Chapter Two

Literature Review

Literature review contains theories from the books or experts which are closely related to the research. The theory is needed to help and support the researcher during analyzing the data. The literature discusses translation and narrative text. The points encompass definition of translation, translation types, translation processes, problems in translation, definition of narrative text, structure and the language feature of the narrative text. The conceptual framework is also presented in this chapter.

Translation

In this part, the researcher explained more about translation followed by some theorist from the experts. The discussion were about the definition of translation, the process of translation, types of translation and the benefits of translation activities.

Definition of Translation. Many experts defined the word translation into many variations. The experts are mostly from the linguistic field and their definition based on point of view. They have their own opinion in defining translation but the whole opinions have the same core idea. Munday (2001) defined the translation generally. He says that "translation can be the universal subject field, the creation (the text which has been transformed into target language) or the process (the action of producing the translation, which is

known as translating)". He mentioned that translation can be the process of

transforming a source text (ST) into target text (TT) and the result of the

translating which is the text has been translated. Another scholar who defined

the translation as the process was Lilova (1985). He stated that translation was

oral or written activity aimed at the recreation of an oral or written text

(utterance) existing in one language into a text in another language,

accompanied by keeping the invariance of content, qualities of the original

and author's authenticity. Therefore, Hatim and Munday (2004, p.6) further

stated that translation was "the process of transferring a written text from

source language (SL) into the target language (TL)". In this definition, they

stated the translation as the process. In this case, translators were faced with

text as the unit of meaning in the form of sets of words or sentences. This

meant that language which was used was the unit of meaning which could be

understood by the readers or participants.

There were another definition given by Newmark (1988). He defined

translation as "rendering the meaning of a text into another language in the

way that the author intended the text"(p.5). This definition stressed on

rendering the meaning of the source language text into the target language text

as what was intended by the author. He explicitly expressed the object being

translated is message or meaning. Another scholar (Samantaray, 2015) said

that translation was an effort of discovering the similar meaning of a text into

the target language. Furthermore, Nida and Taber (1982) argued that translating consist of reproducing the target language with the closest, natural and equivalent source language meaning. This definition was more comprehensive than the previous one. It was necessary to understand the exact meaning of "equivalent". According to the Cambridge Advanced Learner's Dictionary, 2008), "equivalent" meant something which has the same amount, value, purpose, qualities, etc. as something else. It meant that equivalent was significantly similar. As a significant concept in translation theory, equivalent cannot be interpreted in its scientific sense. It can only be understood in its common sense as a general word. Logically, there were no things that were totally identical (Nida, 1986). He expressed this view as follows:

"There are no two stones alike, no flowers the same, and no two people who are identical. Although the structures of the DNA in the nucleus of their cells may be the same, such persons nevertheless differ as the result of certain developmental factors. No two sounds are ever exactly alike, and even the same person pronouncing the same words will never utter it in an absolutely identical manner (p.60)".

Nida's view was strengthened by Yinhua (2011) who stated that there are no two absolute synonyms within one language. Reasonably, there are no two words in any languages are completely identical in meaning. As translation involved at least two languages and since each language has its

own uniqueness in phonology, grammar, vocabulary, ways of representing experiences, and reflects diverse culture it is complicated to find the equivalent meaning in the TT. Furthermore, it was impossible to create the absolute identity between the source text and the target text. Therefore, we could say that the equivalence in translation should not be approached as a search for sameness with the target language, but only as a kind of similarity or approximation. This naturally indicated that it was possible to establish equivalence between the source text and the target text on different linguistic levels and different degrees through discovering the word synonymy.

Therefore, we could summarize that translation was the process of transferring message between the source language and the target language with discovering the equivalent word so that the target reader could understand the message properly.

The Process in Translation. There were many scholars clarified the translation process. Hence, the works of translator consisted of reading the text and writing a new task from the source language. Therefore, the source text and the target text were the main points that translators have to consider. The source language here referred to source text that the translators should be able to analyze and determine the type of the text and to identify the meaning contained in the source language. The meaning in the source language was apparently one of the essential aspects. Then, the target language referred to

the target reader in which are the translators should consider about for who the application of the translation used for the child, adult, academic or general people. Thus, the translators should adjust his/her translation depended on the reader in the target language. The translation process should not only consider the word-by-word, but also the culture of both source language and target language as discussed below (Nida, 1964). He stated that there are three stages in translating a text: analysis of the respective language, source and receptor, careful study of the source language text (transfer) and determination of the appropriate utterance (restructuring).

Analysis. The analysis was the stage where the relation between grammatical and the meaning of each word and a combination of words were analyzed and reviewed. At this stage what was written (source text) should be analyzed based on the grammatical relation (grammar), meaning of a word or a combination of the word (semantic), textual and contextual meaning to obtain understanding on what were the message will be delivered.

Transfer. The transfer was the stage of transmission; a text that has been analyzed and reviewed in the first phase was diverted or transferred from the source text into the target text. Translators have to find out the equivalent term in the target language which is relevant to the field or area translated as well as the cultural equivalent that

relevant with the source language. At this stage, the translators' interpretations were necessarily needed to find the equivalence in each information of the first stage.

Restructure. Restructure was reconstruction stage where the translators re-wrote or expressed a text that has been proceeding during the first and the second phase. The text should be appropriate for the author's purpose, the target readers' expectation, along with target language norms. Probably, the translators reviewed the first and the second stage if they found anomalies in their translation result. This stage aimed at finding an understandable translation. The result of this stage can produce an acceptable language style and rule in the target text.
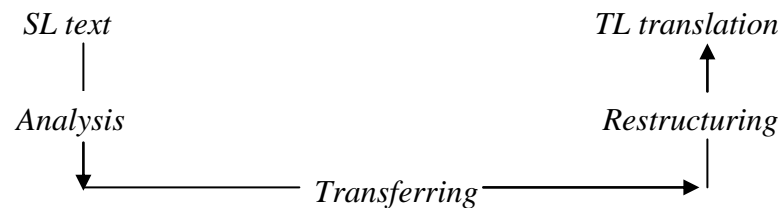
The processes were described below:

Figure 1. The translation process (Nida, 1964 p.241)

Types of Translation. Translation has been divided into different types by different scholars. Jakobson (1959) stated that there are three kinds or types of translation as explained below:

> *Intralingual translation*. Intralingual translation basically reworded something within the same language or paraphrased within one language.This type translated a word, phrase, sentence, expression, and others in the same language. By this process, translators may translate the verbal codes by means of other codes in the same language. This type used synonymous strategy as shown below:
>
> My mother goes to the market – my mother buys some vegetables
>
> *Interlingual translation*. Interlingual translation commonly called as translation proper. This type comprised the translation of the verbal codes of one language by means of the verbal codes of another. It meant that translators paraphrased between two languages. However, in interlingual translation, the translators concerned not merely with matching symbols (i.e. word for word translation) but also with the equivalence of both symbols and their arrangements. Therefore, translators have to know the meaning of the entire utterance.
>
> Ibu saya pergi ke pasar – my mother goes to the market

Intersemiotic translation. Intersemiotic translation or transmutation which asked the translators to interpret verbal codes by means of some other codes of nonverbal codes systems. This type dealt with the transference of a message from one kind of symbolic system to another. This type was undertaken in such a written text or poem translated or transformed into music, dance, film and drawing, so that a creative transposition is a way to explain and explore it.

Another scholar who defined the translation type was Larson (1984). He classifies the translation into two main types, namely form-based translation and meaning-based translation.

Form-based translation. Form-based translation attempted to follow the form of the source language. It usually known as literal translation. In modified literal translation, translators modified the order and grammar to use acceptable sentence structure in the receptor language. Therefore, lexical items were translated literally. The literal translation of words, idioms, figures of speech, etc. result in unclear, unnatural, and sometimes nonsense translation. The literal translation can be understood if the general grammatical form of the two languages was similar.

Meaning-based translation. Meaning-based translation made every effort to communicate the meaning of the source language text in the natural form. Its practice needed the whole comprehension or understanding of the source text included the cultural context different.

The Benefit of Translation Activities

Translation truely played the significant role in the English learning, especially for the second language learner. However, translation was important in English language teaching as well. The fundamental benefits of translation activities included the practice of all language skill such as reading, writing, listening and speaking (Kaminskiene & Kavaliskiene, 2007). They also said that teachers and learners have started to use translation to teach and learn the English language as well. They applied translation as the teaching strategy. The other benefits of translation activities were that translation was the most important social skill since it improved communication skill and understanding stranger. According to Schaffner in Dagilien (2012) stated that translation exercise can be beneficial for foreign language learning in some aspects such as improving verbal agility, expanding student's vocabulary in their second language, developing their style, improving their understanding of how languages work, consolidating second language structures for active use, monitoring and improving the comprehension of the second language.

The Problems in Translating the Text

In this part, the researcher described the definiton of problems and linguistic problem. The categories of the problems were explained in this part as well.

Definition of Problem. The problem meant a situation, person or thing that needs attention and needs to be dealt with or solved (Cambridge Advanced Learner's Dictionary, 2008). Translation problems were (linguistic) problems that the translation faced with when making a translation. Translation problem, more specifically, occured when translator realized that s/he was unable to transfer adequately a source language text into the target language. Many researchers have conducted some researches to find out the problems or issues in translation. According to Wong and Shen (1999), linguistic problem exerted a direct and crucial influence upon the process of translating. Each of linguistic problems can interfere with translation. They stated that there were five types of problems in linguistic that are lexical, semantic, grammatical, textual and contextual problems. The other experts who described the linguistic problems were Burdah (2004), Al-nakhalah (2013), Newmark (1988) and Arffman (2007).

Linguistic Problem. There were five linguistic problems in translation which are the lexical, semantic, grammatical, textual and contextual problem. Each problem will be discussed below:

Lexical. Lexical dealt with vocabulary. Translators should be deeply aware of the nature of lexical of each text they are translating. One of the most problematic was lexical as stated by Burdah (2004) "lexical is the most difficult problem faced by the translator then it has the important role in translating". The problems were due to the misunderstanding or the total ignorance of the words meaning as supported by Al-nakhalah (2013) who said that one of the problematic parts in translation was lexical. The first lexical problem which translator faced was to have many vocabularies in the source language with no direct counterparts in the target language.

Semantic. Semantic meant the meaning of a word, phrase, sentence, or text. An English word can vary in meaning drastically according to context, verbal relation, time, place, participants, topic, mode, media and many more situations. Finding the meaning of each word might be difficult for the students as supported by Al-nakhalah (2013) and Newmark (1988). They stated that the students mostly faced the semantic problem or choosing the suitable meaning for each word or lexical item were hard. Moreover, Arffman (2007) said in his book that discovering the similar word for the target language was hard. Here were some examples, the *mouse* spoken of by a housewife means something entirely different from the mouse mentioned by a

computer user, travelers in an airport and soldiers in a military camp will react

very differently to the word *attention.* The meaning of a phrase in one

language cannot always be translated literally. The Indonesian phrase

kambing hitam was not always translated as 'black goat' in English language,

it posed the problem. If it meant 'a goat which is black', the phrase can be

translated as 'a black goat'. However, it has a specific meaning which was 'a

person who was blamed for something that someone else has done'. It will be

equivalent to the English phrase 'scapegoat'. Therefore it was not easy for

students to select the right terms for the translation.

*Grammatical***.** Grammar meant the sets of rules that explain how words were

in a language. The English and the Indonesian languages have different

etymological origins, as they belonged to different families. This difference in

origins caused a difference in grammar and created wide gaps for learners

when translating. According to Haque (2012), the most particular problems

that the translators faced include several constructions of grammar. According

to Ali, Brakhw, Fikri, and Ismail (2012), tense and verb were the most

obvious problems that translator usually faced while translating text or

document. Then, Newmark (1988) added some grammatical problems and one

of the most complicated features was that translating idioms since idioms

were expressions whose meaning cannot be completely understood from the

meanings of the component parts. It cannot be translated word by word with it structure.

Textual. The textual problem concerns to the writing which related to the word order or word connection as well. Reordering of words and phrases were a necessary part of the translation process. Basically, English and Indonesian were a fixed word order language and followed the SVO (Subject-Verb-Object) structure. Therefore, English and Indonesian language have structural differences and they differed in morphological and syntactic feature which may cause some problems. According to Wong and Shen (1999), Jawaid and Zeman (2011) they argued that ordering the sentences between two languages were not always straightforward.

Contextual. The contextual problem involved the text situation or background which illustrate the text. In translation, language was not a simple matter of vocabulary and grammar, but that it can never be separated from the culture it operated in and was always part of a context. Recognizing the sentence meaning which based on the context was challenging since language use will vary according to different contexts. According to the research result done by Miller in 2008, the students were familiar with the words, but they did not recognize and understand the meaning. He further stated that it was because the students did not know the background knowledge of a different language

or culture. Thus, the researcher may not neglect, ignore or misjudge the context in which a word is used.

Narrative Text

In this part, the researcher presents the definition of narrative text, structures of narrative text, language feature in the narrative text followed by the common problems in translating the narrative text.

Definition of Narrative Text. Narrative text was a story that dealt with complications or problematic events which lead to a crisis or an emergency and in turn finds a resolution (Sudarwati and Grace, 2007) such as in fairy stories, science fiction, romance, horror stories and folk tails. The narrative text included in a fictive story and literary work which was challenging to translate. Narrative text needed to translate feelings, cultural nuances, humor and other delicate elements of a piece of work (Haque, 2008). Additionally, Sun (2011) enhanced that narrative serves as a means of organizing human experience, or as a process to construct meaning by summarizing past experience. The purposes of narrative text were to amuse and entertain the reader and to deal with actual/imaginative experiences in different ways.

Structures of Narrative Text. Then, Sundarwati and Grace (2007) proposed four narrative organizations or the guidance in writing narrative text: Orientation: in this stage, the author set the scene: where and when the story

happened and introduced the participants of the story as well: who and what was involved in the story. Complication told the beginning of the problem which lead to the crisis (climax) of the main participants. Resolution: the problem (the crisis) was resolved, either in a happy ending or in a sad (tragic) ending. Re-orientation: this was a closing remark to the story and it was optional. It consisted of a moral lesson, advice or teaching from the writer. Their argument was strengthened by Sun (2011), he argued that the features of the narrative text were "sequenced and interrelated events, fore-grounded individuals and crisis to resolution progression; on the other hand, proposes the idea that addresses can learn from narratives" (p.3).

Language Features of Narrative Text. Actually, there were many language features in Narrative Text. Sundarwati and Grace (2007) argued the language characteristics used in Narrative Text. First, the use of particular nouns to refer to or describe the particular people, animals and things that involved in the story. Second, the use of pronoun such as they, their, its, it, etc. Third, the use of noun phrases such as the dusty and rough road and a big old tree. Fourth, the use of connectives and conjunctions to sequence events through time: one day, a week later, then, a long, long time ago, when. Fifth, the use of adverbs and adverbial phrases to locate the particular incidents or events: angrily. Sixth, the use of past-tense action verbs (material process) and saying

verbs (verbal processes) to indicate the actions and saying in the narrative: arrived, ate, went and laughed.

Conceptual Framework

Translation was significant for the educational purpose since translation can assist the students to be an active English usage and it can develop their skill. However, someone who dealt with translation should be skillful. The important thing to do before dealing with the real field of translation was that the translators have to perform some practices in order to be used in constructing the sentences and solving the problems in translation.

There were many problems encountered by the students and translators. Thus, the researcher focused on finding the problems in translating Narrative Text. Based on the theorist statements, there were five linguistic problems: lexical, semantic, grammatical, textual and contextual problem. Those five problems were the crucial problem, and it was important to have more attention when facing the translating.

The researcher applied the interview to find the students linguistic difficulties while translating the text. The researcher applied the interview session to get in-depth information on the problems they got in translating the text given by the lecturer at the end of the semester. The interview were based on their answers. The last step was describing or reporting the result of interview.

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│ Translation │
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│ What are the linguistic problems faced by the English Education Department students    │
│ batch 2013 in translating Narrative Text?                                              │
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│ Linguistic Problems │
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| Lexical | Semantic | Grammatical | Textual | Contextual |

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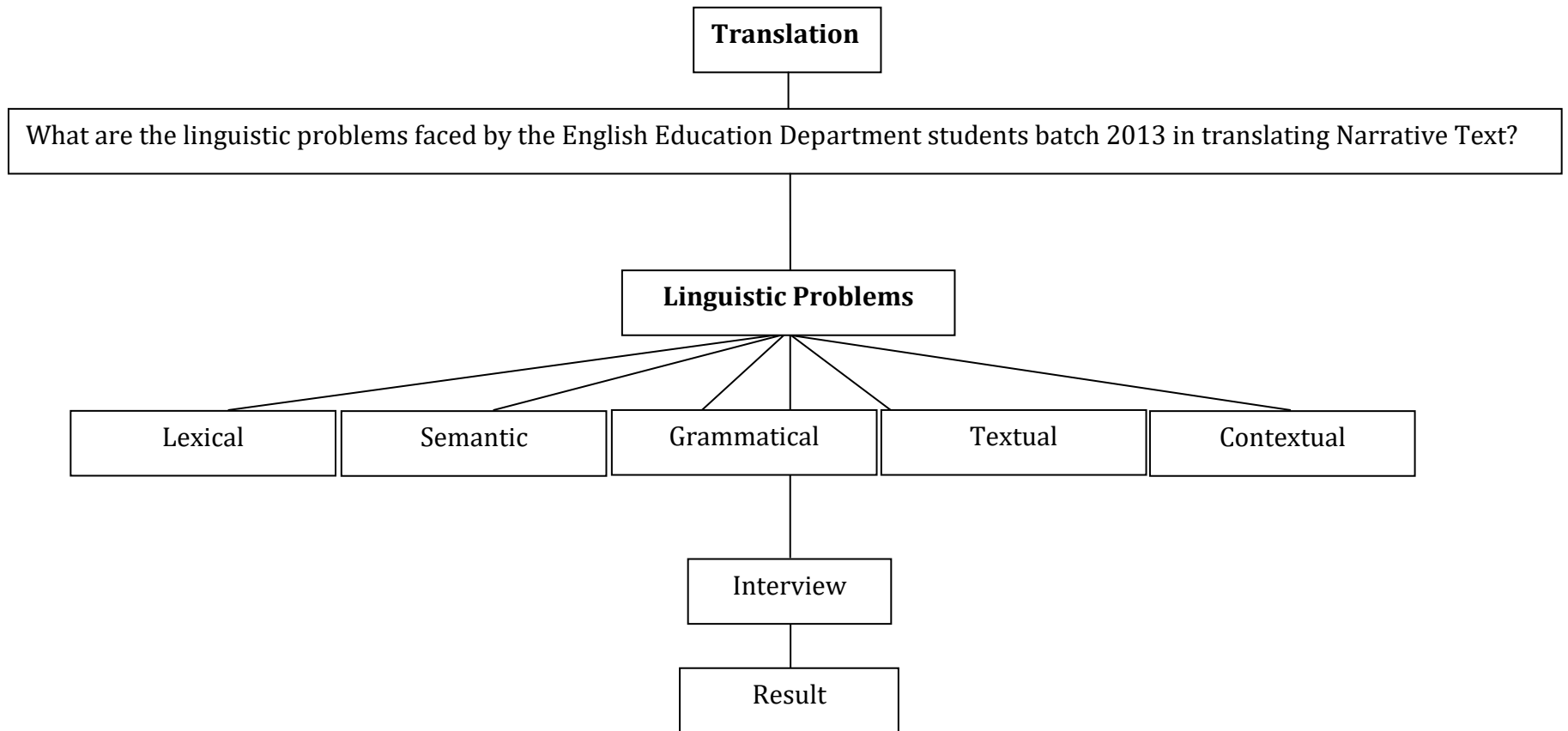
Figure 1. Conceptual Framework of the Research