

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented some theories as to the basis of the research. It covers about translation concepts, idioms, idiom types, and translation techniques.

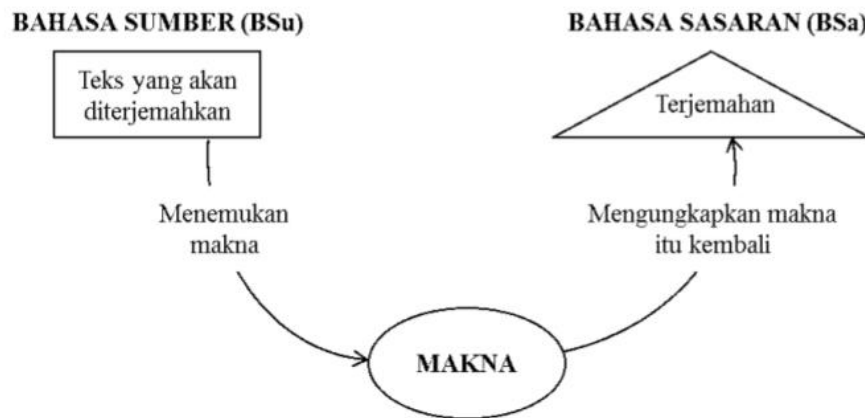
A. Translation Concept

The translation is an activity that requires knowledge and skills from the translator because what is translated is not only words, phrases, and sentences at the language level but also at the non-language level which refers to their function. Translation has two types, namely oral and written translation (Munday, 2001: 4). The oral translation is known as interpreting or interpretation, while written translation is known as translating or the activity of producing a translation. As a form of consistency of approach, in this case, it will focus on written translation. The translation process between two different written languages, namely the translator converts the original text (source text written in the source language) into translated text (target text written in the target language).

The translation is the process of transferring the language in a text from the source language (BSu) to the target language (BSa) which is carried out through writing. This statement is in line with Newmark (1981: 7) which defines that translation as an effort to divert messages written in the source language (BSu) into the Target language (BSa) by prioritizing an agreement mean. A translated manuscript from BSu to BSa can achieve meaningfulness which is greatly influenced by the translator's ability to understand the source text (TSu) and convey the meaning contained in the target text (TSa). The results of translation into TSa are largely determined by the translator's grammar skills, reading skills, and discourse analysis. If the translator has these three abilities, it will affect the quality of the resulting translation, and vice versa if the translator does not have these three abilities, it will have a major effect on the quality of the results translate.

More specifically, Larson (1984: 3) asserts that diversion it only changes the language form from BSu to BSa, while the meaning contained

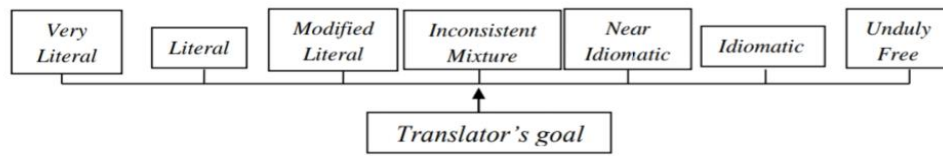
in BSu must be preserved. This statement confirms that in translation, the sentence structure used in BSa may be different from BSu as long as both convey the same meaning. In other words, someone who reads a translated text will come to the same understanding when reading the text both in BSu and BSa. The process of transferring meaning in translation can be illustrated as shown in the chart below.



Translation process (Larson, 1984:4)

The chart above explains that translation must start from finding the meaning contained in BSu. Furthermore, the meaning is expressed again using an acceptable expression in BSa. Thus, the expressions conveyed in BSa are called translation products. Furthermore, the retention of the meaning referred to in translation can also be called an attempt to maintain the "equivalence" of meanings and functions contained in BSu and BSa (Bell, 1991: 19; Munday, 2008: 36; Newmark, 1988: 28; Venuti 2000: 5).

In research, a measurement scale is needed to make the results more accurate. most researchers use the Larson scale. Based on the main purpose (goal) of translation and the basic type of translation, the translation results are then divided into seven types, namely very literal translation, (very literal), literal, modified literal, and inconsistent mix (inconsistent mixture), semi idiomatic (near idiomatic), idiomatic and too free (unduly free).



Larson's translation scale (1998:19)

The seven types of translation were developed by Larson by making a continuum scale as can be seen in the explanation and chart below. *"Translation then falls on a continuum from very literal to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed below (Larson, 1998:19)*

Talking about translation involving language, of course, cannot be separated from cultural elements, therefore, cultural understanding is indispensable in translation. Language and culture are like two inseparable sides of a coin. Changing the element on one side of the coin changes the value of the currency. In other words, translating a language into a different language also means translating culture into a different culture. The importance of cultural elements in translation is emphasized by Torop (2002: 593) which states that translation cannot be separated from the concept of culture.

B. Translating idiom

The idiom is a construction that has a combined meaning that is different from the meaning of the constituent elements. The idiom comes from the Yunani language is "*idios*" which means distinctive, independent, special, or personal. According to Keraf (2005: 109) "Idioms are structural patterns that deviate from general language rules, usually in the form of phrases, while the meaning cannot be explained logically or grammatically, by relying on the meaning of the words that make it up."

As the researchers said before. Idioms cannot be separated from culture. This means that the variety of idioms that exist can be said to be hereditary. So that we cannot just create new idioms except by following the old idiom pattern. Therefore, the idiom itself cannot be taken literally because the translation will have the opposite meaning, meaning that the

source language has a different meaning from the target language. If study idioms, we indirectly learn a new culture. Because first, idioms can only be understood by certain groups. This can be said to be the mother language.

C. Idiom Types

According to McCarthy and O'Dell (2003: 6) give classification to the English idiom types focusing on their combinations, as it is shown in the following table:

Forms	Examples	Meanings
Verb + O/Complement (and/or adv)	<i>Kill two birds with one stone</i>	Produce two useful results by just doing one action
Prepositional phrase	<i>In the blink of an eye</i>	In an extremely short time
Compound	<i>A bone of contention</i>	Something which people argue and disagree over
Simile (as + adj +as, or like + n)	<i>As dry as a bone</i>	Very dry indeed
Binomial (word + and + word)	<i>Rough and ready</i>	Crude and lacking sophistication
Trinomial (word + word + and + word)	<i>Cool, calm and collected</i>	Relaxed, in control, not nervous
Whole clause or sentence	<i>To cut a long story short</i>	To tell the main points, but not all the fine details.

Moreover, the research of Robingul Ahsan (2016) stated that Seidl and McMordie (1980: 41-240) classify idioms into the following groups :

1. Keywords with idiomatic uses

Forms	Examples
Adjective + Verb	<ul style="list-style-type: none"> • Bad news • A big mouth • In short
Noun	<ul style="list-style-type: none"> • By the way • In the end • The bottom line
Miscellaneous	<ul style="list-style-type: none"> • After all • How in the world • It is too bad

2. Idioms with nouns and adjectives

Forms	Examples
Noun Phrases	<ul style="list-style-type: none"> • A blessing in disguise • A breath of fresh air

Adjectives + Noun	<ul style="list-style-type: none"> • A blind date • A narrow escape
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3. Idiomatic pairs

This kind of idiom consists of some combinations. Five different types are given as follows:

Forms	Examples
Pairs of Adjectives	<i>Safe and sound</i>
Pairs of Nouns	<i>Flash and blood</i>
Pairs of Adverbs	<i>In and out</i>
Pairs of Verbs	<i>Sink or swim</i>
Identical Pairs	<i>All in all</i>

4. Idioms with prepositions. e.g *behind the scenes*

5. Phrasal verbs. e.g *break up, go on, get up.*

6. Verbal idiom.

✓ Verb + noun, e.g *through a party*

✓ Verb + prepositional phrase, e.g *keep in touch.*

7. Idiom of comparison. e.g, *to eat like a horse, as black as coal.*

Further, Palmer F.R (1976) states that common types of idiom are phrasal verb, prepositional verb, and partial idioms.

✓ Phrasal verb

Phrasal verb is a very general type of idiom in English, which is usually known as the phrasal verb. It is the combination of the verbs and adverbs. e.g *make up, put down, give up.*

✓ Prepositional verb

Prepositional verb is the series of verb and preposition, adverb and preposition. e.g *look after, go for.*

✓ Partial idiom

In which one of the words has a common meaning and the other word has an odd meaning called partial idiom. e.g *the idea cut the tree, I drank the bread.*

Based on idiom types that stated by three different researchers above, In this research using idiom types that divided into three part, that are phrasal verb, prepositional verb, and partial idiom by Futher (1976). The reason why this research using this types because this types is very simple but covers almost idiom types that another research stated.

D. Translation Techniques

Due to the increasing number of complaints from the public who consume translation products, the translators continue to strive to develop the latest techniques that can work effectively in translating. The desire to discover these techniques stems from the questions that arise after they have done the translation. "How is the meaning contained in the BSu text represented in the BSa text?", "What is the right method to translate this text?", Or "What strategy or technique is right for solving translation problems in a text?" are some questions that may arise to find the right technique in translation.

Molina and Albir (2002: 499) define a technical translation as a procedure for analyzing and classifying how equivalent translation works. According to them, the translation technique has five basic characteristics, namely: (i) it has an impact on the translation result; (ii) classified by comparison with the original text; (iii) impact on micro-units of text; (iv) is discursive and contextual; and (v) are functional. Furthermore, based on the five characteristics of these translation techniques, Molina and Albir (2002: 501) classify translation techniques into 18 types.

1. Adaptation

This technique replaces the typical terms of the BSu text with other terms that are accepted and known in BSa.

For example,

in English (BSu) the word "snow" in the expression "as white as snow" translates to "*cotton*" in Indonesian (BSa).

2. Addition (Amplification)

This technique introduces/adds detailed information that is not contained in the BSu text, namely explicit paraphrasing or explanations.

For example,

the phrase “valentine day” in BSu is translated by paraphrasing “*Hari kasih sayang*” in BSa.

Likewise with the sentence "Be careful!" which is translated as "*Hati-hati dijalan ya!*"

3. Borrowing

This technique takes a word or expression directly from BSu. This direct borrowing is called pure borrowing, while borrowing that uses BSa's phonetic and morphological adjustment systems is naturalized borrowing.

For example,

The word "blog" in BSu which is translated by the word "blog" in BSa

The word "existence" which is translated as "eksistensi" in BSa.

4. Kalke (Calque)

This translation technique involves translating a dictionary of a BSu word or phrase directly into BSa, either at the lexical or structural level.

For example,

The compound word "Directorate General" in BSu which can become "Direktorat Jendral" in BSa.

The word "Assistant Manager" in BSu which becomes information the word "Asisten Menejer" in BSa.

Word above does not change the meaning and position of its structure in Bsa

5. Compensation

Translation techniques that introduce information elements of the BSu text or stylistic effects that are found in other positions in the BSa text because these cannot be reflected in the same position in the BSu text.

For example,

The phrase "a pair of scissors" is translated to "sebuah gunting" in BSa. The sentence "She stole my heart" which is translated "Dia mencuri hatiku"

6. Description

Translation techniques are applied by replacing terms or expressions with descriptions of their form and function.

For example,

The sentence "He ate farinha" in BSu is translated "Dia memakan farinha" a traditional Nigerian food made from cassava in BSa.

The sentence "Simon likes panettone" which is translated "Simon menyukai panettone" is a traditional Italian cake that is eaten on New Years.

7. Discursive Creation

Translation techniques used to determine equivalents temporarily unexpected or out of context.

For example,

The expression "The mouse deer" in BSu is translated as "Sang kancil".

Likewise with the phrase "Great Alexandre" which is translated "Alexander yang agung".

8. Established Equivalent

This technique uses terms or expressions that are already recognized / common (based on dictionaries or colloquial usage).

For example, "Great Britain" is translated into BSa to "Britania Raya"

9. Generalization

This technique uses more general or neutral terms in BSa. This was done because BSa did not have a specific equivalent.

For example,

The word "flat" in English (BSu) does not have a specific equivalent in Indonesian (BSa) so it can be translated as "apartment".

The phrase "2 pounds" which is translated as "900 grams".

10. Linguistic Amplification

The translation technique is done by adding linguistic elements. This technique is often used in consecutive oral translation and dubbing.

For example,

The phrase "Not at all" which is translated "Tidak, sama sekali tidak",

The phrase "Speaking" in receiving a call which is translated "Myself".

11. Linguistic Compression

Translation techniques that collect and make one linguistic elements in the text.

For example,

The phrase "I want you to know" are translated "Ketahuilah"

The phrase "Yes, so what?" which is translated "jadi kenapa?".

12. Literal Translation

Translation techniques that translate a word or phrase word for word.

In using this technique, a translator does not relate his translation to context.

For example,

"I bought some books" which is translated as "Saya membeli beberapa buku"

"You are an angel" which is translated "Kamu adalah seorang malaikat"

13. Modulation

This translation technique changes the point of view, focus or category cognitive in relation to BSu text; it can be in the lexical or structural level.

For example,

the sentence "I left my pen" is translated "pena saya ketinggalan"

"No one is smarter than him in this class" is translated "Dia yang paling pintar di kelas ini".

14. Particularization

This translation technique uses more concrete terms or special. This technique is in contrast to the generalization technique.

For example,

The phrase "air transportation" which is translated as "airplane" is a form of particularization application because there are actually several other words that fall into this category such as helicopters and jets.

15. Reduction

This technique suppresses / compresses the information features of the BSu text into the BSa text. This technique can also be called the reverse of the technique amplification.

For example,

The phrase "Jakarta, the capital of Indonesia" which is sufficiently translated by the word "Jakarta"

and "This house according to some people is full of mystery" which is translated "rumah ini penuh misteri"

16. Substitution

This translation technique replaces the linguistic elements inward paralinguistic elements or vice versa.

For example,

In English "shaking head" translated into "yes" in Indonesian.

Furthermore, "thumb up" is translated "good".

17. Transposition

This translation technique replaces the grammatical category. This technique too called the category, structure or unit shift technique.

For example,

The phrase "His success to win the contest" is translated into a clause "Dia berhasil menjuarai lomba itu".

Another example is changing the noun "in doubt" in the "he is in doubt" clause to "doubt" adjective.

18. Variation

This translation technique changes linguistic or paralinguistic elements (intonation, gesture) which have an impact on linguistic variations such as changes in textual tone, language style, social dialects and

geographic dialects. This technique is commonly applied in translating drama scripts.

For example,

the phrase "hi chick" is translated "hi girl"

and the phrase "Stay away from me!" translated "jauhi aku!"

E. Equivalence in Translation

Equivalence can be defined as the level of correspondence between the meaning and style of the translated text and the source text. Every researcher in the field of translation has his own concept in seeing equivalences in translation. This concept is narrow between one scientist and another. Nida and Taber (1982), which divides equivalences into two types, namely formal equivalents and dynamic equivalents.

1. Formal equivalence:

Formal equivalence focuses on the need to pay attention to the form and content contained in the message. The so-called formal equivalence means that the message in the target language should be in accordance with the different parts in the original language.

Formal equivalence intends to achieve equivalence between original text and translation text, and to some extent reflect the linguistic features such as vocabulary, grammar, syntax and structure of the original language which has great impact on the accuracy and correctness. One of the most typical translation is "Gloss translations", which is closest to the original structure, and with attached comments to give readers a better understanding of the culture and custom.

2. Dynamic Equivalence:

The most important thing in translating is the message received by the audience. Messages that are significant in both form and content need not only to be understood but also to be appreciated. And only when the translator could state the original features, he can

achieve "dynamic equivalence", which stressed the importance of transferring meaning, not grammatical form.

In a word, "the quality of a translation in which the message of the original text has been so transported into the receptor language that the response of the receptor is essentially like that of the original receptors."

F. Concept Song

According to the Oxford Learner Pocket Dictionary, the song is short music with the words you sing. Based on some of the song definitions above, the researcher will provide the definition itself that a song is a group of words that are contracted in / or not in a phrase, sentence or poetic composition with the accompanying music. In this case, it can be seen that through songs, language can be easier to understand. And songs can indirectly offer imagination and a way to make it easier to express a feeling or emotion. It's just a different way, namely with music. It can also help one to memorize vocabulary more easily. Because through songs or music it is the easiest medium to do to understand a language.

Cambridge Advanced Learner's Dictionary defines a song as the words of a song, especially a pop song. Therefore, the researchers chose the song "Love Yourself", because it felt very suitable in the ears of listeners, especially young people who wanted to convey feelings, imaginations, experiences or others. The song Love Yourself is very popular because of its meaning which is about separation, if we have broken up with our boyfriend, we should not expect too much that he will catch us back and ask for something back, love yourself and not blame others for everything that happened.

G. Previous Studies

Considering the topic discussed in this thesis, there are some researches have been done related to this topic. The research was inspired from the final project of : The first is a translation method and meaning equivalence in the

song lyric *let it go* sung by Demi Lavoto and *lepaskan* sung by the artists, this journal belongs to Maryati, she analyzes about 2 songs that have the same meaning, namely *let it go* and *lepaskan*. In her research he wanted to know and focus on the meaning of the equivalence used in the two songs. Let it go from the frozen movie soundtrak and release songs sung by Indonesian artists such as Anggun, Regin, Nowela, Chilla Kiana, and Cindy Bernadette. In her research. This researcher begins with an analysis of the type of method used, then analyzes the type of meaning equivalence and finally continues by concluding the equivalent meaning of the messages in the two songs. This study uses a qualitative method. In translating, this researcher uses Newmark's theory and Nida Taber's theory to find the equivalent meaning.

The second journal is the translation of English idiom in Indonesia language by Budiawan (2018). This research aims to describe the level of difficulty in translating idioms and linguistic factors that influence it and to describe the idiom translation strategy and the level of translation achievement. Researchers used a qualitative descriptive, which was supported by data such as questionnaires, written tests, interviews, observations, and documentation. This research uses Larson's theory as well as measures the quality of translation using the Larson translation scale. In this journal, it is stated that the difficulty level of translating idioms can be divided into 3, namely (1) idioms with a low difficulty level, (2) idioms with a medium difficulty level, and (3) idioms with a high difficulty level.

The third from Idiomatic Expressions in The Album Lyrics of Justin Bieber *Purpose* and Its Contribution to Teaching Idiom. This research was adopted from Ni'mah. This research focuses on three research objectives, namely; Analyzing what kinds of idiomatic expressions are in Justin Bieber's album lyrics, analyzing the purposeful interpretation of idiomatic expressions used in Justin Bieber's album lyrics, explaining the contribution of idiomatic expressions in Justin Bieber's album lyrics. This research uses descriptive qualitative content analysis. To collect the data, the researcher used Justin Bieber's lyric documentation to get the first and second research problems, then used the student's worksheet to get the third research problem. The results

showed that the idiomatic expressions Justin Bieber used for the purpose of the album lyrics were 25 idiomatic expressions. The type of idiomatic expression that is often used in Justin Bieber's album lyrics is the prepositional verb (V + Prep). The contribution of this research in examining idiom expression in the lyrics of the album Justin Bieber's goal in teaching idioms is to develop new methods of learning, arrange varied materials and build a pleasant learning atmosphere.

The difference between this research and previous research is that in previous studies such as Budiawan, researchers only focus on finding difficulties or problems between those who translate idioms from the source language to the target language. The quality of idiom translation is influenced by linguistic factors, such as the type of idiom, the similarity of the association in the idiom, the context surrounding the idiom, and the presence of clues in the context of the idiom. The existence of these linguistic factors will increase the chances of success in translation. On the other hand, the absence of these linguistic factors will become an obstacle to producing a correct and idiomatic translation. In Budiawan's research, there are many examples, such as feeding frenzy which means aggressive attacks on someone.

Meanwhile, Maryati (2016) research focuses on translation methods and equality of meaning. Her research also uses songs, namely Let it go sung by Demi Lovato and Lepas sung by Anggun, Regina, Nowela, Chilla Kiana and Cindi Bernadette. This research equates meaning in the form of phrases, sentences and words.

And Ni'mah (2019) research focuses on expressing idioms in a song as a contribution to learning to translate idioms. Meanwhile, the researcher of this research focused on 3 main points, namely first describing the types of idioms used, second describing the idiom translation technique and the level of translation. And third, whether the source language (English) and the target language (Indonesian) have different or the same meaning. This Ni'mah research almost the same as research researcher. Ni'mah's research also uses Justin Bieber's song Purpose with 5 students in second semester of the participant, while the researcher uses Justin Bieber's song Love Yourself with

10 participants of sixth semester. There is a similarity in this research, namely in data collection used documentation analysis guidelines as an instrument.