

## **Chapter Two**

### **Literature Review**

The literature review contains theories and previous studies of books or experts that are closely related to research. In this literature review, the definition of translation, type of translation, translation process, translation techniques, linguistic problems in translation, and strategies for dealing with the linguistic problem of the translation text are discussed. A conceptual framework is also presented in this chapter.

#### **Definition of Translation**

In general, translation is converting text from one language to another without changing the meaning or idea. Many experts define the word translation into many variations. They have their own opinions in defining translations, but all opinions have the same core ideas. Samantaray (2015), said that translation is an effort of discovering the similar meaning of a text into the target language. Hatim and Munday (2004), stated that translation is "the process of transferring a written text from the source language (SL) into the target language (TL)" (p. 6). Hatim and Munday (2004), further said the translation is the process. From the statement mentioned, translation is attempting to interpret the source language (SL) into the target language (TL) and vice versa. However, in this case, the translator translates the text which is a unit of meaning in the form of a set of words or sentences. In addition, the translator must use language in a unit of meaning that can be understood by readers or participants.

In addition, another definition of translation proposed by Regmi (2010), who defined translation as a process in which meaning and expression in one language (source) is tuned to the meaning of the other (target) whether the medium is spoken, written, or signed" (p. 17). Regmi (2010) argued, "translation as a process of converting ideas expressed from one language to

another is embedded in the sociocultural language of a particular context and also describes the translation process basically boundary-crossing between two different languages” (p.18). Based on these ideas, it is clear that when the translator transfers messages or translates the original language (SL) into the target language (TL), it also transfers the sociocultural aspects from the source language to the target language.

Furthermore, Hartono (2009), stated that "translation is the substitution of text in one language with equivalent text representation in a second language" (p. 6). Hartono also said that by translating text from source language (SL) into other languages, translators must make target language text (TLT) a representation of equivalent source language text (SLT). In other words, translators do not change the purpose of the text in the slightest. In terms of translation, there are also some characteristics that must be considered to get a good and correct translation.

A good translation is one that carries all the ideas of the original as well as its structural and cultural features. Massoud (1988) sets criteria for a good translation as follows:

1. A good translation is easily understood
2. A good translation is fluent and smooth
3. A good translation is idiomatic
4. A good translation conveys, to some extent, the literary subtleties of the original.
5. A good translation distinguishes between the metaphorical and the literal.
6. A good translation reconstructs the cultural/historical context of the original.
7. A good translation makes explicit what is implicit in abbreviations, and in allusions to sayings, song, and nursery rhymes.
8. A good translation will convey, as much as possible, the meaning of the original text.

(pp. 19-24)

Based on the explanation presented above, the translator has to learn not only the way or technique of translation but also the history of language and proper meaning of one word, phrase, and a sentence or even more on the target language (TL). Therefore, it could be summarized that translation is the process of transferring message between the source language (SL) and the target language (TL) with discovering the equivalent word so that the target readers could understand the message properly.

### **Translation Types**

Translation has been divided into several types by different scholars. Jakobson (2000) said that there are several types of translations as described below:

**Intralingual translation.** Intralingual translation is rearranging a word or sentence in the same language or paraphrased in one language. This type translates words, phrases, sentences, expressions, etc. in the same language. With this process, the translator can translate verbal codes using other codes in the same language. This type of translation uses a synonym strategy as shown below:

My mother goes to the market – my mother buys some vegetables

**Interlingual translation.** Interlingual translation is usually called the right translation. This type consists of one language verbal code translation using other verbal codes. That means translators paraphrase between two languages. However, in language-to-language translations, the translator is not only concerned with matching symbols (eg word for word translation) but also with the equations of the two symbols and their settings. Therefore, translators must know the meaning of all speeches. Examples of types of translations between languages will be explained below:

Ibu saya pergi ke pasar – my mother goes to the market

**Intersemiotic translation.** Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of non-verbal sign systems. This type is done in written text or poetry that is translated or changed into music, dance, film, and pictures. So, creative transposition is a way to explain and explore it. Examples of types of interemiotic translations will be explained below:

The film cast speaks in English, while the subtitles used are in Bahasa Indonesia. This is a translation from verbal to non-verbal language.

### **The Process in Translation**

In the previous chapter, the researcher explained the definition of translation and also the types of translations related to several experts. According to Regmi (2010), the work of the translator consists of reading text and writing new tasks from source language (SL). Thus, source language text (SLT), and target language text (TLT) are the main points that translators must consider. source language (SL) here is called the source language text (SLT) that translators must be able to analyze and determine the type of text and identify the meaning contained in source language (SL). The meaning in source language (SL) seems to be an important aspect. Then, the target language (TL) refers to the target reader where the translator must consider for whom the translation application is useful, whether for children, adults, academics or general people. Thus, the translator must adjust the translation depending on the reader in the target language. The translation process should not only be considered word for word, but also the culture of source language (SL) and target language (TL) (Al-Nakhalah, 2013). According to Nida (1964), there are three stages in translating text, namely analysis of each language, source and receptor, careful study of source language texts (transferring) and determination of appropriate speech

(restructuring). For more detailed information, each translation process is explained in the following paragraph.

**Analysis.** Analysis is the stage where the relationship between grammar and the meaning of each word and combination of words is analyzed and reviewed. At this stage, what is written (source text) must be analyzed based on grammatical relationships (grammar), word meanings or word combinations (semantics), textual meanings, and contextually to gain an understanding of what messages will be sent.

**Transferring.** Transfer is the transmission stage. Text that has been analyzed and reviewed in the first phase is transferred or transferred from source language text (SLT) to target language text (TLT). Translators must find equivalent terms in the target language (TL) that are relevant to the field or area that is translated and cultural equations relevant to source language (SL). At this stage, interpreters are needed to find equivalent information in the first stage.

**Restructuring.** Restructuring is the reconstruction phase where translators rewrite or reveal text that has been running during the first and second phases. The text must be in accordance with the author's goals and the target readers' expectations along with the target language norm (TL). The translators review the first and second stages if they find anomalies in the results of their translations. In addition, this stage aims to find understandable translations. The results of this stage can produce language styles and rules that can be accepted in the target language text (TLT).

The process is explained in the picture below:

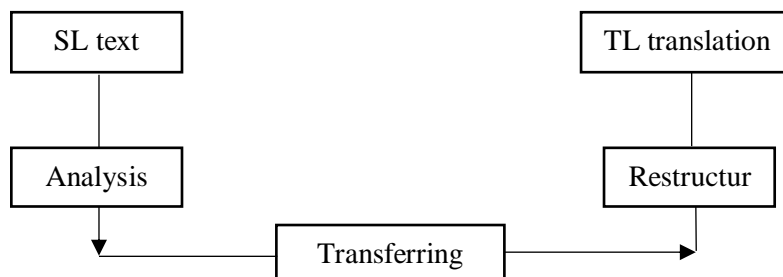


Figure 1. *The Translation Process* (Nida, 1964 p.241)

### **Technique of Translation**

Molina and Albir (2002), defines translation techniques as a procedure for analyzing and classifying the workings of equality of translations. This refers to the steps that the translator must do. Furthermore, Molina and Albir (2002) state that translation techniques refer to the actual steps taken by the translator in each micro textual unit. This means that translation techniques are a way to transfer text messages from source language text (SLT) to target language text (TLT) that is used at the micro level such as word, phrase, clause or sentence levels. The following is a translation technique proposed by Molina and Albir (2002):

**Adaptation.** Adaptation technique is a translation technique that replaces typical cultural elements in source language (SL) with cultural elements in the target language (TL) called adaptation. This technique can be used if elements or cultural elements have equivalents in the target language (TL). The example of adaptation is shown below:

SL: *Tungkai kakinya seperti terpaku.*

TL: His leg felt like a stone.

**Amplification (Addition).** Amplification or addition of techniques is a translation technique used to add detailed information not found in source language text (SLT). this technique is only used to add information that is used to help convey messages or make the reader understand. This addition technique cannot change messages in source language text (SLT). The example of amplification (addition) is shown below:

SL: *Banyak warga negara Indonesia di kapal itu.*

TL: There are many Indonesian at the ship.

The Indonesian word translated as an Indonesian citizen here is intended to clarify information without changing the message contained in the word.

**Borrowing.** Borrowing techniques are one of the translation techniques that use words or expressions from source language (SL) in the target language (TL). Borrowing can be in the form of a pure loan (pure loan), which is borrowing without making changes. The example of borrowing is shown below:

The word "zig-zag" or in the form of a natural loan (naturalized loan), where the word source language (SL) is adjusted for spelling target language (TL). Another example is the word "*musik*" which comes from the word "music".

**Calque.** This calque translation is a literal translation of a word or phrase in SL into TL.

The example of calque is shown below:

SL: *Dia adalah asisten manajer yang baru.*

TL: He is the new *assistant manager*.

**Compensation.** Compensation translation is a translation technique that replaces the position of information elements or style effects in source language (SL) in the other target language (TL) because it cannot be realized in the same section in the target language (TL). The example of compensation is shown below:

SL: *Hasrat yang menyala-nyala untuk membagikan Rahasia kepada dunia membakar diri saya.*

(Hendrastuti, 2012: 189)

TL: A burning desire to share The Secret with the world *consumed me*.

**Description.** Description is one of the translation techniques that replaces the term in source language (SL) with their description in the target language (TL). This technique is used

when a term in the source language (SL) does not have a suitable term in the target language (TL).

The example of description is shown below:

SL: *Saya suka panetton, kue tradisional Italia yang dimakan pada saat tahun baru.*

TL: I like *panetton*.

**Discursive creation.** Discursive translation is a translation technique that uses temporary equivalents that are far from the original context. This technique often appears in translations of film titles, books, and novels. The example of the Discursive creation is shown below:

SL: *Asal-usul Elite Minangkabau Modern: Respons terhadap Kolonial Belanda XIX/XX.* (Havid Ardi, 2010: 400)

TL: The Minangkabau: Response To The Dutch Colonial rule in the Nineteenth Century.

**Established equivalence.** The established equality translation is translating terms in source language (SL) with terms that are common in the target language (TL). The term in source language (SL) is generally based on dictionaries or everyday expressions. The example of established equivalence is shown below:

SL: *Hormat kami*

TL: Sincerely yours

**Generalization.** Translation generalization is to translate a term with a general term and is widely known by the public. This technique is used when the term in source language (SL) refers to a particular section, which does not have an equivalent in the target language (TL). The example of generalization is shown below:

*Motorcycle* is translated as *vehicle*.

**Linguistics amplification.** Translation of linguistic amplification is a translation technique that adds a linguistic element to the source language text (SLT) in the target language text (TLT).



This technique is often used in interpreting or dubbing. The example of linguistics amplification is shown below:

SL: *Semuanya terserah **anda sendiri!***

TL: Everything is up to **you!**

**Linguistics compression.** Linguistic compression translation is one technique that unifies or collects linguistic elements in source language text (SLT). This technique is also often used in interpreting or dubbing. The example of the linguistics compression is shown below:

SL: *Ngantuk?*

TL: Are you sleepy?

**Literal translation.** Literal translation is a translation technique that transfers source language (SL) expressions in word for word to target language (TL). The examples of the literal translation is shown below:

SL: *Presiden memberi hadiah itu pada Michael minggu lalu.*

TL: The President gave the present to Michael last week.

**Modulation.** Modulation translation is a translation technique that replaces, focus, perspective or cognitive aspects that exist in source language (SL), either lexically or structurally. The example of modulation is shown below:

SL: *Semua orang menyukainya.*

TL: Nobody doesn't like it.

**Particularization.** Particularization translation is a translation technique that uses more concrete and specific terms. This technique is the opposite of generalization. The example of particularization is shown below:

SL: *Dia senang mengoleksi **kalung emas.***

TL: She likes to collect **jewelry**.

**Reduction.** Translation translation is concise information contained in source language (SL) into the target language (TL). Compaction information performed may not change messages in source language text (SLT). The example of reduction is shown below:

SL: *Dia mengalami **kecelakaan**.*

TL: She got **a car accident**.

**Substitution.** Substitution translation is a technique that replaces linguistic elements into paralinguistic (such as intonation and cues) or vice versa. The example of substitution is shown below:

**Nodding your head** in Bahasa Indonesia translated "yes!"

**Transposition.** Transposition translation is a translation technique that replaces the source language (SL) grammar category in the target language (TL), such as converting words into phrases. This technique is usually used because of the grammar between source language (SL) and target language (TL). The example of transposition is shown below:

SL: *Saya tidak dapat **mengendalikan** kondisi ini.*

TL: I have **no control** over this condition

**Variation.** Translation verification is a translation technique that replaces linguistic or paralinguistic elements that influence linguistic variation. For example, changes in the tone of the text, style, geographical dialect, and social dialect. The example of variation is shown below:

SL: *Berikan barang itu ke gue sekarang!*

TL: Give it to me now!

## **The Linguistic Problems in Translating**

In this section, the researcher explains the linguistic problem in translation. The categories of problems discussed in linguistic problems are explained in this section as well. Problems in linguistics are lexical, semantic, grammatical, textual, and contextual problems.

**Linguistic problems.** In the case of situations, people or things need attention and need to be addressed or resolved (Cambridge Advanced Learner's Dictionary, 2008). The linguistic problem is faced when the translator wants to interpret a word, sentence or text. More specific translation problems occur when the translator realizes that he cannot transfer source language text (SLT) to target language text (TLT) adequately. Many researchers have conducted several studies to find problems or problems in translation. Wong and Shen (1999) stated that linguistic problems have a direct and important influence on the translation process. Every linguistic problem can interfere with translation. They stated that there are five types of linguistic problems such as lexical, semantic, grammatical, textual, and contextual problems. For more detailed information, each problem is explained in the following paragraph.

**Lexical problem.** Lexical problems related to vocabulary. Translators must know the lexical nature of every text they translate. One of the most linguistic problems is lexical as stated by Burdah (2004), lexical is the most difficult problem faced by translators who have an important role in translating. Problems occur because of misunderstandings or ignorance of the total meaning of the word. As supported by Al-Nakhalah (2013), one problematic part in translation is lexical. The first lexical problem faced by translators is having lots of vocabulary in source language (SL) without direct associates in target language (TL).

**Semantic problem.** Semantic problems indicate the meaning of words, phrases, sentences, or texts. English words can vary in the sense that they are drastically related to context, verbal

relationships, time, place, participants, topics, modes, media, and other situation problems. Finding the meaning of each word may be difficult for students because it is supported by Al-Nakhalah (2013) which states that students mostly face semantic problems or choose meaning that is suitable for each word or lexical item. Other than that, Arffman (2007), said that discovering the similar word for the target language (TL) is hard.

**Grammatical problem.** Problems in grammar means a set of rules that explain how words in a language. English and Indonesian have different etymological origins. Differences in origin are caused by differences in grammar and give rise to wide gaps for students when translating. Haque (2012), confirms that the most special problems facing translators include some grammatical constructions. According to Ali, Brakhw, Fikri, and Ismail (2012), tense and verb are the most obvious problems that translators usually face when translating text or documents. Then, Newmark (1988), adding some grammatical problems and one of the most complicated features is translating idioms because idioms are expressions whose meaning cannot be fully understood from the meaning of component parts. It cannot be translated word for word with its structure.

**Textual problem.** Textual problems involve writing that is related to word order or word connection too. Rearranging words and phrases is an important part of the translation process. Basically, English and Bahasa Indonesia are the language of fixed word sequences and follow the SVO structure (Object-Verb-Object). Therefore, English and Bahasa Indonesia have structural differences, and they differ in morphological and syntactic features which can cause several problems. Jawaid and Zeman (2011), argued that ordering sentences between two languages is not always easy.

**Contextual problem.** Contextual problems involve text or background situations that describe text. In translation, language is not a matter of simple vocabulary and grammar, but

language can never be separated from the culture operated in any part of the context. Recognizing the meaning of sentences based on context is challenging because the use of language will vary according to different contexts. According to the results of research conducted by Miller (2008), students are familiar with words, but they do not recognize and understand their meaning. Miller (2008), stated that students do not know the background knowledge of a different language or culture because they are not familiar with the words.

In addition, Kavaliskiėne and Kaminskiėne (2007), mentions that there are several problems faced by students in translating such as the level of morphology and the level of syntax. Morphological level is a challenge in word selection such as grammatical expressions and word forms. At the morphological level, students are confused about choosing words to transfer to target language (TL), and students find it difficult to improve the meaning of grammar. The level of syntax is a challenge to translate which students fail to construct sentences into target language (TL).

mentioned that there are several problems faced by students in translating such as

According to Rini (2007), the challenge in translating English sentences is divided into several translation units. The problem faced by students in translating English sentences is that they are confused with the use of plural forms and length of words. The second problem is that students are still confused to transfer general meanings and expressions of time such as unlimited time. In unlimited time, it must be transferred to Indonesian. The third problem is that students are still confused translating time adverbs. The fourth problem is that students are still confused translating the word context. Thus, the fifth problem is that students still have challenges in translating time.

## Strategies to Overcome the Problems of Translating

According to Apte (2002), there are several strategies to overcome the challenge of translating English sentences. The first strategy is to know Bahasa Indonesia grammar standards as target language (TL). The second strategy is to know the types of English rules and types of English text. To understand the whole text, you will translate the text included as the last strategy in translating. Baker (2006), states that there are several translation strategies to solve problems in English text. General strategies must deal with various types of texts and specific strategies related to the function and purpose of the translation. Likewise, the domestication strategy is called a normalization strategy because it focuses on interpretation and the translator can manipulate the text to make it natural. Vermes (2003), stated that there are several translation strategies to overcome translation problems. Each translation strategy is defined in the following paragraph:

**Transference.** Transference or commonly known as a loan is the process of transferring the word SL to TLT as a translation procedure, and that includes transliteration related to the conversion of various letters from source language (SL), namely Russian, Arabic, Greek, and Chinese, into target language (TL), and English. Translators use this strategy to get the same effect on target language (TL) or target language text (TLT) from the reader. In the transference strategy, translators only transfer text to target language (TL) without changing any words.

**Substitution.** Substitution is when the translator uses conventional correspondents from source language (SL) nouns in the target language (TL). This strategy can also be used for most geographical nouns. Vermes (2003), also believed that translators are usually asked to use conventional forms in the TLT such as the use of "Hungarian Anglia for English English" (p. 93) or use Persian [Mæjærestän] for Hungarian English or use Persian [Læhestän] for Polish English. In addition, the situation where the translator uses the name of the source language text (SLT), the

changes to the graph in the target language text (TLT) is considered as substitution case. Here, in the target language (TL) "forms make explicit phonological values" of source language (SL) nouns because language may have different graphics conventions, for example, "Hungarian Csingacsuk for Chingachgook English" (p. 94).

**Translation.** Translation strategy is used when nouns are translated in the target language text (TLT) by the translator. Besides, Newmark (1988), stated that "translating the meaning of the text into another language in the manner intended by the author of the text" is called translation (p. 5). Translators use this strategy to produce original nouns or parts of it in the target language text (TLT). For instance, in last name or first name, they use names in the target language text (TLT) with the same or almost the same connotation.

**Modification.** Modification strategy is the strategy used by the translator to change the form of interpretation of the source language (SL) noun in the target language text (TLT). It brings a significant change in form of connotations in the TLT. For example, English "Winnie-the-Pooh" is reduced in the Hungarian as "Micimackó" (p. 94). The following case is also regarded as a modification when the translator does not use the target language text (TLT) correspondent and uses a different noun. For example, "Maris" in Hungarian is usually related to maidservant who translates into English as "Rosie" (p. 94). Besides, it is not the same name, but it has related contextual connotations. Vermes (2003), considered that modification as a general term which consists of omission, addition, and generalization in itself. However, in the present research, omission, addition, and generalization are not regarded as sub-sects of modification that separated translation strategies in rendering nouns.

**Omission.** Omission strategy is the strategy used by the translator to deal with the source language text (SLT) suitable noun that is ignored in the target language text (TLT). In other words,

the translator simply removes the original noun or part of the noun in the translation for different reasons. Vermes (2003), might think that it is not important, or it can cause ambiguity for the readers' target language text (TLT) or may follow the omission strategy for other factors. For example, Abdul-Qadir Gilani in Persian could be translated into English as Abdul-Qadir where Gilani has been removed.

**Addition.** Addition is the strategy in which the translator will use expansion in the translation of the source language (SL) noun. This addition strategy can be used as an addition in the main part of the target language text (TLT) or as marginal notes. Besides, addition is used for different reasons such as giving the readers more information or eliminating the ambiguities for the readers. For instance, in translating the Persian name Kashaf Rood which is the name of a river, the translator may provide the way of Kashaf Rood River to give the readers more information about the source language (SL) noun. There are cases where the target language (TL) does not have the SL noun due to cultural differences and the translator, and in its place of using transference, it uses paraphrase strategy or descriptive substitute coping with that noun.

**Generalization.** Generalization is a strategy where the translator uses a superordinate noun rather than using the source language (SL) noun. For example, a translator might use a superordinate noun for a bicycle or a car. In this case, people can use a vehicle which is a superordinate noun for a car or a bicycle.

In addition, according to Newmark (1988), explain the strategy in translating divided into 8 (eight), namely:

**Word for Word Translation.** In translating word for word translation, the word-order source language (SL) is maintained and the words in SL are translated one by one according to the general meaning and do not consider the context.



**Literal Translation.** In this translation, the grammatical construction of the source language (SL) is transferred to the closest grammatical construction of the target language (TL), but the lexical words are still translated singly, out of context.

**Faithful Translation.** In translating, the contextual meaning is diverted from SL into TL, even though it is within the limitations of target language (TL) grammatical structure. Cultural words are transferred and the level of grammatical and lexical abnormalities persists.

**Semantic Translation.** Promote the beauty values of source language (SL) and be more flexible by providing space for the translator's creativity and intuition.

**Adaptation Translation.** The freest translating strategy commonly used in drama and poetry.

**Free Translation.** In translation, messages or messages are reproduced, regardless of the form in the source language. In other words, in this translation, the content is translated without following the form, as in source language (SL).

**Idiomatic Translation.** In this translation the message or message is reproduced in target language (TL) but there is a tendency to distort the nuances of meaning, because the actual use of idioms does not exist in source language (SL).

**Communication Translation.** In this translation, the contextual meaning of source language (SL) is transferred in such a way that the message and language can be accepted and can be understood by the reader who is the target of the translation.

## **Conceptual Framework**

Translation is very important for educational purposes. Translation can help students become active English language users and can develop their skills. The important thing to do before dealing with the real field of translation is that the translator must do several exercises so that they can arrange sentences and solve problems in the translation.

There are several problems faced by students and translators. Thus, researchers focus on finding linguistic problems in translating text. Based on theoretical statements, there are five linguistic problems such as lexical, semantic, grammatical, textual and contextual problems. These five problems are crucial problems, and it is important to pay more attention when dealing with translations.

The researcher will apply the interview to find students' language problems when translating text. Researchers will apply interview sessions to get in-depth information about the linguistic problems they face in translating texts. The final step is to describe or report the results of the interview.

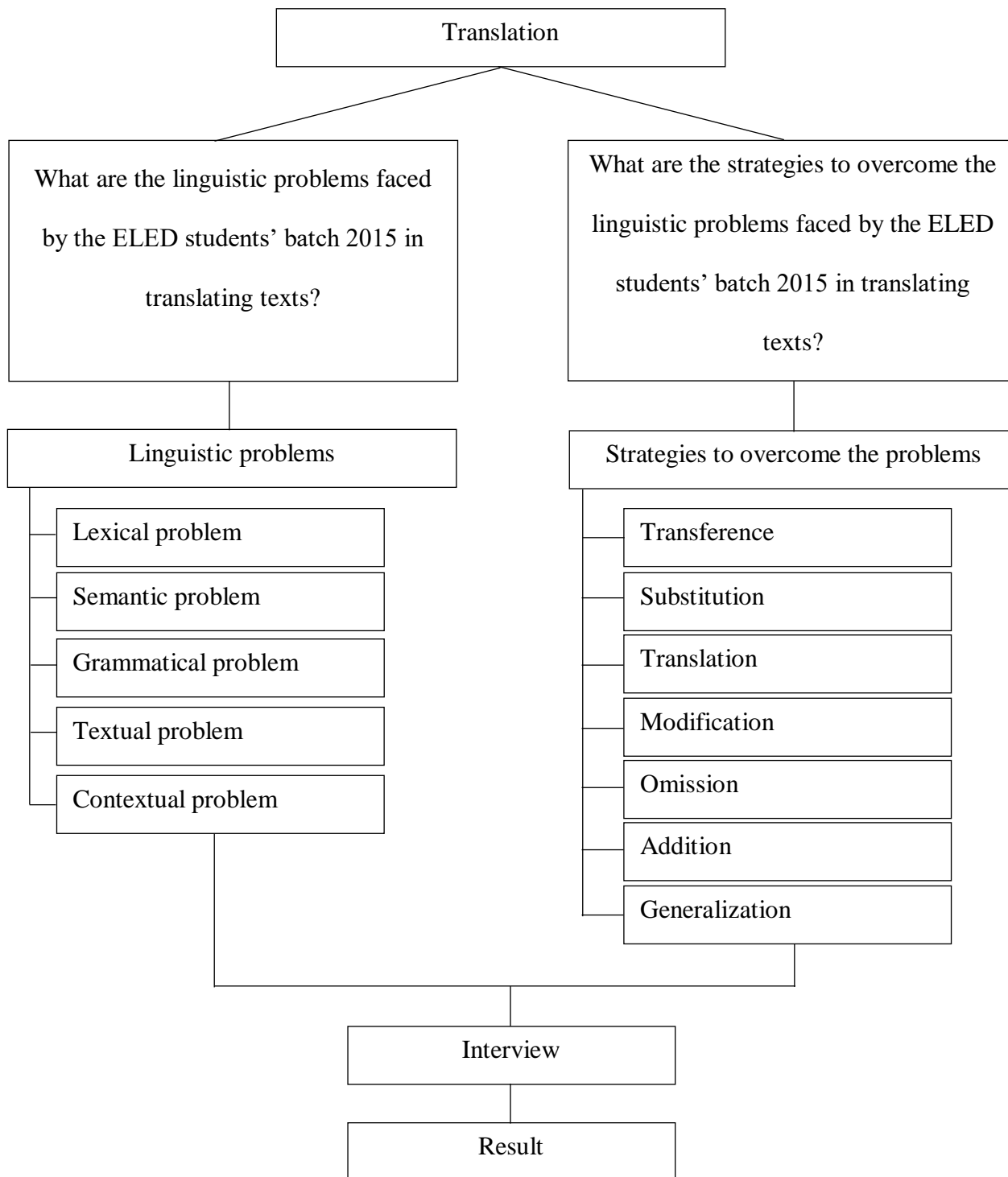


Figure 2. *Conceptual Framework of the Research*