It means that before doing a translation, he must be faithful to the author and not to maintain the writer's style in order to easier to understand. He also must consider the readers' age, social class, education and the degree of the formality of the language.

As it is stated before that ideas should be translated not words. It is because language integrated meaning differently, there will be many words that will not have an exact one word equivalent in the receptor language told Larson (1998: 59). Therefore, the translator will face difficulties if he does not know the grammatical and lexical in both languages. Further explanation is about lexical and grammatical problems.

2.3.1. Lexical problems

The aim of translation is to communicate clearly the message of the source language text into the target language. The translator demands to be able to analyze the lexical items (words) of the source language in order to translate them. The meaning of lexical refers to

the meaning as defined in dictionary (Rahmadi, et al, 1988: 4.12). According to Larson (1998: 75) generic vocabulary in one language will be quite different from that of another and there will be no exact equivalent. Actually, equivalence could be in the rank of word for word, phrase for phrase and sentence for sentence (Rachmadi,et al, 1988: 1.3). Then, if the equivalent form is not found since the different system between the languages, the translator usually forces to adjust the form. Adjustment is needed in order to keep the meaning unchanged (Fardhani, A. E. 2010: 14). Unchanged here refers to the translation result sounds like the original, so it must be consider both the target languages style and the grammatical structure. For clearer about lexical equivalent and adjustment will be discussed as follow:

2.3.1.a. Lexical equivalent

Lexical equivalence is the equivalence of the closest meaning between the source language and the target language of a word used in context (Fardhani A.E., 2010: 71). In line, the notion that translation involves merely replacing words in one language with words in another is probably the most common held by general public (Rachmadi, et al, 1988: 22). For examples:

English	Indonesian
cat	<i>kucing</i>
book	<i>buku</i>

kaya

rich (Rachmadi, et al, 1988: 2)

Further, Rachmadi said that if translation were merely the replacement of words, the appropriate procedure would be consult is a bilingual dictionary. In the dictionary, there is a list of source language words with a corresponding list of target language words. Therefore, one will know that the process of replacing words does not mean merely replacing the meaning isolation. For example, the word 'run', it has lexical meaning '*berlari*' in dictionary. But if that exist in the sentence 'her nose is running badly '. it does not mean '*berlari*' anymore (Fardhani A.E., 2010: 71). To know the Indonesian equivalent of English word or vice versa, it would be through the context (Rachmadi, et al, 1988: 2.2).

2.3.1.b. Lexical adjustment

In previous explanation, the translator is constantly looking for lexical equivalents through the context. And it is sometimes difficult. If the source language has a different culture with the target language automatically makes it difficult to notice lexical equivalents. If you find such difficulties, you will force to translate, and then the meaning can be changed. In order to make the meaning unchanged, an adjustment to the new text is suggested (Fardahani, A. E, 1998: 14). It requires to be made in order to emerge a reasonable understanding. It is because

morphologically English and Indonesian are different (Rachmadi, et al, 1998: 3.1). This difference will cause problems in word forms and meaning, this is why lexical adjustment is exist.

In lexical item, figurative sense and figurative of speech will almost need adjustment in translation (Larson, 1998: 175). According to Larson (1998: 121) there are several kinds of figurative sense, for example metonymy and synecdoche.

1. Metonymy, it is the use of words in involving association. For example, “he has a good head” (Larson, 1998: 121), head is the place where the brain is located. It is being used in a figurative way to refer to the brain. The another example is “I listened to Chrisdayanti on radio” (Fardhani, A. E, 2010: 52). The association consists of a logical contiguity where the name of Chrisdayanti is used to mean the song she sings, as she is a singer. So, here this is a logical relationship.
2. Synecdoche, it is kind of figurative sense based on part- whole relationship. One specific is said but the whole is instead. For example “I am not going to let him come under my roof” (Larson, 1998: 123). Roof, which is part of the house, is substituted for house.

In order to get the closest meaning equivalent replacement of source language meaning in target language, adjustment anyhow is needed. Then, it will be clear up below Larson (1998: 78).

a. Synonym

Synonym is a word that has similar in meaning. This is used if there is no clear one-to-one equivalent between the source language and target language (Newmark, 1988: 83) in Fardhani. For example the word 'cute', is translated into '*lucu*' although its real meaning of 'cute' should show a small size, beauty and funny (Fardhani, A. E, 2010: 20). Based on the example above, there are very few appropriate synonyms. Even words which are very similar in meaning will probably not have exactly the same usage in sentence and paragraph structure (Larson, 1998: 78). For example the word police officer, policeman and cop. All refer to the identical thing that means *polisi*, but cop is much less formal than police officer. The target language usually may have more words to choose than from source language.

b. Borrowing

Borrowing is a word that quoted from the source language since there cannot be found the similar meaning in the target one. Borrowing is occurred due to a gap in its lexicon (Fawcett, 1997: 34) in Fardhani. According to Suryawinata (2003: 71) in

Fardhani, borrowing covers transliteration and naturalization. Transliteration is a translation procedure that maintains the source language words such as: mall, sandal and orangutan into Indonesian, *mall*, *sandal* and *orang hutan*. While, naturalization is adaptation of the source language words to the target language words such as kampong, sarung and bambu in Indonesian, then translated into English, kampong, sarong and bamboo (Fardhani, 2010: 19). In addition Rachmadi, (1988: 1.35) stated that many types of borrowing are made from one language to another language. It is often used when the TL has no equivalent for the source language unit is to adjust them without change but sometimes with spelling or pronunciation.

For example:

Indonesian	English
<i>Sampan</i>	sampan
<i>Durian</i>	durian
Kapuk	kapok
English	Indonesian
NATO	NATO
astronaut	<i>astronot</i>
taxi	<i>taksi</i>

That way the translator can take the source language words. For example: “I like hamburger ” means “*saya suka*

hamburger ”, and “Rock Hudson died of aids ” means “*Rock Hudson meninggal karena aids* ”, (Rachmadi et.al, 1988: 1.12).

2.3.2. Grammatical problems

In the previous we have learn to find the acceptable word equivalent in meaning. However, translation is much more than finding words equivalent. Grammatical meaning is the meaning which is determined by word order or syntax and word forms or morphology (Rachmadi, et al, 1988: 4.13). In line Fardhani (2010 :38) stated that grammatical meaning is a meaning that is got from formation or word order in phrase or a sentence. A translator sometimes cannot translate word by word literally, because the result will be peculiar. If the source language and the target language are similar, it is okay to translate in the context of structure, but if both languages are different in the context of structure, the translator will find difficulty in adjusting the structure.

The source language structure must be left for the natural receptor language structure without significant change of the message. Below will be explained grammatical problem consists of grammatical equivalent and grammatical adjustment.

2.3.2.a. Grammatical equivalent

All language has its own structure system. In translating English text into Indonesian, the translator should always study the

text as a whole before he begins to translate it. After obtaining the general idea of the text, he can break it up into its parts and begin to translate by analyzing the parts: words, phrases, clauses, sentences and paragraphs. To do it correctly, the grammatical equivalent needs to be made in order to get faithfulness and readability (Rachmadi et al, 1988: 1.44). This is necessary to show that there are similarities and differences between English and Indonesian pattern. For example (Fardhani A.E., 2010 :70):

1. I need sugar : saya butuh gula

1 2 3 1 2 3

2. Does she play tennis? : apakah dia bermain tenis?

1 2 3 4 1 2 3 4

From the examples above, there is similarity between English pattern and Indonesian equivalent.

Number 1: S+ V+ O

Number 2: Aux.+ S+ V. + O

But then, when differences occur translation could be difficult. For example (Rachmadi et al, 1988: 1.44)

1. We cannot speak Russian. : kami tidak dapat berbicara Russian.

1 2 3 4 5 1 3 2 4 5

2. Jones is a successful businessman: Jones seorang usahawan

1 2 3 4 5 1 3 5

yang sukses

4

The order auxiliary and negotiation is reserved in the first sentence. While in the second sentence, the order of adjective and noun reserved in the last sentence but some parts are also dropped and added in the process of translation. Therefore, when there is different pattern equivalent of English to Indonesian or vice versa, it will be not easy to translate.

2.3.2.b. Grammatical adjustment

Related to the above explanation, the target language structure's system differs with the source language one, then the translator will find difficulty in adjusting the grammar. We can assume that translation from English into Indonesian will face a problem in adjusting. Translation cannot escape from other linguistic components such as the structure or phrases, position of attributives or modifiers and so forth (Rahmadie, et al, 1988: 2.12). Thus, this have to be observed if the message to be translated is intended to be acceptable, reasonable and readable.

There are some cases in the source language that may not directly translated to the target language because of the

grammatical difference in the two languages themselves that may be block understanding. Hence, adjustment must be made or the translation would be dull and uninteresting.

To get the idea of the message, the translator should read the entire of the text. According to Fardhani (2010: 43) in translation process, the first thing to do is, understanding the total meaning of the source text. Then, he can find the general idea of the text. After that, break it up into its parts and begin to translate by analyzing words, phrases, clauses or sentences. Moreover, Newmark (1982: 11) stated that when there are more similarities in some of the components, facilitation in translation will be available, but when differences spread somewhere, it is forced to make adjustment. So, it is clear that grammatical adjustment is important in translation. There are many linguistics components of language grammar for adjustment. However there are only some of them included into the discussion in this topic.

a. Attributive

Attributive is a word that placed before noun and the function is as modifier of noun (Rachmadie, et al, 1988:2.12). For example:

English Attributive (Modifier)

Article	attributive	Noun
a	smart	Boy
An	Old	Camel
A	Smart young	Boy

Table2.1

Indonesian Attributive (Modifier)

Article	noun	Attributive
<i>Seorang</i>	<i>Anak</i>	<i>yang pintar</i>
<i>Seekor</i>	<i>Unta</i>	<i>yang tua</i>
<i>Seorang</i>	<i>Anak</i>	<i>muda yang pintar</i>

Table 2.2

It points out that there is a different position of attributive and noun from English and Indonesian. In English, modifiers are put before noun, while in Indonesian, it is put after noun.

b. Tenses

Tenses is the form of verb in the structure that the time of an action (Purnama, 2011: 53). Generally, English has both time adverbs and tenses. Besides, Indonesian has only the time adverbs but not the tenses. For example (Fardhani A.E., 2010: 49): “he is driving the car now” means “*dia sekarang mengendarai mobil* ”,

and “he drove the car in busy traffic yesterday” means “*dia kemarin mengendarai mobil di jalan yang ramai*”.

It is concluded, Indonesian has no tenses and verbal agreement like English. Thus, there is no verb changing in Indonesian. This is unnecessary to add ‘*telah*’ that refers to the past and ‘*sedang*’ in present time, since it is indirectly seen from the context.

c. Transposition

When the type of source language is different from the target language, transposition can be done to get the meaning and to keep away the sense embarrassing. According to Suryawinata (2003) in Fardhani, it is used to translate clauses or sentences. The translator uses this procedure by changing the original structures of sentences to produce an equivalent effect. The change is made by changing plural into singular, the position of adjectives or the structure of sentence (Newmark, 1988: 85). For example

English : I find it more difficult to translate a poem than an article (Fardhani, 2010:19).

Indonesian : *Bagi saya menerjemahkan puisi lebih sulit daripada menerjemahkan artikel.*

Moreover, Rachmadi (1988: 1.36) said that transposition involves replacing a grammatical structure in the source language

with one of the different type in the target language in order to achieve the same effect. In transposition, the structure and forms of a sentence often to be changed in order to attain the equivalent meaning in the target language. For example (Rachmadi et al, 1988: 1.36),

English : You should know that module writing takes time.

Indonesian : *Perlu diketahui bahwa menulis modul itu memakan waktu.*

English : I would have come if I had known.

Indonesian : *Sayang, saya tidak tahu maka tak datang.*

2.4 Authentic Text

Authentic refers to students' work that use a real task, media and assesment until it can be reached an exact result. Authentic can mean objective, real, concrete, certainly the result of students appearance, as well as accurate and meaningful (Nurgiyantoro, 2013: 306). In line, Authentic problems are real-world problems that stimulate students to think so that they can develop their thoughts and ideas in solving the problem by expressing it through writing. Related to Problem-based learning, it is a learning that uses real-world problems as a context for students to learn about critical thinking, problem-solving skills, and to acquire knowledge and concepts that are essentially from the subject matter argued Moffit (Angla, F.S, et al, 2016).

While, text is a social process oriented to social goals. Social objectives have a domain called the context of the situation. The social

process that takes place is a mean of communication the language. Thus, the social process will reflect itself into a language in the context of certain situations in accordance with the social goals to be achieved told Mahsun (Angla, F.S, et al, 2016). In line, Webster (1961, 1017) text is the printed or written work that can be in the form of index, poem, scripture and narrative.

Authentic text refers to a concrete written form based on the fact that delivers some social purposes to particular field. It is a real text which is used not only by native speaker but also non native speaker likes Indonesian's students. Students must observe what speaker or author says and wants so that they be able to catch the message. To get deeper understanding, they need to read the text in many times.

There are many kinds of authentic text like book, magazine and newspaper. However, the writer select newspaper since, it is used in translation subject. By reading news item from Jakarta Post's article, students expected to develop their translation competence. Because, it contains high vocabulary used and an up to date phenomena so that Jakarta Post news article is interesting and suitable with the students' need. The writer assumes by having a good habit in translating news item, it can improve their translation competence.

2.4. Basic Assumption

In learning and practicing translation, students must apprehend the SL and the TL. Because they will replace the message from SL to TL with the correct word equivalent. They need to understand the structure between the

two languages, the language style, and the word which can replace. By producing a correct translation result then, they will be avoided from misintrepretation.

Translating Jakarta Post can be something fun for students because the topic is very various. It includes politics, healthy, technology, entertainment, sport and education. They can enrich the vocabulary and get new term that rarely found in students' handbook. Shortly, Jakarta Post recommended in Translation subject.

