CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer provides theory of translation, previous studies, and research model.

2.1 Theory

There are two important things that are explained in the part of theory. The two things include the concept oftranslation and narrative text. The two things are explained in detail in the following.

2.1.1 Translation

Dealing with the translation, there are some important points that should be discussed. Such points include definition, types, procedure of translation, how to translate, difficulties in translating process, and translation judging.

2.1.1.1 Definition of Translation

Talking about translation, means talking about how to transfer the thought or ideas from source language (SL) to target language (TL) either written or oral.There are some experts giving their definition of translation.

Brislin (1976) defines translation as the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardizations or whether one or both languages is based on signs, as with sign languages of the deaf.

Catford (1965: 20) also says that translation is the replacement of textual material in one language by equivalent textual material in another language.

According to Newmark (1988: 7), translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.

Nida and Taber (1969) say that translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, firstly in terms of meaning and secondly in terms of style.

From these definitions, we may conclude that in doing translation, there are two main points that should be considered: the transfer activity and equivalent. In the process of translation we can't transfer the entire meaning of the source language into target language. The most we can do is the transfer of the closest natural equivalent of the source language message.

2.1.1.2 Types of Translation

Catford (1963: 21) makes categories of translation in term of extent, level and rank. Based on the extent, he classifies translation into two parts: full translation and partial translation. On the level, there are total restricted translation and partial translation, and on the rank, there are bound and unbound translations. The detail explanation follows.

1. Full Translation vs. Partial Translation

Catford, argues that the distinction between full translation and partial translation is related to the extent of the source language text which is submitted to the translation process. They are explained in the following.

a. Full Translation

Full translation is a translation in which every part of SL (Source language) text is replaced by TL (Target language) text material.

Example:

SL: Pergi dan kumpulkan daun-daunan di hutan sehingga saya bisa membuat sup.TL: Go and collect leaves in the forest so that I can make a soup.

b. Partial Translation

In partial translation, some parts of SL (source language) text are simply transferred to and incorporated in the TL (target language) text.

Example:

SL: Kumpulkan daun-daunan di hutan sehingga saya bisa membuat sup.

TL: Go and collect leaves in the forest so that I can make a soup.

2. Total vs. Restricted Translation

The distinction between the total and restricted translation relates to the levels of language involved in translation. They are explained in the following.

a. Total Translation

Total translation means the replacement of SL (source language) grammar and lexis by equivalent TL (target language) grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology.

Example: *SL: Ali adalah seorang pria yang malas*

TL: Ali was a <u>lazy man.</u>

In this example, the replacement of SL (source language) into TL (target language) by equivalent the TL grammar and lexis.

b. Restricted Translation

Restricted translation means the replacement of SL (source language) textual material at only one level, that is translation is performed only at the phonological or at the graph logical level or at only of the two levels of grammar and lexis.

Example:

SL: Ali seorang pria yang malas.

TL: Ali was lazy man.

In this example, the replacement of SL (source language) into language the TL (target language) is only lexis level.

3. Bound and Unbound Translation

The third type of translation is bound and unbound translation, as explained below.

a. Rank Bound Translation

Rank bound translation is similar word for word translation.

Example:

SL: Di mana adalah uang abang di sayang, di mana adalah tidak ada uang abang di tendang.

TL: There is money brother is loved, there is no money brother is kicked.

b. Unbound Translation

Unbound translation is the same with free translation.

Example: S: Hanya mau bersama saat sedang senang saja, tak mau tahu

di saat sedang susah.

TL: There is money brother is loved, there is no money brother is kicked.

2.1.1.3 Literal Translation

Literal translation is the kind of translation which attempts to follow the form of SL (source language). A literal translation is a completely literal translation it is desirable to reproduce the linguistic features of source text, as for example, in linguistic study of that language: the kind translation is very useful for purposes related to the study of SL (source language): they are of little help to speakers of TL (target language) who are interested in the meaning of the SL (source language) text. A literal translation sounds like nonsense and has little communication value.

Example:

SL: adalah sia-sia jika anda memulai pekerjaan dan tidak menyelesaikannya

TL: It is useless if you start and do not finish the job

If the two languages are related, the literal can often be understood, since the grammatical forms are similar. However, the literal items make the translation sound foreign. They modify the text and grammar to use acceptable structure in the receptor language. It means that the modified literal translation the message from the source language into target language.

Example:

Sentence: Ketika saya tidak bisa terbang Anda memberi saya sayap.

Literal : When I not could fly you gave me wings.

Modified Literal: When I couldn't fly you gave me wings

2.1.1 Idiomatic Translation

Idiomatic translation uses the natural forms of the receptor language, both in the grammatical constructions and the choice of lexical items. A truly idiomatic translation does not sound like a translation. A good translator has to translate idiomatically. However, it is often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text.

A translator may express some parts of her translation in very natural forms and in other parts fall back into a literal form. Translation falls on a continuum from very literal to free. Unduly free translations are not considered acceptable translation for most purposes.

Translations are unduly free when: a) if the translators add extraneous information not in the source text, b) if the translators change the meaning of the SL (source language) or c) if the translators distort the facts of the SL (source language) text.

Example:

a) *SL: Saya yakin baik melihat Titus kemarin.*

TL: I am sure it is good to see Titus yesterday.

b) *SL: Saya senang ketika melihat Andy kemarin*

TL: I was glad when I saw Andy yesterday

The purpose of translation is to make an ancient text seem contemporary, but the result is unduly free translation. The translation goal should be to reproduce in the receptor language a text which communicates the same message

as the SL (source language) by using the natural grammatical and lexical choices of the receptor language.

2.1.2 Translation Procedures

Larson (1984: 46) defines some steps in doing translation. They are as follows:

1. Establishing in Translation

Before one considers starting a translation project, there are numbers of matters which need being clearly understood by all who will be involved. They are text, the target, the team, and the tools.

The text refers to the source language document which is to be translated. The desirability of translating a particular text must be determined. The texts are chosen to be translated for various reasons. Most often it is to communicate certain information to people speaking another language, or it may to be share the enjoyment of the source text and the potential for its use by the receptor language audience.

The target refers to the audience. For whom is the translation being prepared? The form of the translation will be affected by questions of dialect, educational level, age level, bilingualism, and people's attitudes towards their languages. The attitude of the target audience towards the proposed alphabet should be determined before the translation begins.

The tool refers to the written source materials which will be used by the translators helps. These include, in addition to the document to be translated, any

dictionaries, lexicons, grammars, and cultural descriptions, of both the source language and the receptor language which are available.

2. Exegesis

Exegesis is used to refer to the process of discovering the meaning of the source language text which is to be translated. It is the step which includes the preparation and analysis which must be done before anything at all can be written in the receptor language. The text must be understood completely. This is the process which takes place in moving from the source language form to the semantic structure. i.e. to the meaning of the text.

The translator should begin by reading the text several times, then by reading other materials that may help in understanding the culture or language of the source text. As he reads the text, he will be looking for the author's purpose and the tam of the text.

3. Transfer and Initial Draft

After a careful analysis of the source language text, as indicated above, the translator begins drafting piece by piece, section by section. The transfer results in the initial draft. In preparing this draft, the translator is transferring from the source language into the receptor language. As he does so, he must always keep his target audience in mind.

Before any extensive drafting can be done, the key terms must be determined. Every text has a set of words which are crucial to the content and the

correct communication of the theme. These need to be decided upon and may need to be checked with other speaker of the receptor language.

4. Evaluation

The purpose of evaluation is threefold: accuracy, clearness and naturalness. The questions to be answered are 1) Does the translation communicate the same meaning as the source language? 2) Does the audience for whom the translation is intended understand it clearly, 3) is the form of the translation easy to read and natural receptor language grammar and style? Those helping evaluation should be mother-tongue speakers of the receptor language.

The translator will want to compare the translation with the source text at several points during the translation process to be sure no additions, deletions, or change of information have crept in. The translator will want to have receptor language speaker read the text and then tell back whattext communicated to them.

5. Revised Draft

After evaluation is done carefully, there will need to be a revised draft made on the basis of the feedback received. Those with whom the translator has checked may have suggested many rewordings may have expressed misunderstanding. If any key words are changed, the text will need to be checked carefully for consistency in the change made. It means that the translator made the text easy if there are parts that are hard for people to read.

6. Consultation

The translator(s) will expect that the consultant is interested in threematters: 1) accuracy of content, 2) naturalness of style, and 3) effect on the receptor language audience. It important that translator check their materials with

a trained consultant after completing a section or two of a long document. This step tells about how the exegesis and initial draft was done and what tools were used. The goal of this step is to evaluate the quality of the translation as to meaning, naturalness, and its potential acceptance by the receptor language audience.

7. Final Draft

The translator incorporates onto the translated the suggestions made by the consultant, checks them again with mother-tongue speakers to be sure they are warranted, and makes any other minor changes which have come to his attention. However, before he prepares the final draft, decisions about format need to be discussed with the whole translation team, the consultant, the potential publisher and those who will promote distribution.

The translator need special testing before the final draft is prepared. A final editing for spelling and punctuation will need to be made. The time spent in careful checking and preparation of the final draft will improve quality and will make translation more interesting.

2.1.3 How to Translate

The Liang Gie (in Widyamartaya, 1989) describes how to translate or the process of translation, as follows:

1) The Text

Read over the passage two or three times to get a clear grasp of the general meaning of the whole text. The process of translation involves three stages: 1) reading and understanding the passage, 2) absorbing the entire content and

making our own, 3) expressing it on our own idiom with the least possible change in meaning or time.

2) The Sentence

The smallest unit of expression in translation is the sentence not word. A single word does not by itself convey a meaning; it expresses an idea but not a thought. In a sentence, it is seen that one combines idea to express his thought. A word derives its significance only from the context in which it is used; it has no fixed meaning from its neighboring sentence, for the various parts of a continuous prose passage influence each other.

3) The Spirit

It is necessary to consider carefully the spirit or mood of the original text if its style is familiar your give to translation an elevated tone.

Example:

SL: Dia lupa bahwa dia juga datang dari desa

TL: She forgets that she also came from the village

(Because of her action, life style, speaking)

SL: Teman, anda suka minum apa?

TL: Friend, would you like to drink milk?

2.1.4   Difficulties in Translation Process

According to Salihen (2006: 13), the difficulties that appear in translation process is caused by some elements. They are Lexical medium, Grammatical medium, and Stylistic medium, they are discussed in the detail in the following lines.

1. Lexical Medium

a. Various Meaning

Word usually has various meaning (polysemous word), and the system of "word meaning" in a language is not the same with other language. For example: *House* in Indonesian means *Rumah*, it only has one meaning.*Gedung tempat tinggal*, but it also means *Dinasti. Rice* in Indonesian means *Padi, beras, nasi,*each word has the narrow meaning better than: *Rice.*It means that in translation, a translator should translate appropriately based on the context.

Example:

Every day we eat rice.

'Setiap hari kami makan nasi'

Yesterday I bought rice in the grocery shop.

'Kemarin saya membeli beras di toko bahan makanan'

They work in the rice field from morning to afftenoon.

'Mereka bekerja diladang padi sejak pagi sampai petang'

2**. Grammatical Medium**

a. Singular and Plural Forms

The difficulty in translation is also caused by the differences of grammatical system between two languages. Both in Indonesian and English, noun has singular and plural forms. The forms of noun in Indonesia have no special features which make them different from singular nouns. Commonly the form of plural noun in Indonesia is indicated with the reduplication (repetition) of the base form. Example *Anak-anak*or added with word"*Para*", while in English plural is indicated by addition of morpheme-s, for example (*chair* →*chairs*).

3. Stylistic Medium

The differences of stylistic norms of SL and TL arealso problematic in the translation process. Every language has functional system related to the style of language (stylistics). For the illustration, even though there is the sameness of the lexical meaning between the two languages, but maybe we cannot use them in the translation because of the stylistic differences among the words of the two languages. For example, in English we have word "digit" which has the same meaning with Indonesian word "Jari" (Jaritangandanjari kaki), but the use of the word is limited only for scientific text. It is because the style of language has no possibility to use it in every conversation or in literature.

2.1.5 Translation Judging

Nida and Taber (1969) say that as a bases for judging what one must do in specific instances of translating are as follows:

1. Contextual consistency has priority over verbal consistency of word by word concordance. Since words cover areas of meaning and not more providing of meaning and since they are different languages, the semantic areas of corresponding word are not identical. It is inevitable that the choice of the right word in the receptor language to translate a word in the source language text depends more on the context that is upon a fixed system of verbal consistency.

   Example:

   SL: 'Anda harus memperhatikan kesehatanmu.'

   TL: You must look your health.

   = Take good care of you.

   SL:'Perhatikanlah jangan sampai terulang lagi'

TL:.Look to it that this does not happen again

= Be wise and be careufl.

When we speak of verbal consistency in translating, we focus primary attention upon the way in which specific words are translated.

2. Dynamic equivalence has priority over formal correspondence. It deals with the typical circumstance of communication. It is based upon the reaction of the receptors. To measure dynamic equivalence we can only rightly compare the equivalence of response, rather than the degree of agreement between the original texts which was written for this unknown. Audience or those of the monolingual receptors in the second language have enough background to understand the sifting of the original communication.

   Example:

   SL: Dia mulai bicara dan mengajar mereka

   TL: She opened her mouth and taught them

3. Forms which are used by the translator and acceptable to the audience for whom translation intended may be traditionally more prestigious. These priorities consist of complex sets of factors such as age, sex, education, and background of experience.

4. The aural (heard) form of language has priority over the written form. It deals with the typical circumstance communication.

   The four priorities that are stated above reflect differentperspectives. Furthermore, according to Nida and Taber(1969), there are two classifications of translation; they are Good translation and Bad translation.

a. Good Translation

A translation is called a good translation if there is dynamic equivalence. It means that the form is restructured in different syntax and lexicon presents the same meaning. The restructuring is fully justified, for it is the closest natural equivalence of SL text. A good translation must not be a cultural translation. Rather it is a linguistic translation. The meaning is given priority, for it is the content of the message.

a) Different Syntax

    Example:

        'Saya menulis sepucuk surat.'

        I write a letter.

        Saya telah menulis sepucuk surat.'

        I have written a letter.

        'Sepucuk surat telah kutulis.'

        A letter was written by me.

b) Different Lexicon

    Example:

        'Senang bertemu dengan kamu'

        Nice to meet you.

        'Senang bertemu dengan kamu'

        Glad to meet you

c) Message

The Translation must aim primarily at reproducing the message. To reproduce the message one must make a good grammatical and lexical adjustment. For example, "bowels of mercies" cannot be literally rendered into English, if one really wants to communicate the message of the source language, for thought we have words "bowels" and "mercy" in English it simply do not employ in this combination.

It means that the source language message can be found in the target language.

b.   Bad Translation

A translation is called unexpected translation if the form (syntax and classes of word) is preserved; the meaning is lost or distorted.

Example:

Di sana ada banyak konsumen di pasar

There are many consumers in the market

Dia adalah sedang bekeja sekarang

He is working now

2.1.5   Narrative Text

The points dealing with the narrative text that should be explained here cover the definition and the composition or the structure of the narrative text, as explained below.

2.1.6. Definition of Narrative Text

Etymologically, the word "narrative" comes from the Latin word *narrare* 'to retell'. Narrare means to narrate something happened. So, narrative is some kind of retelling, often in words (though it is possible to mime a story) of something that happened. According to ShafiqahAdiaTreest, narrative text is a kind of text to retell a story that happened in the past.

Narrative text also means a text that tells about a story that contains some events, from beginning to the end and normally covered by simple past tense, (Hornby, 1995:772).

Talking about Narrative text, means talking about a text which containsabout story (fiction/ non-fiction/tales/folktales/fables/myths/ epic).Its plot consists of climax of the story (complication) then followed by the resolution.

The Narrative text must be amused, entertain, and deal with actual or vicarious experience in different ways. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

According to Semi, (2003: 29), Narrative is a form of conversation or writing aimed at delivering or narrating a series of events or human experiences based on developments from time to time.

Keraf, (2000: 136) says that narrative is a form of discourse that describes with very clear to the reader about an event that has occurred.

There is generic structure of a narrative text. Commonly, there are four parts of text in narrative. Those are **Orientation**, **Complication**, **Resolution,** and **Coda**. They are explained in detail below.

1. **Orientation**

   Sets the scene (where and when the story happen) and introduces the participants of the story (who and what is involved in the story.)

2. **Complication**

   It tells the beginning of the problemwhich leads to the crisis (climax) of the main participants.

3. **Resolution**

   Provide the solution either in happy ending or in sad ending.

4. **Coda**

   It consists of moral values.

   The concept of narrative text is purposely included here since this text is used as a means to get students' ability in translating the sentences of narrative text. The writer does not deal with the generic structure of the narrative text.

2.2 Review of Previous Studies

   In this subchapter, the writer presents some previous studies which theoretically inspire the writer to conduct the study.

   Ali (2013) conducted a research on translation with the title "A Study on Translating Indonesian Reading Text into English of the Eleventh Grade Students of SMAK Lamaholot Witihamain the School Year 2018/2019". This study aimed at finding out whether the translation of the students is good or bad and finding out the areas of difficulties encountered by the students in translating reading text.

   Based on the result of analysis, the writer checked the sentences translated by respondents the total translated sentences of the whole test are 375. Some of

them made a good translation there were 20% or 3 students. Their translation is dynamic equivalence; the form of their translation is restructured in different syntax and lexical to present the same meaning. However some of them 80% or 12 students are made bad translation because they found difficulties in part of vocabularies and grammar so the meaning is lost or distorted.

Similar to the research above, Kese (2013) also conducted a research on translation under the title "A Study on the Ability in Translating Text by the Eleventh Grade Students of Minor Seminary of St. Rafael Oepoi Kupang in the School Year 2012/2013". She focused her analysis whether the students translation is good or bad and to know the areas difficulties faced by the students in translating a text.

Based on the result of the analysis of the study the conclusion is presented. The translation of the reading text of Indonesian into English of the students of the class XI of Minor Seminary of St. Rafael Oepoi Kupang is **bad**. In fact only 29 (7.52%) sentences are correct while 349 (90.89%) are wrong. The areas of the difficulties faced by the eleventh grade students of Minor Seminary of St. Rafael Oepoi Kupang in translating Indonesian text into English are lack of grammatical structure and vocabulary or lexicon. The grammatical problems faced by the students occur in tenses, preposition, linking verb, auxiliary verb, and omitting some words. The students also have problems in using the capital letter.

2.3 Research Model

In this part, the writer would like to describe research model which will be used to analyze the gathered data. Research model is the basic reasoning sourced

from a theory to direct or guide the researcher in solving the problem in a research.

Eichelberger (1989: 76) states that a final product of the review of related literature is the framework that is used to understand and conceptualize a problem or issue. This may be used comprehensive model that include all relevant variables in the situation. More often it is a listing of the most important variables that must be addressed in study of the problem and the associated rationales for the inclusion of those variables.

Translation can create on a text. Text can be in form of descriptive, expository, argumentative, and narrative. This study concentrates in translation of the narrative text from Bahasa Indonesia into English.

The research model can be seen in the following diagram.

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                    │       TRANSLATION       │
                    └─────────────────────────┘
                                 │
                                 ▼
        ┌───────────────────────────────────────────────┐
        │ TRANSLATION FROM SOURCE LANGUAGE TO TARGET     │
        │                   LANGUAGE                     │
        └───────────────────────────────────────────────┘
                                 │
                                 ▼
        ┌───────────────────────────────────────────────┐
        │   TRANSLATION FROM INDONESIAN INTO ENGLISH     │
        └───────────────────────────────────────────────┘
                                 │
                                 ▼
           ┌──────────────────────────────────────────┐
           │   FORM OF TRANSLATION: NARRATIVE TEXT     │
           └──────────────────────────────────────────┘
                                 │
                                 ▼
          ┌────────────────────────────────────────────┐
          │  TRANSLATION CLASSIFICATION: GOOD OR BAD    │
          └────────────────────────────────────────────┘
                                 │
                                 ▼
              ┌─────────────────────────────────┐
              │       STUDENTS' TRANSLATION      │
              └─────────────────────────────────┘
                         ╱               ╲
                        ▼                 ▼
              ┌──────────────┐    ┌──────────────┐
              │     GOOD     │    │     BAD      │
              └──────────────┘    └──────────────┘
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