

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some current research findings on a relevant topic. This is meant to serve as a theoretical foundation for the research. The discussion is presented in the form of subheadings as follows:

2.1. Theoretical Framework

2.1.1. Translation

a. Definition of Translation

Before doing the real translation, we need to know about translation in order to learn the ability to translate English sentence from a source language into the target language. To explain in detail about translation, researchers provide several different theories about translation by experts.

Translation is the substitution, in one language (SL) of textual material with similar textual material in another language (TL) (Catford, 1965). The other definitions from Bell (1989) defines that translation is the method or outcome of translating knowledge into another from one language or language variety. The goal is to replicate all grammatical and lexical features of the original 'source language' as accurately as possible by seeking parallels in the 'target language'. According to them, in the meaning or style of the receptor language, the translator should employ

the natural equivalent, in other words, without distorting the original language's meaning, the results of translation should not sound like translation.

Definition by Bassnett and Trivedi (2012) said that translation is a highly manipulative practice involving all sorts of phases in the transformation process across linguistic and cultural boundaries. Translation is not an innocent, straightforward operation, but at every stage it is highly charged with meaning; it rarely, if ever, involves an equitable relationship between text, authors, or systems.

Larson (1984) said that basically, translation is a change of form. We refer to the individual terms, phrases, clauses, sentences, paragraphs, etc., which are spoken or written while we speak the form of a language. These forms are known as a language's surface structure. It is the structural component of language that is seen in print or heard in speech in fact. The receptor (target) language for, replaces the source language form in translation.

Yaqub (2014) claims that translation is an activity carried out in languages by replacing textual material in one language (the source language) with similar textual material in another language (target language). We mean substituting source language graphology, grammar and lexis with identical target language graphology, grammar and lexis by substituting textual content. Source Language (SL) means the context from which the translation is produced and the form in which the SL is to be modified is the target language/receptor language (TL/RL). The following figure defines the translation process by (Yaqub, 2014) :

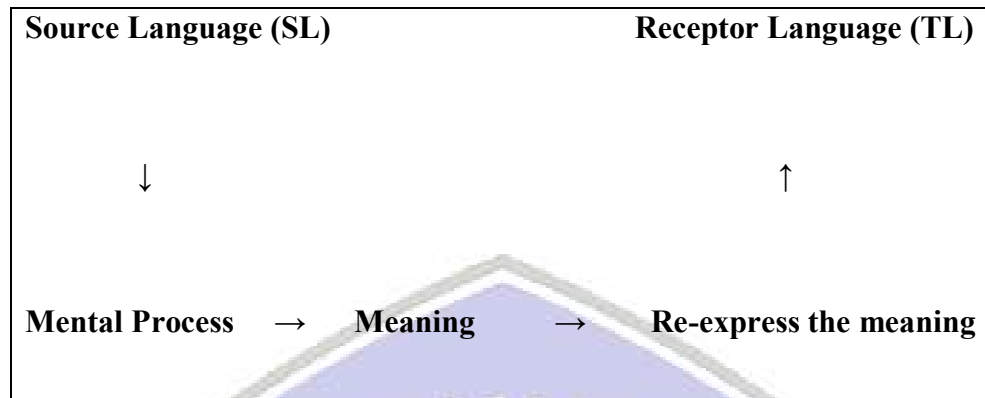


Figure 1 : Diagram in Translation

The source language analyzes the grammatical association and meaning of words from the diagram. Then, modify the context from the source language to the TL and re-express the materials of importance in the manner in which the laws and style are translated into the TL.

Based on some of the definitions from the experts above, the researcher concludes that translation is the process of changing the source language text to the target language where there is a relationship between text, writer, and the system.

b. Types of Translation

Catford (1965) formulate the type of translation into three types, namely the rank of translation as follows:

1) Word to word translation

This rank translation is achieved by finding the lexical SL which, since it has more than one meaning, is equivalent in the target language.

2) Group to group translation

The translation is more thorough than the original translation from word to word, the concept of English phrase meaning, on the other hand, has a defined equivalent in another language.

3) Sentence to sentence translation

The first thing that needs to be done is to complete the task in this translation is to do lexical and grammatical analysis. Then, on the basic dynamic and closet natural equivalent principle, the message quality of the sentence is completed. After the message is reduced, a translation of the equivalent is finally obtained.

In conclusion, when employing these types of translation ranks, we can choose them based on the material we want to translate or it relies on the material.

c. Methods in Translation

Translation techniques are more likely to be in a manner that translators use for their purposes in the process of translation. The translation methodology highly affects the translation. This means that the translation of the text is primarily determined by the translator's choice of translation method, as the translator's intent and desires will influence the overall outcome of the text translation. (Molina and Albir, 2002) argue that the translation method refers to the manner in which a specific translation process is done for the translator's purpose, the global choice that affects the entire text. So the translation process affects the translation greatly. This means

that the translation of the text is mostly dictated by the translation method used by the translator since, in the textual translation, the intent would influence the whole of the result. (Newmark, 1989) explains that eight translation methods exist:

1) Translation from word-for-word

In most general words, the SL word is translated into the target language by a single word, which may also be out of context. To make translating from the source language into the target language simple, a translator uses the word-for-word translation process. Cultural words are used in this technique to translate. It returns to the source language used by the translator to translate a file. When presented with a difficult expression, this approach can also be used. That is, word for word by preliminary translation (pre-translation), then it is reassembled into an appropriate expression translation.

2) Literal translation

This method is identical to the previous word-for-word process, despite the fact that the corresponding meaning is still missing. As the first step in attempting a translation, this approach can also be used. In the grammatical construction of the source language that tries to be translated similar to the grammatical construction of the target language, the distinction between word-for-word is. The grammatical format of the source language is translated into the target language by its nearest

meaning and should be comparable in significance. Furthermore, the lexical words are translated independently and out of context.

3) Faithful translation

Translation attempts to shape contextual meaning through this approach, but still in the source language around grammatical structure. This translation aims to deal with the target language as faithfully as possible. This is incompatible with the target language's rules, especially when translating cultural terms, thus translations can feel strange at times. A faithful translation is one that renders the original context sense in the target language of the grammatical structures without coercion.

4) Semantic Translation

This is not the same as a literal translation. The literal translation focuses on that. This means doing the translation with proper grammar. Moreover, the translation of texts should be conveyed and every aspect of the contextual sense of the source text should be provided. More versatile than faithful translation is semantic translation. True translations are more peculiar and tied to the source language, whereas semantic translation is more adaptable to the destination language. In terms of faithful translation, semantic translation can compromise meanings from the source language to the target language as long as it stays within acceptable bounds.

5) Adaptation

For dramas, comedies, and poetry, this is the most widely utilized method of translation. In poems, such as topics, characters, and plots. In addition, the language of the cultural source may collaborate with the culture of the target language and the rewritten text. Comedies, poetry, drama, short tales, narratives, and other genres are commonly translated via translation adaptation. The shift from the target language's culture to the source language's culture occurs here, as the original text is changed and adapted to the target language. If a poet adapts a drama script for performance, he must keep all of the characters and the plot from the original script.

6) Free translation for translations

The goal of free translation in the target language is to make the material or message from the text more easily acceptable to the reader's target language, which is often longer than the original text. In this technique, the translation is lengthy and time-consuming, and we can translate the material by reading and paraphrasing it from the source language. In addition, we do not look at the shape and the content of the original text when translating the text into the target language.

7) Idiomatic translation of translations

The original 'message' is replicated by this procedure, but appears to misrepresent the complexities of meaning by selecting the everyday language and idiom where the original does not exist. Idiomatic translation employs a natural

typeface in the target language text, based on its grammatical structure and lexical choices. A truly idiomatic translation does not appear to be a translation. The results of translation, as well as the results of writing directly from native speakers. The text can then be translated idiomatically by a successful translator.

8) Translation in a communicative manner

Communicative translation allows you to deliver your message in the target language, and it also considers the translation language's effectiveness. It focuses on readability and naturalness. The object of communicative translation is to clarify to the readers the meaning from a text until they get the text's point. Communicative translations aim to bring the original's context to life for the reader, allowing them to embrace and appreciate the material and language.

d. Meaning Analysis

In the translation process, the main thing that must be done is to understand the meaning first. According to (Larson, n.d.), there are three types of meaning, namely:

1) Referential Meaning

The referential meaning is structured into a semantic system. The knowledge bits are “packaged”, that is, a number of variations are put together and conveyed.

2) Organizational Meaning

Deictics, repetition, groupings, and several other characteristics in the grammatical structure of a text signal organizational meaning.

3) Situational Meaning

In addition to the referential meaning and the organizational meaning, there is also situational meaning that is important to every text's comprehension. In a given situation of communication, the message is made. The relationship between the writer or speaker and the receiver may impact the interactions.

e. Translation process

According to (Larson, n.d.), when translating a text, the translators strive for an idiomatic translation that expresses their understanding of the SL content in the receptor language's natural forms. The translation also includes an examination of the lexicon, grammatical form, communication situation, and cultural context of the SL text in order to determine its meaning. The discovered context is then re-expressed or reconstructed in the receptor's language and cultural context using an appropriate lexicon and grammatical form. The translation process consists of three stages, according to (Nababan, 2008) as follows:

a) Analysis source language text

Because the translator is frequently confronted with the source language text initially, each translation begins with an analysis of the source language text. Reading practice involves studying the source language's text. Following that, the purpose of the source language text reading practice was to comprehend the text's substance. If you do not read the language first, it is difficult for a translator to understand the content of the text.

b) Transfer of message

The source's meaning and structure can be understood by the translator. The message would be able to be understood in the translator's language. The content, context, and message from the source language are then passed to the target language. In this stage, the translator required to find the target language equivalent of the source language word. This transfer process's contents, definitions, and messages are all internal. The procedure takes place in the translator's thoughts. After the information, context, and message have already been established in the translators' minds, they communicate in the target language vocally or in writing. To achieve a better translation, the translation should be restructured in accordance with the intent of the translation itself.

c) Restructuring

Restructuring is the process of altering the transfer process' stylistic shape to suit the target language, the reader, or the listener. As a result, a translator must pay attention to a variety of languages during the restructure stage in order to determine the language style appropriate for the type of content to be translated. A translator must also consider who is doing the translating. A translation is created when a translator has finished the steps of assessing and reorganizing the source language's understanding into the target language.

2.1.2. Difficulties

a. Difficulties in Translation

Translators were not able to translate without difficulties in the translation process. In their job, a translator will face several kinds of problems, such as difficulties related to meaning, problems with the meaning of ambiguity, variance, equivalence, meaning of context or circumstance, and grammatical meaning. According to (Newmark, 1989) that there were four cultural differences issues that could trouble the process of translation, which are:

1) An ecological problem

Certain differences in nature, such as location names, species names, plant names, or the existence of creatures that only speak the source language and not the target language, cause ecological issues. The animal is known as "orang utan" in

Indonesia, for example. They're known as the monkey from another planet or the big monkey.

2) Community of materials

Material culture deals with artifacts created by a specific culture by humans. Each culture has its own unique features and is reflected in its content. This group includes materials such as food, clothing, housing and town, transportation, and so on. "Lemang," for example, is the name of a food. It was nonetheless translated into English as "lemang," and by describing it, it may provide context to help the target reader understand it better. Lemang, sticky rice cooked with coconut milk and salt in hollowed bamboo, is similar to bamboo rice.

3) Social Culture

Social culture is linked to a human lifestyle; there are numerous similarities between many social cultures, such as the naming of ceremonies, objects, people, and many other things that are unique to one society. Various cultural origins would be conveyed in the usage of language in an ever-present culture, which might produce challenges when the translator needs to translate words that only exist in the source language but have no equivalent in the target language. For example, the term "peusijek" refers to a ceremonial that is unique to Aceh. There are some ceremonies with the same function in other languages, but the method the ceremonies and items in them are performed differs.

4) Religious Culture

The belief in a single position for and deity is linked to religious culture. Each conviction is clearly defined by the manner in which they carry it out. Because target readers of other faiths often have different meanings of confidence from the original language, this phrase may present some issues in converting or translating from the source language to the target language. If the interpreter is unable to determine the correct meaning for the target language, this issue will make it difficult for the target reader to understand the meaning of a religious term. For example, in Islamic words, there is a "haji" process that includes the "lempar jumroh" operation in performing "haji" that is difficult to comprehend for English speakers who are predominantly Christians. This term can be translated into an action that three times throws stones into other stones. But this way of translating, of course, leaves the intended reader uncertain about the true meaning of the word. Therefore, to demonstrate the true sense of the word "lempar jumroh," there must be more detail.

b. Types of Difficulties in Translation

Nida and Taber (1982) say that several variables are essential to the translation process, and if these variables are not systematically considered, no translation description can claim to be thorough. Translation, which includes linguistic and non-linguistic influences, is a complex operation. This study aims to explain how these variables are the primary source of difficulties in translation.

1) Linguistic Factors

Linguistic factors have a strong and critical effect on the phase of translation. Translation can be interfered with by any of the linguistic influences, lexical, syntactic and textual. Interlingua variations can reasonably be believed to be a primary cause of translation difficulties. Other problems include the sheer scale of the undertaking, as demonstrated by the number of rules and dictionary entries needed by a practical method, and the fact that many constructions are poorly understood in terms of their grammar, in the sense that it is not clear how they should be interpreted or what rules should be used to explain the nature of the translation process.

2) Non-linguistic Factors

The non-linguistic element includes comprehension of ideology, history, culture, political and social science, chemistry, science, engineering, genetics, medicine, agriculture and economics. Translating research to bridge the cultural gap between two worlds and enable different linguistic groups to interact.

Burdah (2004) says that social politics, culture, history and philosophy are involved in non-linguistic problems. There are four general classifications of translation difficulties for students, which are:

- a. The sense of a word that is not found in a dictionary is difficult to grasp.
- b. The idiomatic sentences are difficult to read and conflict with culture.

c. This long and complicated sentence is difficult to interpret.

d. Hard to organize the text in the target language

2.2. Previous Related Research Findings

There are several researchers who have reported students' difficulties in translating Indonesian to English text. Some of the findings are as follows:

Basuki (2015), his research is about investigating student difficulties in translating in fifth semester students of Muhammadiyah University of Purworejo. In these findings, the authors found many difficulties. First, students mostly make lexical and grammatical mistakes. In his research, he found that students still follow their mother tongue. Most of them still translate from Indonesian grammatical to English grammatical in compiling Indonesian to English translations. Second, the authors found that students still had difficulty determining the correct lexical choice and grammatical structure.

Sailata & Suimarlata (2019), their research is about the difficulties faced by students of the English Department of FKIP UKI Toraja in translating Indonesian to English text. In their findings, they encountered many difficulties. There are four difficulties in translation, namely, lexical adjustment, lexical equivalent, grammatical equivalent, and grammatical adjustment. So, students face two lexical and grammatical problems in translating. Most students translate the source language text into the target language directly without paying attention to the context.

Daud (2012), in her research entitled "Translation Procedures Applied by Students in Translation Indonesian specific terms into English" found that most students have used certain translation procedures in their translation, and the translation results show the quality of their translation. However, most students do not know how to translate correctly, students only focus on changing sentences from Indonesian to English only. That is why students still find it difficult to translate text.

Rahmawati & Retnawati (2019), say that the students have many difficulties in the method of interpreting some texts in their books are translated. As students taught in English class, there are several types of texts, including narrative, descriptive, expository, and argumentative texts. Students may find it difficult to understand the context of the text, or to translate new language, among other challenges. In order to understand the content, students should be able to translate each sentence or paragraph.

Indriastuti, N.R. (2017), in her research entitled "Strategi Belajar Siswa Partisipan Kompetisi Bahasa Inggris" found that that those students used a variety of strategies, both direct and indirect, to achieve their goals.

Hadrus (2017), said that in the research entitled "The Analysis of Students' Difficulties in Translating Argumentative Text from English to Indonesian at the Second Grade Students of SMA Negeri 1 Lappariaja Bone Regency" found that students had difficulty translating argumentative text which was influenced by linguistic factors especially students have difficulty translating long sentences. Then students have difficulty translating texts related to cultural values.

Lucito, M. (2018), said that in the research entitled "The Analysis of Students' Difficulties and Strategies used in English Translation Process" found that students had difficulty translating texts related to culture and students experienced difficulties due to lack of mastery of vocabulary and the strategy to overcome the difficulties are translation by a more general word and translation by paraphrase using related word.

Trisvianti, H. (2018), in her research entitled "Students' Translation Process in Translating Text at the Twelve Grade of SMAN 1 Air Joman" found that the process of students in translating was first transfer, second analysis, and third restructuring.

Based on the research above, the researcher concluded that the students' ability in translation was still very low because students still faced difficulties and made some mistakes when translating text. From previous research on translation, this study has a difference, namely research is examining the difficulties of students in translation and how the students undertake to overcome the difficulties