

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discussed about some concepts that are relevant to the theoretical concept of translation which consist of definition, types of translation, procedures, process of translation, translation judging and reading text

2.1 Theory

2.1.1 Translation

There are some terms dealing with the topic of this study that should be defined or conceptualized.

2.1.1.1 Definition of Translation

Talking about translation, means talking about the transfer of thought or ideas from one language either in written or in oral form. Catford (1965: 20) defines translation as the replacement of textual material in one language (source language/SL) by equivalent textual material in another language (target language/TL). Similarly, Dostert (passage in Catford 1965:35) defines translation as the applied science of language, which is specially concerned with the problem or the fact of the transference of meaning from one set of patterned symbols into another sets of patterned symbols. Whereas, Nida and Taber (1982:120) define translation as reproducing in the receptor's language the closest natural equivalent of the source language message, first in the term of meaning and secondly in term of style.

Brislin (in Cholliludin, 2005:18) also says that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to other (target) whether the languages are in written and oral form.

From these definition we may conclude that in activity there are some elements that should be present, they are; the source language, the target language, and the transfer activity. In the process of translation, we cannot transfer the whole or entire meaning of 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 (1965:21) classified the translation terms of extent, level and rank of translation. Based on the extent, he classified translation into full translation and partial translation. On the level there is total and restricted translation and on the rank there is bound and unbound translation.

1. Full Translation vs Partial Translation

Catford argues that the distinction between them related to the extent of source language text, which is submitted to the translation process.

a. Full Translation

In full translation, the entire text is submitted to the translation process: that is to say that every part of the source language text is replaced by target language textual material

Example:

SL : *It is better or start working together.*

TL : *Adalah lebih baik bekerja sama.*

b. Partial Translation

In a partial translation, some part, part of source language text are simply transferred to and incorporated in the target language text.

Example:

SL : *It is better to start working together.*

TL : *sebaiknya kita mulai bekerja sama.*

2. Total vs Restricted Translation

- a. Total translation means the replacement of source language grammar and lexis by equivalent target language grammar and lexis with consequential replacement of source language phonology/graphology.

Example:

SL : *He is working everyday*

He, is, working every day; lexis-is,ing:grammar

TL : *Dia adalah sedang bekerja setiap hari*

- b. Restricted Translation means the replacement of source language textual material at only one level.

Example :

SL : *He worked every day.*

TL : *Dia bekerja setiap hari.*

3. Translation Procedures

Nida and Taber (1974) say that translation consists of more elaborate procedure. There are three stages: (1) analysis, in which the surface structure (e.g a message as given in language A) is analyzed in term of (a) the grammatical

relationship and (b) the meaning of word and the combination of words, (2) transfer, in which the analysed materials is transferred into the mind of the translator from language A to language B, and (3) restructuring, in which the transferred materials are restructured in order to make the final message fully acceptable in the receptor language.

Whereas, Ronal H. Bathgate (as quoted in Martaya, 1989), several steps in translating process:

1. Tuning

By this step it means we should do tuning to know as well as possible the style message, which is to be translated, for example, the translators of various fields need to be able to produce the language of a poet or novelist, lawyer or economist, research physicist or factory manager, advertising copy writer or *biblical* prophet. Each register, as it is after called, demands a different mental approach, a different choice of word or turn of phrase. If the text is difficult the type, which is not so familiar to the translator, maybe he wants to read some background literature or consult the author (if available) or some other advisor.

2. Analysis

Framework of the text to be translated, he will take each sentence in turn and once the translators have attuned his mind to the split it up into translatable unit words phrases. He will also establish the syntactic relation between the various elements of the sentence. At some points in this phrase (or the understanding or terminology phrase) it may be necessary to establish relation between elements in larger portion of the text, in the interest of consistency.

3. Understanding

After having split up the sentence to be translated into its elements, the translator generally puts them together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter. There has been a deal of discussion about the extent to which a translator should be able to understand the text he translates about how much attention he should pay to the “content” as opposed to “form”, It seems he should pay attention both to form and content.

4. Terminology

The next step is to consider the key words or phrase in the sentence to make sure they are apart from understanding them and feeling what they simply mean, one has a translation for them which is in line with standardized usage and it is neither misleading, ridiculous nor offensive for the target language reader. Both in this phrase, discussion with the author or some other adviser is often advisable. The best way to help the translators solve these problems.

5. Restructuring

When all the pieces needed for the edifice of the target language text have been gathered or made, the translators fit them together in a form, which is in accordance with good usage in the target language. This is the phrase where “form” as opposed to “content”, come into its own.

6. Checking

The translator doubtless checks his translation for typing errors and passages where a second perusal suggests a more elegant, more correct, translation. In addition, it is quite common for someone other than the translator to read

consideration finished translation and gave chance to suggest. In the case of specialized text, this is the source language author or someone else with a better command of the subject matter than the translator. In any case, it is important that translators should be consulted at this state. This still happen too often the corrector, while improving the content of the target language text, introduce blemishes in the form which are publishes under the translator's name.

2.1.1.3 How to Translate

The Liang Gie (Widyamartaya, 1989) describes how to translate; the text, the sentence, the letter, and spirit.

1. The Text

Read over the passage two or three times to get clear graps of general meaning of whole text. The process of translation involves three stages: (a) reading and understanding the passage,(b) absorbing its entire content and making it our kown,(c) expressing it our own idiom with the least possible change in meaning or time

2. The Sentence

The smallest unit of expression is the sentence not word does not by it self 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 it is used; it has not fixed meaning from its significance only from the context it is used ; it has not fixed meaning from its neighboring sentence, for the vaious parts of continuos prose passage influence each other.

3. The Letter

Be faithful to the original and give the truth, the whole truth and nothing but the truth. No important ideas appear in translation, unless it appears in the original. No significant detail of the original omitted from the translation. Translation consistency in reproducing in the receptor language the closest natural equivalent of the source language message. First in terms of meaning and secondly in the terms of style. So, the translator concentrates more on the reproducing of the message rather than the form, of the utterance to be faithful to the original text, For example in the regional novel or advertisement, cultural words are often transferred to give local colour, to attract reader to give a sense of intimacy between the text and the reader. These same words have to be finally translated in non-literary text if they are likely to maintain in the TL culture.

4. The Spirit

It is necessary to consider carefully the spirit mood of the original text if it is unfamiliar if elevated give to your translation an elevated tone.

Example:

SL : *I will give you my life*

TL : *Aku akan memberikan seluruh hidupku padamu*

2.1.1.4 Translation Judging

Nida and Taber (1974) says that as bases for judging what one must do in specific of translating are as follow:

1. Contextual consistency has priority over verbal consistency of words –by-words concordance; it views the translation in the terms of its linguistic form. Since word areas of meaning and not more points of meaning inevitable that the

choice of the right word the receptor language to translate a word in the source language (SL) text depends more on the text than upon a fixed system of verbal consistency.

Example:

SL : *You must look your health.*

TL : *Anda harus memperhatikan kesalahan.*

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 with the typical circumstance of communication 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 as written for his unknown audience or those of the monolingual receptor in the second language have enough background to understand the sign of the original communication.

Example:

SL : *He opened his mouth and taught them.*

TL : *Ia mulai bicara dan mengajar mereka.*

This must not be interpreted as some strange way of speaking with the mouth open.

3. Forms that used by translator and acceptable to the audience for whom translation is intended that may traditionally more prestigious. These priorities consist of complex sets of factors such as age, sex, education, and background of experience. These priorities that are stated above reflect different perspectives.

Furthermore according to Nida and Taber, there are two classifications of translating as follows:

1. Good Translation

A translation is called a good translation if there is “dynamic equivalence”. It means that the form is restructured (different syntax and lexicon) to present the same meaning. The restructuring is fully justified, for it is the closest natural equivalence of the 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 content of the message.

a. Different Syntax

Example:

I gave Melky the book.

(Saya memberi Melki buku itu)

I gave the book to Melki.

(Saya memberi buku itu kepada Melki)

The book was given to Melki.

(buku itu sudah berikan pada Melki)

b. Different Lexicon

Example:

Probably Rany is her close friend.

(mungkin rany adalah teman dekatnya)

Perhaps Rany is her close friend.

(mungkin Rany adalah teman dekatnya)

2. 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:

1). *The sentence is very difficult to understand.*

Good translation : *Kalimat itu sangat sulit untuk di mengerti*

Bad translation : *Hukuman itu tidak adil.*

3. Those sentences are unfair.

Good translation : *Kalimat ini tidak masuk akal.*

Bad translation : *Hukuman ini tidak adil.*

Sentences the above sentences as subject and noun.

1. *My mother leaves for work at 06.00*

Good translation: *Ibu saya berangkat kerja pada jam enam.*

Bad translation: *Ibu saya meninggalkan bekerja pada jam enam.*

2. *Can I leave a message for Yandra?*

Good translation: *Dapatkan saya meninggalkan pesan untuk Yandra?*

Bad Translation: *Dapatkan saya berangkat pesan untuk Yandra?*

Leave in the above sentence as predicate and verb.

2.1.2 Reading Text

2.1.2.1 Definition of Reading

It is important for us to know the definition of reading. Such definition will give us knowledge, and the definition leads us to understanding reading clearly.

There are some experts who defined reading. Frank (1972: 222) says that “a reading may be defined in some way as a sentence. She says that reading is a full predication that contains a subject and a predicate with a finite verb”. Azar (1981: 209) says that “reading is a group of words containing a subject and a verb”. Muffin (1972: 108) defined “reading as a group of related words that contains both a subject and a predicate”.

From this definition above the writer would say that the reading is a complete thought unit build up by a noun as subject plus verb as a predicate.

2.1.2.2 Kinds of Reading Text

1. Explanation Text: definition and purposes of explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography, and history text books.
2. Narrative: is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
3. Report text: definition of report is a text which presents information about something. It is as a result of systematic observation and analysis.
4. News item: definition of news item is a text which informs readers about events of the day. The events are considered newsworthy or important.
5. Recount text: definition of recount is a text which retells events or experiences in the past. It’s purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

6. Analytical exposition text: definition of analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is an important matter.
7. Anecdote text: definition of anecdote is a text which retells funny and unusual incidents in fact or imagination its purpose is to entertain the readers
8. Discussion Text is a text which presents a problematic discourse. This problem is discussed from different viewpoints. Discussion is commonly found in philosophical, historical, and social texts.
9. Procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series

2.2 Previous Studies

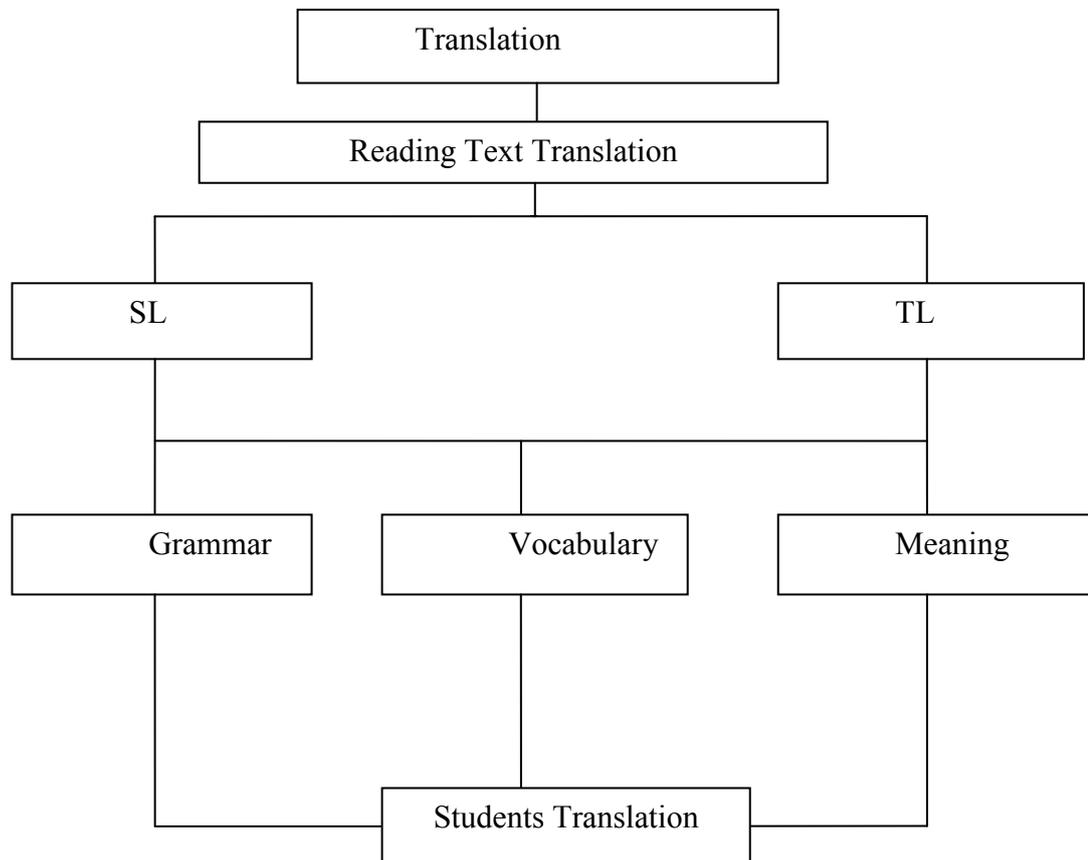
To help the translator to have a better understanding about the translation, here the translator provides some previous study in the educational field. These reviews might be useful for the translator to understand an analysis on grammar in the translation of Indonesian reading text into English.

In Gregorius De Naziansa Abi's thesis, entitled "The Ability of Class VIII A of Second Year Students of SMP Negeri 2 Kupang in Translating Indonesian Reading Text into English in the School Year 2009/2010". There were three points that were her findings, they were: (a) Respondents made many errors in the part of grammar, content, and vocabulary; (b) in the part of grammar some points having much been inappropriately even wrongly made are preposition, tenses, linking verb, regular verb; (c) in the part of content the most problem is about diction or word choice.

While in the Yovita Buatefa's thesis writing entitled "An Analysis on the Translation from Bahasa Indonesia in to English of the Second Year Students of SMA Negeri Kefamenanu in the School Year 2011/2012". He found out the classification of the translation from Bahasa Indonesia into English made by the translation from Bahasa Indonesia into English encountered by the second year students. So that, in this writing, writer analysed the second years students and the student's translation good or bad on the eleventh grade students of SMA Catholic Sint Carolus Penfui Kupang.

2.3 Research Framework

In this part, writer appears the organization structure of language skills which is related to his writing.



1. Translation is communication of the meaning of a source language text by means of an equivalent target- language text and to be translated into another.
2. Reading text translation
3. Source language which is to be translated into another language-compare.
4. Target Language into which another language is to be translated-compare source language. A language other than one's native language that is being learned.
5. Grammar is the study of words, how they are used in sentences, and how they change in different situations.

6. Vocabulary is all about words-the words in a language or a special set of words you are trying to learn.
7. Meaning is what a word, action, or concept is all about-its purpose, significance, or definition.