

CHAPTER II THEORY REVIEW

2.1 Translation

2.1.1 Definition of Translation

Translation is converting a particular linguistic discourse's meaning from one language to another mentally. It involves converting linguistic concepts from one language into their equivalents in the other. According to Foster (1958) in Marpaung (2021, p.32), translation is the process through which a text's substance is translated from its original language into the target language. The source language (SL) is the one that has to be translated, whereas the target language (TL) is the one that needs to be reached. The translator should convey the author's intention, original views, and opinions in the translated version as accurately and faithfully as possible, therefore he or she needs to be well-versed in both the source and the target languages.

(Catford, 1978) in Hendrawati (2017, Vol.3) state that translation is the process of transferring message or meaning from source language to target language. There are many definitions to translation. Some experts stated that translation is an operation on languages: a process of substituting a text in one language for a text in another. Others also have their own opinions about translation. (Nida and Taber, 1969) in Akbari (2013, p.14) state that translation is the reproduction in the receiving language of the natural equivalent that is closest to the message of the source language, first in terms of meaning, and second in terms of style. Bassnet (2002, p.12) in Susilowati (2014, p.18) state that

translation involves the rendering of a source language (SL) text into the target language.

According to Newmark (1988, p.5) in Noviyanti (2020, p.3) when a text is translated, the author's intended meaning is conveyed into the target language. Weber (1984, p.3) in Sukmawati (2019, p.10) state that the process of converting text from the source language into the target language is known as translation. One could argue that translation solutions can make it easier for non-native English speakers to interpret information included in English writings.

In addition, Munday (2008, p.14) in Putranti (2016, p.7) states that the definition of translation. The first sense is concerned with the translator's function in converting the original or source text (ST) into a text in a different language. The translator's actual translation output is the focus of the second sense.

Based on the some definition above the researcher concluded that translation is the process of transferring the meaning of one language and finding an equivalent meaning in the other language to understand the message that is being delivered based on the definitions provided above. One method of gathering information is through translation. Students who are learning a new language use this translation process to acquire the meaning of unfamiliar words and to gain a deeper comprehension of the language.

2.2 Types of Translation

Transferring a text's meaning from one language into another is called translation. Translation can be classified as intra-lingual, inter-lingual, or inter-semiotic depending on the languages involved, according to Kardimin (2013, p. 39) in Putranti (2016, p. 9). Intra-lingual translation is the process of changing a

foreign word in the same language to a familiar word. The concept of changing form while keeping meaning and the requirement to adapt to various audiences' and expectations' demands are shared by both intra-lingual translation and translation itself. Rephrasing or paraphrasing can be used in translation within the same language. For example, "I don't like" can also mean "I hate"; "I confuse" can also mean "I don't understand"; and "I don't have much time" can also indicate "I'm busy."

Inter-lingual translation involves using two separate languages and involves converting all of the meaning and syntax from the source language into the target language. Translation between two different languages. The true meaning of translation itself is this form of translation. In this type of translation, the meaning or idea from the source language is rewritten in the target language. Example: *Saya membenci kamu* (Indonesian Language/Target Language), I detest you (English Language/Source Language). This type of translation, known as inter-semiotic, discusses sign systems. One translation that incorporates the interpretation of a text into a different system or sign is this one. For example, translating or decoding movement, sounds, color, and picture from a novel into a film.

According to (Catford, 1965) in Sukmawati (2019, p.11) According to the degree of translation, the following forms of translation are also available: Translation word-for-word. This level of translation is done by It is to find the lexical equivalent of the source language in the target language by using careful and accurate lexical analysis because the source language has more than one meaning. Next, translation group-to-group. Although this translation is easier if

the idea of the English phrase's meaning has a set word equivalent in another language, it is less accurate than a word-for-word translation. Therefore, translating the term won't be difficult as long as we understand its meaning. And the next translation sentence-to-sentence.

Translation sentence-to-sentence. The initial step in this translation is to perform a lexical (word-by-word) and grammatical analysis. Then, the fundamental concepts of dynamic and closeness natural equivalence are used to examine the message content of the sentence. The message constraint is then applied, and so on until a final equivalent translation is established. Next, translation from paragraph to paragraph. To accomplish this, we must complete the first through third ranks. After completing these processes, we can translate the message's content from the original source language into its corresponding target language.

Larson (1984, p.15) in Sinurat (2017, p.73) state that form-based translation and meaning-based translation are the two types of translation. The literal translation is form-based translation. A direct translation will be simpler to grasp if Indonesian and English are connected because the general grammatical structures may be similar. However, the translation sounds strange due to the actual lexical choices. And then, meaning-based translation. The meaning-based translation aims to convey the text's meaning in its most authentic form in the target language. The idiomatic translation is the name given to this type of translation. Idiomatic translation takes advantage of the native grammatical and lexical constructions of the target language.

According to Choliludin (2006, p.26) in Sinurat (2017, p.74) state that categorizes the translation into into four categories: pragmatic translation, aesthetic poetic translation, ethnographic translation, and linguistic translation. The pragmatic translation is a translation that only considers the correctness of the material to be communicated in the source language version and does not consider other aspects of the source language version.

Aesthetic poetic translation entails the translator's consideration of the message's information as well as the impact, emotion, and feeling of the original version, the original author's aesthetic form, and any other relevant factors. The translation that explains the cultural background of the versions in the source and target languages is known as ethnographic translation. The translator needs to be aware of how words are used and understand how they relate to the culture. As an illustration, consider how Americans use the words "yes" and "yea." Language translation comes last. The equivalent meaning of the morphemes and grammatical structures in the source language is the subject of linguistic translation.

According to the expert explanations above, it can be inferred that many types of translation can be employed depending on the particular circumstances, requirements, and uses. However, in this research, the researcher used the inter-lingual translation type because it involves the use of two different languages.

2.3 Translation Process

The steps of doing translation begin with reading the text or words in the source language and understanding their equivalents in the target language. This is known as the translation process. The outcome of the translation and

understanding the source is from reading and interpretation, according to Bassalamah & Sadek (2019, p. 18). Reading is therefore the best technique to comprehend a successful interpretation and choose the most suitable counterparts. An accurate interpretation that results in a respectable translation comes after reading and comprehending a suitable text. If you want to translate quickly and accurately, you need to be familiar with not only the target language but also everything that is associated to it on a cultural, social, or historical level, such as traditions and conventions.

Hatim (2001, p.21) in Putranti (2019, p.10) states that the process of translation is that the translator first analyzes the source language message into its simplest and most structurally clear form, transposes it to this level, and then restructures it to the level in the receptor language that is most appropriate for the reader to be reached. The acts carried out by translators as they transfer meaning from the source language to the target language can be thought of as the translation process. This is a description of how the mind works during translation.

Nababan (2008, p.26) in Simanjuntak (2020, p.20) state that there are three steps in the translating process:

a. Analysis

The translator always works with the source language first, analyzing is one of the first steps in the translation process. Reading is done while analyzing the text in the original language. The next step is reading a text in the original language to comprehend the content of the text.

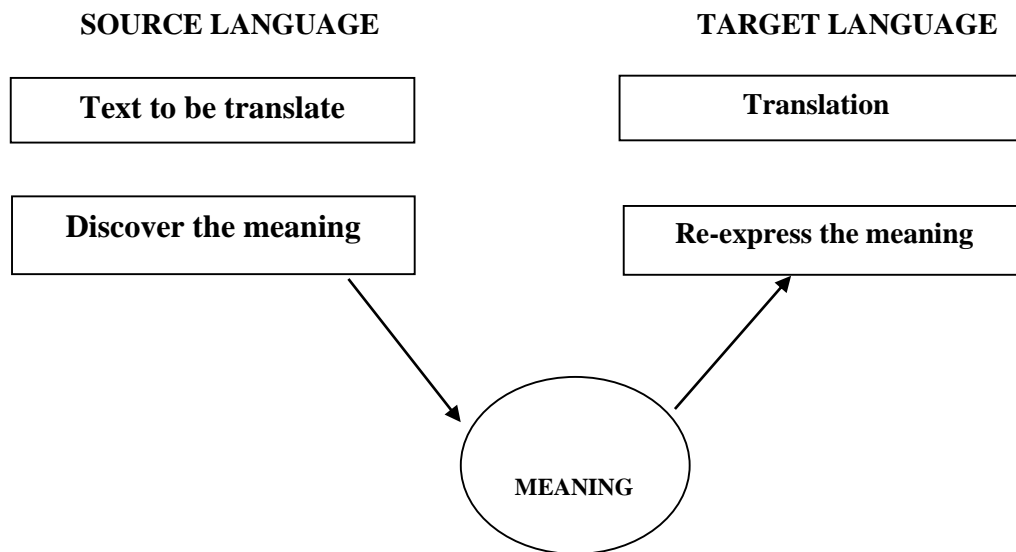
b. Transfer of Message

The translator will be able to comprehend the message in the source language after they have a firm grasp of its meaning and grammar. The next stage is to translate the text's meaning, content, and takeaways into the target language. Word equivalents from the source language must be located in the target language by the translator. Internal communication is taking place as the content, meaning, and message are transferred. It happens inside the translator's head. The translator expresses the content, meaning, and message in the target language either vocally or in writing after having already thought things out in their minds. The translation outcome must be reorganized to achieve a better translation result by the translation's intended goal.

c. Restructuring

The procedure of transferring to the target language is modified through restructuring. In addition, the translator must consider various languages to determine the language style. The translator must then know who the translation is for. By relating the source language with the target language, these steps will be checked. Then the translator performs restructuring.

Soemarno in Sutopo and Candraningrum (2001, p.8) in Susilowati (2014, p.20) state that before starting their work in the field of translation, translators must complete several stages in the translation process, namely analysis, transferring and restructuring. Therefore, the translator must first complete numerous procedures before translating a particular text, as shown in the diagram below:



Picture 1. Translation Process.

2.4 Types of Difficulties in Translation

According to Safitri (2018) in Anggraeni (2022, p.28), there are different types of translation difficulties:

a. Accuracy in Translation

The word "accuracy" is used to assess a translation. When evaluating the quality of a translation, the term "accuracy" describes how closely the translated passage's meaning matches that of the original. Without changing the meaning of the source or target languages, this is achieved. It might be claimed that when translating a text, the translator should also consider the common linguistic style employed by the intended audience. The most crucial factor in matching meanings is accuracy. The idea of the original is faithfully translated into the target language.

b. Grammatically in Translation

The study of grammar examines how words are put together to form sentences. A language's ability to combine units like words and sentences is governed by a set of rules called grammar. Understanding grammar requires correctly interpreting the text. No language exists without its grammar, and no one can learn a language without becoming familiar with its grammar.

c. Equivalence in translation

Equivalence in translation occurs when texts or other objects in the source language (SL) and the target language (TL) have the same important situational details in common. The example: SL: *Jadi dia dipimpin oleh akal sehatnya* TL: So he is led by his common sense.

According to Nida and Taber (1969, p.13) in Hastuti (2020, p.138) translation is a complex process, involving linguistic and nonlinguistic factors. This research seeks to show how these factors constitute the main source of translation difficulties. Daulay (2011, p.1) state that the scientific study of natural language is known as linguistics. One of the key distinctions between the study of language structure/grammar and meaning/semantics is the linguistic component. The academic study of human language is called linguistics. Linguistics is the study of language, which is related to this assertion. Everywhere, language is utilized to communicate in daily life. The translation process is greatly influenced by linguistic considerations.

Lexical, syntactic, morphological, and textual are linguistic aspects that can affect the translation result. Pelawi (2009, p.149) states that lexical aspect tends to refer to the meaning in the dictionary, which is an independent meaning

as it is. For example, the word 'sentence' means 'sentence' or 'punishment' in Indonesian.

Next, the syntax (grammar) aspect. The syntactic (grammatical) component of translation becomes inevitable. Both meaning and grammatical equivalence are involved. Radford (2003, P. 2 in Sriyono (2018, p. 276) states that to provide the rules for how words can or cannot be joined to derive meaning, the syntax is related to how words can be mixed in the form of phrases and sentences in deciding the meaning.

Next, morphology aspect. According to Sriyono (2018, p. 275) states that morphology is one of the linguistic fields that examine how a word is formed and how the relationship between words in forming lexical meaning. In translation, the morphological aspect is an important part to be considered. Because words are an important part of translation related to achieving adequate equivalence.

And the last of aspect linguistic is textual aspect. Pelawi (2009, p.149) state that textual aspect means the meaning that arises or is derived from the content of a particular text or passage. An example is the word 'sentence' which means sentence. In reading about language, of course, the word refers to the use of sentences and their surroundings. However, if the word is found in legal reading, of course, its meaning will lead to punishment and its surroundings.

So it can be concluded that the ability to comprehend and master linguistic elements in both the source language and the target language is crucial for creating effective translations. Meaning can result from three different factors: the use of a particular language structure, the simplicity of the language itself, and the circumstances around the language users themselves.

Ideology, culture, historical, political-social, chemistry, science, technical, biology, medical, agriculture, and economics are non-linguistic aspects. In the cultural aspect, the translation of a language strongly reflects the cultural environment represented, as stated by Cronin (2003) because each region has a different language and culture. Furthermore, it is also related to the historical aspect. Each region has a different history and this is also the cause of difficulties when translating words related to a particular culture into another language with a different culture.

Next is the social-political aspect. Language in the social-political aspect has an important role in acquiring, building, and maintaining political power or displaying ideology. This increases the way translation contributes to the social-political aspect. This is also related to the knowledge ideology aspect. Van Dijk (2003, p. 10) states that ideology is a combination of basic beliefs that underlie the social representation of a social group. This means ideology is a set of power relations that ensure the social status of a particular social group by strengthening the social representation of this group in other social groups. The four aspects of science, agriculture, technical, and biology are interrelated, contributing to increased agricultural productivity in many countries and producing animals, nutrients, and chemicals that play an important role in the economic development of many countries.

So it can be concluded the goal of translating is to enable communication between various linguistic communities and to span the cultural divide between two worlds. These issues arise as a result of linguistic and cultural disparities.

Burdah, (2004) state that the four main areas of difficulties that students encounter when translating a text are as follows. them being:

- a. Difficult to understand the meaning of word that not find in dictionary.

Not all terms are included in dictionaries, sometimes students are unable to locate the definition of the word they are seeking for.

- b. Difficult to translate the idiomatic phrases and collide with culture.

The idiomatic translation is the translation of sentences that are not idioms in the source language but become idioms in the target language. Students have difficulty because, in the source language, there are sentences that do not have idioms, but when translated into the target language, the sentences become idioms.

- c. Difficult to translate the long and complex sentence.

Due to their limited vocabulary and grammatical expertise, students find it challenging to translate lengthy and complex sentences.

- d. Difficult to arrange the text in target language.

Due to the differences in sentence structure between the target language and the source language, students have trouble forming whole sentences in the target language.

So, from the explanation above it can be concluded that when students do translation, many find it difficult. So in this study, researcher will develop Nida and Taber theory to will focus on linguistics aspect.

2.5 Narrative Text

2.5.1 Definition of Narrative Text

Zubad (2012) in Hastuti (2020, p. 138) state that narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. According to Anggraeni (2022, p. 34-35) state that a narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The term "narrative" is frequently used in expressions like "written narrative," "oral narrative," and others even though it refers to the telling of the story rather than the story itself. A narrative is a story that is told in a creative way (via writing, speaking, poetry, etc.) and recounts a series of real or imagined events.

From the explanation above, it can be concluded that narrative text is a kind of text to retells the story in the past. The narrative text is the genre of text that retells the event from the beginning until the end.

2.6 Generic Structure of Narrative Text

According to Hastuti (2020, p. 138) state that narrative text will consist of the following structure:

- a. Orientation sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- b. Complication tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- c. Resolution the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- d. Re-orientation/coda is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

2.7 Grammatical Features of Narrative Text

Besides having a generic structure, narrative texts also use important grammatical features that support the narrative text form. According to Knap and Watkins (2005, p.225), in Nilasari (2007, p.11) narrative text has grammatical features such as:

1. Past tense: most of the sentences are written in past tense. The reason is that we are telling a story that happened in the past.
2. Noun: A noun here means a character, participant, or character in the story. They can be human or non-human (animals, fairies, etc.).
3. Action verbs are verbs that show the actions performed by the characters in the story.
4. Saying verbs are verbs that are commonly used to show subclauses or direct speech uttered by characters in the story, such as saying, replying, and so on.
5. Adjectives are words that modify something (people, animals or things).
6. Adverb/adverbial phrase is a word that modifies verbs, while adverbial phrase is a series of words that uses adverb as the core to modify verbs.
7. Conjunction is a word used to connect between a main clause and a subclause. Used when we want to create complex sentences.

Meanwhile, Siahaan, Sanggam and Shinoda Kisno (2008, p.74) in Anggraeni (2022, p.36) state that there are some typical linguistic features common to the narrative, they are:

1. Focus on specific and usually individualized participants
2. Use of material process, (and in this text, behavioral and verbal process)
3. Use of relation processes and mental processes
4. Use of temporal conjunction, and temporal circumstances
5. Use of past tense.

Based on the expert explanation above, the researcher can conclude that the narrative is a unique story and a famous story. The use of verb in the narrative is use verb two because, in the narrative text, we retell what happened a long time ago. Narrative text used grammatical tense using Simple Past tense. So, to create a good text so that readers can easily understand the text and they will be entertained when they read needed a good grammatical structure.

2.8 Previous of Study

Previous research can be used by researchers as a reference for their research. Several previous studies became the author's reference for this research. The initial research is research with the title “Students Difficulties in Translating Narrative Text From English Into Indonesia at IAIN Bukit Tinggi” conducted by Hastuti from English Education Study Program, Institute of Teacher Training of Education of IAIN Bukit Tinggi. She applied a descriptive qualitative approach to her research. In her research, the researcher can be concluded, the mean of linguistic factor statements is 55% and nonlinguistic factors is 52 %. If it is interpreted in table 1, it is in the range of 51%-75% (most category). It means that

linguistic and nonlinguistic factors are the most difficulty aspects with 52% and 55% respectively.

Second, the previous study is an thesis entitle "An Analysis of Students' Difficulties in Translating Narrative Text in Madrasah Aliyah Miftahul Ulum Kalisat" conducted by Anggraeni, from English Language and Teacher Training Department of KH Achmad Siddiq Jember, Faculty of Tarbiyah and Teacher Training. The researcher state that student's difficulties in translating narrative text were divided into five difficulties in linguistic factor. The first is students' difficulty in grammatical structure in narrative text that focused on the use of Simple Past tense, the second is students' difficulty in word comprehension (vocabulary), the third is students' difficulty to understand meaning of word that not find in dictionary, the fourth is the students difficult to arrange the text in target language and the last is students' difficulty to translate the long and complex sentence.

Third, the previous study is a research entitled " Error Analysis of The Students' Translation of Narrative Text From Indonesia Into English at The Eleventh Grade Students of Sekolah Menengah Atas Prima Kotabumi North Lampung Academic Year 2014/2015" conducted by Shaula, from English Education Study Program Department, Faculty of Language and Art Education, STKIP Muhammadiyah Kotabumi. The researcher applied a descriptive qualitative approach to her research. The researcher concluded that the students of SMA Prima Kotabumi made all types of errors based on surface strategy taxonomy; omission, addition, misformation and misordering. The total number of errors made by the students was 1.086 vocabulary errors from all of vocabulary

which were used by students. From all of total errors, there were 48 misordering errors. It was the least frequent number. Misordering means that the students might haven't understood about how to place good vocabulary structure in their translation the text of narrative text. The students' vocabulary errors were 48 or 4.42%.

From the three researchers above, this research has similarities in analyzing students' difficulties in translating narrative texts. This research was conducted at Universitas Muhammadiyah Kotabumi seventh semester students.