CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some theories of this research. The literature review consists of translation, narrative text, and previous study.

A. Translation

1. Definition of Translation

There are several definitions of translation define by some experts. Translation is a tool to understand a foreign language from the source language into the target language. According to Bassnet (2002:12) translation involves the rendering of a source language into the target language. It can be simply known that translation is transferring a language from one language to another language, for instance transferring the English language into the Indonesian language. In the other hand, translation is one of the ways to get information. For example, when Indonesian students read English text and they did not understand the meaning, they can understand the meaning of the words by translating the text into the Indonesian language. Moreover, the term of translation is concerned with a certain type of relation between languages and consequently a branch of comparative linguistics, (J. C. Catford, 1956:20). Hence, translation is words or expression in the learners' first language that more or less same as the item being taught (Nurhayati, 2015). It means translation is one of the various such relationship to know the meaning of the vocabulary.

Translation as a process is always performed in a given direction from a source language into the target language. It can be stated that the process of translation is from a text of one language in another language. It is similar to Merriam Webster Dictionary (1989:1), that stated that translation has changed the text from one state or form to another, or to turn a text into one's own or another language. Besides, according to Larson (1948:3) translation consists of transferring the meaning of the source language into the receptor language. It means the transferred must be held constant. Also, Newmark (1988:32) said the translation was the subordinate term for converting the meaning of any utterance of any source language to the target language. So, the researcher can conclude that the translation is one way to learn, to understand, to know the meaning of foreign language and the process of translating from one language or own language into another language or target language.

Moreover, the translation is the way or process to transfer one language to another language. Translating is the process of transferring the meaning of a text in one language into a text in another language (Rachmadie, 1988). Newmark said, translating as for the process of translation, it is often more dangerous than a sentence or two before reading the first two or three paragraphs unless a quick glance through convinces you that the text is going to present few – problems. In fact, the most difficult is the term of linguistically and culturally. It means that when the students translate a text, at the first they must read their translation. For example; the students have already translated one paragraph if they want to

translate the next paragraph they must read the first paragraph so their translation can be related.

2. Translation Process

The process of translation is the stages of the translator goes to move, the steps of doing translation start from reading the source language of text or words and understanding the equivalents in the target language. Bassalamah (2007) said, that the result of the translation from understanding the source of the text is from reading and interpretation. So, reading should be the way to understand an effective interpretation, and finding the most appropriate equivalents. The basic problem in translation practice is finding an equivalent translation of the target language (Catford, 1956). The translation has to be good and educated about the languages. Newmark (1961) argued for the writer and the translator has to be aware of such "special language" and "special theory" of meaning as well.

The translator must be ready to translate effectively to equipped in solving any problems that may come during the translation process. The translator needs to slow down to examine a problematic word, or phrase, or syntactic, structural, or a cultural assumption painstakingly with full analytical awareness, and it is a possible solution (Robinson, 2003). Consequently, the translation is not an easy task, but enriching and indispensable work that demands honesty, and modestly, although it is an arduous job that notifies you, and puts you in the state of despair at times. Then, the translator not just master in linguistically, but also culturally. So, the translator not only needs to understand the linguistic competence, but rather a socio-cultural one. Delisle (1981) argued, linguistic competence is a

necessary condition, but not yet sufficient for the professional practice of translation.

The translator needs to practice a lot, he or she must more familiar with the second languages he or she would be. His or her practice will make him or her in some way experienced. Thus, the students would be able to translate effectively and accurately if translating with his brain (Robinson, 2003). Reading and understanding an appropriate text is followed by an accurate interpretation that leads to an acceptable translation. When you want to translate easily and effectively, you are required to be acquainted not only with the target language, but rather than to all what is related to it either culturally, socially, or historically as customs, and traditions.

3. Types of Translation

There are some types of translation defined by some experts. Jacobson (1959) has three types of translation they are Intralingual translation, Interlingual translation, and Intersemiotic translation. Intralingual translation is an interpretation of verbal signs in the same language. Interlingual translation is an interpretation of verbal signs by means of some other languages as translation proper. In the process of translating, the translator is going to deal with two different codes, and two different cultures because translation involves two equivalent messages in two different codes (Jacobson, 1959). Thus, they must focus more, and more about it because it is reflected on the proper process of translation. It is like traveling from one language to another throughout some verbal signs. The last, Intersemiotic translation or transmutation is an

interpretation of verbal signs by means of non-verbal sign system. The common types from three types of Intersemiotic translation are Interlingual because it is discussing a proper of translation.

From the explanation above, Jacobson (1959) gave us an idea about how Interlingual translation often has to resort to a combination of the code units in order to fully interpret the message. So, the translator has to pay attention to such cases in which meanings are so close, they may confuse the translator, and put him or her of despair and frustration. Besides, Interlingual transposition starts from one poetic shape into another, from one language into another, from one language to another, or finally Intersemiotic transposition from one system of signs into another. For example, from verbal art into music, dance, cinema, or painting. When a translator attempts to translate a given piece of discourse as written or spoken, he or she may face a lot of problems or let's say difficulties in translating. These problems are dissimilar, every person has differences from the other. Consequently, these difficulties require some s strategies to cope wish.

4. **Translation Strategy**

A translator needs a manner to understand the meaning of the text. The researcher chooses the way to make translation easier that is by using strategy. Translatation strategy is the way to translate when you have the problems in translation (Loescher, 1991). Seguinot (1989) said that strategy in translation has three branches that can be applied as the way when you translate a text, in translating you must translate the text without stopping for a long time. Moreover, you must correct your mistake directly if you know it.

The translation process and translation product are related. Thus, translation strategy has two strategies they are; strategies related to what happens in the text, and strategies related to what happened in the translation process (Jasskelainen, 1993). The common strategy in translation is a Literal translation that focuses on word by word. Jaaskelainen (1993) introduced the global strategy of translation. The global strategy has a relationship with the common translation principal and the manner of translation work applied. Literal translation and free translation included in the global strategy because both influences the translator to consider the translation purpose, and how the impact for the reader. This impact is how the translation process continues.

In addition, the researcher chooses the strategy of translation from Vinay and Darbelnet. This strategy has the same ideas as Ghazala's strategies. Vinay and Darbelnet (1995) are divided into two categories as follows; Direct translation, and Oblique translation as a Free translation. The two categories from them comprise seven strategies;

a. Borrowing

Borrowing is a translation strategy without translating. This is about expressing the original text. The word expression is taken from the source language and applied in the target language. It means that from source language is transferred directly into the target language. It is a translation strategy that does not actually translated. But, the translator must pay attention to the grammatical or pronunciation of the target language. The strategy can be employed in two situations when discussing a new technical process for which no term exist within

the target language or when maintaining a word from source language stylistic effect in which the translator user the foreign term to add flavor to the target text. For example;

- Source Language: My brother likes to *download* news from the *internet.*

- Target Language: Saudara Laki-laki Saya suka *men download* Berita dari *internet.*

- Source Language: Kung Fu

- Target Language: Kung Fu

b. Calque

Calque is a strategy of translation from the source of language expression or structure that transferred in literal translation. It can be defined as a foreign word or phrase translated, and incorporated into another language, or in another word. It can be said that word or phrase which is literally translated from the source language into the target language. In addition, calque has followed the syntax of the target language while translating each word literally, or ignores the syntax of the target language, and maintain the syntax of the source language, rendering the Calque in an awkward syntactical structure of the target text. Also, Calque creates or uses a neologism in the target language by adopting the structure of the source language. Then, Calque is kind of Borrowing words from the source language, but still with the structure of the target language. For example;

- Source Language: Do not forget to write his *pen name*.

- Target Language: Jangan Lupa menulis *nama Pena* dia.

- Source Language: Skyscraper.

- Target Language: Pencakar langit.

c. Literal Translation

The Literal translation is a translation word by word. According to Vinay and Darbelnet (1995), Literal translation can only be applied to languages which are extremely close in cultural terms. In addition, Literal translation as a Direct translation, which is the word comparison made in this context. It has translated the source text literally in the target text, focuses on form, and structure without any addition or reduction in the target language. Then, this strategy is acceptable only if the translated text retains the same syntax, the same meaning, and the same style as the original text. Vinay and Darbelnet (2000) judge the Literal translation to be unacceptable because it; gives a different meaning, has no meaning, impossible for structural reasons, and does not have the corresponding expression within the metalinguistic equivalence of the target language.

Literalness should only be sacrificed because of the structure, and metalinguistic requirements, and only after checking that meaning is fully preserved. Newmark (1998) said, the Literal translation is the appropriate strategy for all translations, and the bad translation will do his best to do not use the literal translation, and that all good translation should be literal. This strategy is not feasible in all contexts, and with languages. This method can be considered as a workable, yet sometimes it cannot be so. So, Vinay and Darbelnet (1995) see that the Oblique strategy is the solution. For example, of Literal translation:

- Source Text: Where are you?

- Target Language: Dimana Kamu?

d. Transposition

Transposition is a change of part of speech for another without changing the sense. It means transposition involves moving from one grammatical category to another without altering the meaning of the text or the message. Vinay and Darbelnet (1995) argued, probably the most common structural change undertaken by the translator. Then, Transposition has introduced a change in grammatical structure. So, the translator changes the word types or the word classes as from nouns to verb, the verb for a noun, or noun for a proposition. It changes a grammatical category, and every word has a different grammatical structure in a different language. Transposition to be either obligatory or optional and referred to the source text as the best expression, and the target text as the transporter expression. For example:

- Source language: He has a luxury house.

- Target language: Dia mempunyai Rumah mewah.

e. Modulation

Modulation is changing the semantic, and the point of view of the source language text. It consists of using a phrase that is different in the source, and the target languages to convey the same idea. In addition, Modulation is the diversion that occurs due to a shift in meaning to changes in perspective, and mindset. It is referred to rendering the target text from the different point of view to that of the source text or introducing a semantic change or perspective. Furthermore,

Modulation also focuses on the cognitive category in relation to the source of language, it can be lexical or structural. For example:

- Source language: You are going to have a child.

- Target language: "Anda Akan menjadi Seorang Bapak" instead of "Anda Akan mempunyai Anak".

- Source language: Shall, we?

- Mari, Kita berangkat!

f. Equivalence

Equivalence is the manner to express something in a completely different way. It is a matching word to find similar words or expression from the source language to the target language. In addition, Equivalence also does a completely different expression to transmit the same reality. So, it can be simultaneously simple, and complex in translation strategy. Vinay and Darbelnet (1995) refer that where language describes the same situation, but different stylistic or structural means, and something almost inherently cultural. It is useful when translating idioms, advertising slogans, proverbs, interjections, and the name of institutions. Lastly, Equivalence also relates to idiomatic expression, whereby all of the lexical, and grammatical elements are there, but translating literally would leave a reader confused.

g. Adaptation

Adaptation is changing the cultural reference when a situation in the source culture does not exist in the target culture. Adaptation occurs when something specific to one language culture is expressed in a totally different way

that is familiar or appropriate to another culture of language, it is a shift in the cultural environment. Moreover, this achieves a more familiar, and comprehensive text. Adaptation also replaces a source text cultural element with one from the target culture. It is similar to Equivalence in the way that the translator seeks to render the source language into the target language whilst ensuring it is just relevant and meaningful as the original was. For example:

- Source language: Dear

- Target language: Dengan hormat

- Source language: Baseball

- Target language: Kasti

B. Narrative Text

1. Definition of Narrative Text

According to Keraf (2001) said that narrative is a discourse in which the reader seems to experience the event. Therefore, the most important element in narrative is act. Then, written by Yudantoro (1996) is narrative text is the stories in the form of fairy tales or folk tales, myths, and legends. According to Angela Carrasquillo (2004) written about the meaning of the narrative text is found in stories and has a structured organization that includes a beginning, a middle, and an end of the story. Around this organizational structure may be built several story episodes comprising characters, setting, problem, goal, actions and resolution/solution. From the definition above, the researcher can conclude if the narrative text is a story of imagination, it's just an entertaining people and it is

about the events that happened in the past time that consist of problem-solving as legend, fable, myth, and folktale. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

2. **The Text Structure of Narrative Text**

According to Kalayo and Fauzan Ansyari (2007:130) with their title is Teaching English as a Foreign Language (TEFL) the structure of Narrative Text as;

a. Title: it functions as a representative of writing content.

b. Orientation: it sets the scene and introduces the characters, time and place.

c. Complication: the problem that arises in the story.

d. Resolution: the solution to the problem that happened in the story.

3. **Grammatical Features of Narrative Text**

According to Kalayo and Fauzan Ansyari (2007:130) with their title is Teaching English as a Foreign Language (TEFL), the grammatical features of Narrative Text as;

a. Using simple past tense.

b. Using particular nouns to refer to people, animals, and things in the story.

c. Using an adjective to build noun groups to describe animals, people or things in the story.

d. Using conjunction and time connection to sequence event through time.

e. Using adverb adverbial phrases to locate in particular events.

f. Using saying and thinking verb to indicate what characters are feeling, thinking and saying.

C. Previous Study

The previous study is useful as a reference for the researcher in their research. It is used to show the difference between the previous research with the current research in order to avoid being a claim. The researcher found some previously studied about students strategies in translating text, that are:

First, an article by Nurlaila (2017), entitled "Translation Procedures Applied by Students in Translating Indonesian Specific Terms into English". This article was aimed at investigating kinds of translation procedures. One of the procedures applied is adopted from Vinay and Darbelnet (1995) strategies. This research was applied in fourth-semester student were taken translation II subject. The researcher found that there were 8 translation procedures applied in 89 sentences as follows: Established Equivalence (194), Borrowing (112), Transposition (105), Literal translation (94), Calque (44), Reduction (18), Transposition+Reduction (13), Calque+Borrowing (5). In general, students could use more than one translation procedures. Moreover, the students should know the education and the research in education terms both in the source language and the target language so that the concept or meaning of the terms of the original text could possibly be transferred in the proper procedures.

The second, a journal by Trisnawati, and Bahri (2017), entitled "Strategi Penerjemahan Teks Bahasa Inggris Ke Bahasa Indonesia Calon Mahasiswa Magister Dalam Ujian Masuk Program Pascasarjana UIN Ar-Raniry Banda Aceh". This journal was investigating the strategies of translation applied by prospective master students from English into Indonesian with used 390 words.

From this journal, the researcher found seven strategies applied by prospective master students as follows; Literal translation (50,5%), Borrowing (30%), Calque (13%), Equivalence (2,2%), Modulation (1,9%), Transposition (0,9%), and Adaptation (0,9%). The Literal translation is the main choice for most of these prospective master students. This Literal translation has a bad effect on the quality of the translation produced. Also has an impact on the lack of natural text produced. There are many errors and blurring of messages in the target language that are translated because of the understanding of prospective students in replacing messages from the source text.

The third, a journal by Utami (2017), entitled "An Analysis of Students' Translation Works of A Barrack Obama's Inaugural Speech". This journal was investigating the translation strategies used by the students in translating a political speech of Barrack Obama. The findings showed that the students employ nine translating strategies in dealing with the text, there were Transpositions (49,33%), Reduction (14,66%), Expansion (6,66%), Literal or Word by Word (5%), Paraphrase (3,66%), Naturalization (3,33%), Equivalence (3%), Couplets (2,66%), and Calque (1,33%). It was also found some cases mistranslation which reached 10,55%. From this journal, Transposition is the main choices for students. The students employ several strategies in translating a political speech, and the problem faced by them was complicated since political was contained sophisticated words and unfamiliar diction.

From the previous study above, the researcher found some differences in every research. In the first previous study, the students were translated from

Indonesian language text into English language text, and she just analyzed the students' translation strategies from 89 sentences by Vinay & Darbelnet (1995) strategies. Then, the second previous study, the students are a prospective master student, and they translated 390 words from English into Indonesian by Jaaskelainen and Vinay and Darbelnet (1995) strategies. The researcher found in this research the analyzed of the strategies in translation and the effect of using the strategies in the result of the translation. The third previous study, the students translated a political speech from Barrack Obama by using Vinay and Darbelnet (1995) and Newmark strategies of translation. The researcher found in his research was analyzing the strategies and the quality of students' translation. From the explanation above, the researcher wants to analyzes the types of students' translation in translating an English narrative text into Indonesian, the most dominant of students' translation in translating the narrative text, and the students' strategies that use in translating narrative text. The researcher took the data by distributing the questionnaires, assigning the students to translate a text, and doing an interview. That is the differences between the research from the researcher and some previous studies.