CHAPTER II

LITERATURE REVIEW

This chapter reveals about translation, translation quality assessment, the clarity in translation, discussion on skripsi, discussion on thesis, discussion on dissertation, and theoretical framework.

2.1 Translation

There are four sub-chapters that will discuss about the translation in here, those are:

2.1.1 Definition of Translation

Dealing with the definition, as far as translation is concerned, there are many translation theorists who define what translation is. In his book entitled *Approaches to Translation*, Newmark (1981:7) mentioned that translation is a craft consisting in the attempt to replace written message and/or statement in another language. While Larson (1998:3) stated that the translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, and then analyzing it in order to determine its meaning and reconstructing this same meaning using the lexicon and grammatical structure and its cultural context. Furthermore, the translation consists of reproducing the closest natural equivalent of the source language message to the receptor language, firstly in term of meaning and secondly in terms of style (Nida and Taber 1982:12). In addition, translation involves the rendering of a source language (SL) text into target language (TL) to ensure that (1) the surface meaning of the two will be approximately similar, and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structure will be seriously distorted (McGuire 1980:2).

From these four definitions, translation can be defined in short as the transferring of meaning from a source language into a target language by keeping the original meaning and the form of the source language. The meaning and the style of form of the original is the important point that a translator should take into consideration. However, the meaning must be given priority in the process of translating because it is the content of the message which is prime importance that should be transferred from a source into a target language. If the style is considered as most important in this process, the message of the source language will be thorny to be perceived by the receivers in the target language.

2.1.2 Translation Process

The translation process is a model meant to describe the thinking (internal) process of a translator in the course of doing translation (Suryawinata and Hadiyanto, 2003, p.17). In the process of translation, the translator consistently makes any attempt to compare and contrast different aspects of two languages to find equivalents. The writer found two translation process; one is proposed by Nida and Taber, and another is proposed by Larson.

According to Nida and Taber (1982: 33), basically there are two different systems for translating. However, in this study, the writer only described the second system for translating because it consists of a more elaborate procedure than the first one, which may be diagrammed as in figure below:

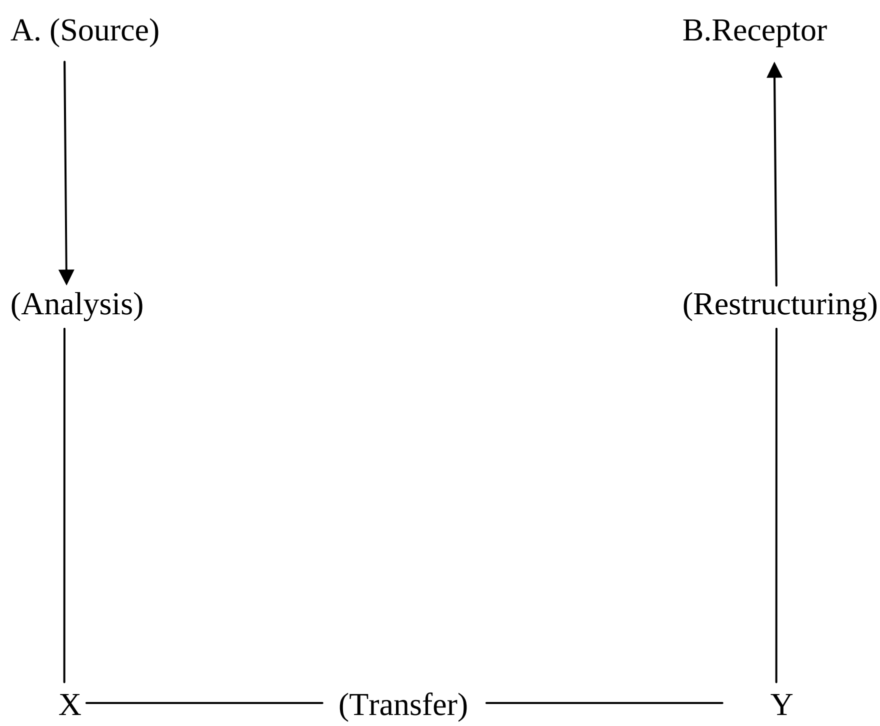

Figure 2.1: The Translation Process Suggested by Nida and Taber (1982, p.33)

In the second system of translation, the process comprises three stages: analysis, transfer, and restructuring. In the analysis stage, the translator analyzes the source language texts in terms of (a) the grammatical relationship and (b) the meanings of the words and combinations of words. After having completed the process of analysis which involves both grammatical and semantic aspects of the text, the translator then transfers the result of the analysis from the source into the receptor language. In this stage, the meaning that has been discovered is not formed yet into words; this process takes place just in the translator's brain. Afterward, in the restructuring, the translator rewrites the meaning resulted in the second stage into the receptor language that is normalized according to the rules of the receptor language.

The second translation process is recommended by Larson. When translating a text, as said by Larson (1998: 4), the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. In the diagram below, Larson simply presents the process of translation:

Source Language **Target Language**

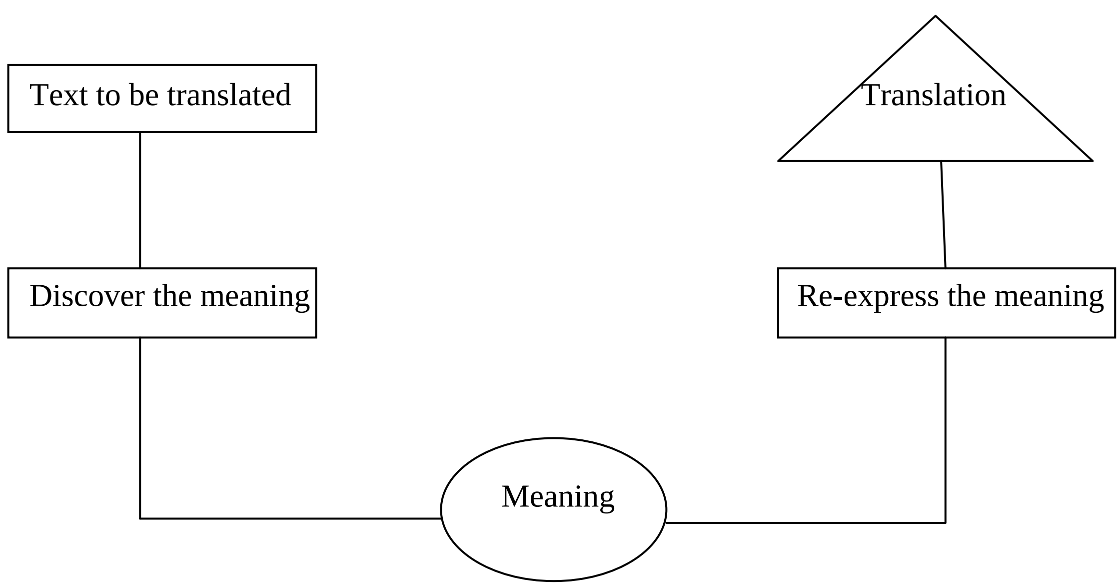

Figure 2.2: The Translation Process Suggested by Larson (1998, p.4)

The diagram shows that the first thing to do in the translation process is to read the text that is going to be translated. As the translator reads the text, s/he should write down any lexical items which seem to be key words. These will be words which are crucial to discover the meaning behind the text. After discovering and understanding the meaning of the original version, the translator transfers the meaning. In this stage, the translator should be able to transfer through the meaning as a variable discovered textual meaning from the source to the target language. This is the final step in the translation process in which the translator works out the process in his mind and actualizes the discovered and stored meaning of the sources text to the acceptable receptor language. In short, the translation process recommended by Larson begins with the source text, then the meaning of the text is analyzed, discovered, transferred, and re-expressed in the receptor language.

From the explanation of both translation processes above, it can be concluded that the process of translation primarily employs two steps: (1). analyzing the original text and understanding the original meaning and/or message, and (2). re-expressing that original meaning and/or message into the target language.

2.1.3 Translation Procedures

There are six procedures of translation based on Vinay-Darbelnet as cited in Munday (2001:56) : 1). Transliteration, which maintains the words in source language as whole, even sound or the writing; 2). Loan translation, which is borrowing word from the source language because there is no equivalent in the target language; 3). Literal translation, which is translation who gives priority to the equivalent of word or expression in target language which have reference or same meaning with the word or expression in the source language; 4). Transposition, is changing the original structure in source language to the target language for reaching the same effect. The changing can be plural to singular, adjective position, until changing the whole structure in sentence. This procedure aims the meaning of source language can be accept by the reader of target language, 5). Modulation, it means that the translator sees the message in source sentence from different point of view or way of thinking, 6). Adaptation, it means that words in source language such as statement and writing are adapted to the rules of target language.

2.1.4 Kinds of Translation

Some experts have discussed the kinds of translation differently. According to Newmark (1981:39), there are two kinds of translation: 1). Communicative translation, which is subjective translations that try to reach the same effect or certain action to the reader of target language. In communicative translation, the translators try to make it simple and easier to understand. Therefore some addition and omission are happened, to make it concise and understandable, 2). Semantic translations, which it always try to maintain the semantic structure, syntactic, culture of target language, and contextual meaning from the source text. This kind of translation is always being faithful, objective, and neutral. In this kind of translation, the translator translates a text without any addition and omission. The translator only wants to convey the author's thought, with the same meaning and style from the author. Newmark pronounces those kinds of translation as in the following:

> *"Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Meanwhile, Semantic translation attempts to render, as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original" (1981, p.39)*

Moreover, as cited in Suryawinata et al (2003:33), Roman Jakobson distinguished 3 types of translation in his article '*On Linguistic Aspect of Translation*', those are: 1). Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language). Intralingual translation is changing a text become another text based on translator interpretation, and both of the text have written in the same language; 2). Interlingual translation, which is an interpretation of verbal signs by means of some other languages. Interlingual translation is the real translation because the process is same with translation in common. The translators rewrite the meaning or message from the source text to the target text; 3). Intersemiotic translation or transmutation, it is interpretation a text to another form of sign system.

In Addition, Larson in his book Meaning-based translation: A Guide to Cross-language Equivalence (1998:17) mentioned a given text has both form and meaning, there are two main kinds of translation: 1). Form-based translation attempt to follow the form of the source language. It is known as Literal translation. In Literal translation, the translator uses target language words which have the same literal meaning with the source language words. Meanwhile the structure in the translation still uses the structure of source language. Sometimes the original structure can be accepted or even cannot be accepted in the target language. 2). Meaning-based translation, it makes every effort to communicate the meaning of the source text in the natural form of the receptor language. It is also called as Idiomatic translation.

2.2 Translation Quality Assessment

The assessment of the translation quality is very important for two reasons. First, it is important to make a dialectic relationship between the translation theories and the translation practices. Second, it is important to determine the standard and the criteria in assessing the translator's competence (Machali, 2009:143). Newmark (1988:145) conveyed almost similar aims of the translation assessment. Newmark mentioned that the assessment is important to improve the translator's skill, to broaden the readers' and translators' knowledge about both the source language (SL) and target language (TL), and to sort out the translator's and readers' understanding about translation. Determining the translation criteria or translation assessment also aims to know the strengths and the weaknesses of the translation itself (Nababan, 1999:84). This result of the translation assessment will indirectly reflect the capability of the translator in mastering and understanding the SLT and translating it into TLT.

Furthermore, there are three distinguished general approaches to quality assessment. First, the source-language oriented, it is based on the relation between the translation and its source text. Assessment methods of this kind set up definitions of required equivalence and then classify various kinds of deviance from this equivalence. Second, target-language oriented. Here, the relation at a stake is not with the source text but with the target language. This approach uses text analysis in order to assess the differences between the translation in question and other comparable text in the target language. The idea is to measure the translation's degree of clarity. Third, the assessment of translation effects, this approach finds functional and/or communicative theories of translation.

There are 3 main concerns in assessing the translation; it is should be clear, accurate, and natural (Larson, 1998: 529). The translation is already accurate but still difficult to understand and not communicate with the people who use it, thus the problem is that the translation is not clear at all. The only way to check the clarity is doing some test to the people who are not familiar with the source text and after that ask questions which part they understand mostly. A translation has already accurate, it is easy to understand and communicate the information but the form does not sound natural. The form still looks foreign or strange, then it needs to check whether the grammatical forms are normally used or not.

In short, the ideal translation should be: 1). Accurate: reproducing as exactly as possible the meaning of the source text, 2). Natural: using natural forms of the receptor language in a way that is appropriate to the kind of text being translated, 3). Clear: expressing all aspects of the meaning in a way that the translation is readily understandable to the intended audience. The aim of this study was to analyze the clarity aspect as one of criteria in assessing the translation quality beside the accuracy and naturalness. The accuracy and naturalness have become the concerns of many studies in translation before. However, the specified discussion of the clarity in translation has been rarely done. Therefore, the writer chose the clarity aspect to be discussed in this study.

2.3 The Clarity in Translation

According to Larson (1998:6) in his book *Meaning-based Translation*, the best translation is the one which the translation should use the clear language of the receptor language. The translation should also communicate, as much as possible, to the receptor language speakers in the same meaning that was understood by the speakers of the source language. Moreover, the translation should maintain the dynamics of the original source language text.

Clarity in translation is assumed as the third vital essential elements in a translation to be considered as a good translation as well. Clear translation should have all the ease of the original composition in the source text (Tytler in Munday, 2001:36). Clarity is the quality of expressing ideas or thought in a clear way (Longman Dictionary English Language and Culture, 1988). It is supposed to be clearly understandable; it means that readily understood by people (International Bible Society, 2004). The same thing also expressed by Dale and Chall, that clarity occurs when the entire element in a text can be understood clearly by the readers (In Flood, 1984: 236). It may conclude that clarity as the translation quality occurs when the entire translated text is easy to understand by the target text readers.

From the definitions mentioned above, it is found that clarity in translation is supposed to be clearly understandable; it means that the translation should be readily understood by the target text readers. Clarity means expressing the understandable and clear meaning to the intended audience. Accordingly, the clear translation should have all of the ease of the original composition and should use appropriate grammatical and lexical in the sentence connectives to the entire text (Newmark, 1988:26). It means that the right structure in grammatical and lexical may help readers to understand the text clearly. Translation clarity has often been associated with the correctness of the grammatical structure and the appropriateness of the lexical item. A way to check the clarity is doing some test to the people who are not familiar with the source text and ask questions which part they understand mostly.

Sometimes in translating, the translators omit some pieces of information and add information which is not important related to the source text. Those mistakes can make the translation deliver different meaning with the source text. Because most of translators are possible to make these kinds of mistakes, checking the clarity in carefully is needed. A translation might be clear if the translator understands correctly the source text and attempts to communicate the understandable message in the target text to make the readers easier to understand the message (Larson, 1988:531). The translators should use appropriate grammatical and lexical in the sentence connectives to the entire text. It means that the right structure in grammatical and lexical may help readers to understand the text clearly (Newmark, 1988:26). Also, the translated text should convey the essence of the message of the original language well (Nida in Venuti, 2000:138).

The translator needs to read the translation in several time to find the mistakes and concentrating to solve the problem. The translators should learn from their mistakes so in the future they will do it better and avoid in making the same kinds of mistakes over and over. The coherence between sentence and paragraph are important to check it too, whether it is already clear or not; and it can communicate the information clearly or not.

2.3 The Discussion in Skripsi

Skripsi is the part of academic writing. According to I made Wirartha (2006), *skripsi adalah karya tulis ilmiah seorang mahasiswa dalam menyelesaikan program S1*. Moreover, Wirartha also defined that skripsi is an academicals proof for the students on research they have done. Djarwanto (1999) defined skripsi as a result of scientific study by student based on their research, the data of the research is based on the analysis of primer and secondary data. The term skripsi is basically an Indonesian-naming. This is a final assignment that should be done by almost college students who have achieved the last semester. As cited by (Galuh Nadi, 2011), it is a duty of the last semester students to write skripsi as the partial requirement to graduate from a college.

The main structure of the skripsi are abstract, acknowledgment, introduction, literature review, research methodology, data description, findings, and discussion, conclusion, suggestion, recommendation and references. Meanwhile, Katz (2006, 3) depicted the standard academic writing merely stands for stereotyped format which generally agreed as the common standards of scientific witting (skripsi), are described as seven elements; abstract, introduction, material and methods, results, discussion, conclusion, and references. However, this study only analyzed the discussion on the chapter 4 in skripsi.

The purpose of the discussion is to state the writer's interpretations and opinions, explain the implications of the study findings, and suggest future research. It should answer the questions asked in the introduction; explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. Usually the discussion in skripsi has the following parts (Lovitts and Wert, 2009): (1). It should state the main findings of the study in one or two sentences, (2). The discussion should consider the methods, and address possible shortcomings, (3). Identify potential weaknesses, and comment the relative importance of these to the interpretation of the results and how they may affect the validity of the findings, (4). Support the answers with the results, (5). Discuss any unexpected findings. When discussing an unexpected finding, begin the paragraph with the finding and then describe it, (6). Explain how the results and conclusions of the study are important and how they influence the knowledge or understanding of the problem being examined.

2.4 The Discussion in Thesis

A thesis is defined as the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product demonstrates originality, critical and independent thinking, appropriate organization and format, and thorough documentation (Richard and Frank, 1998). A thesis can be one of the most rewarding, productive experiences of a graduate student's career. As an educational venture it is fundamentally different from the normal classroom experience. It is an opportunity for students to be creative, to bring together and integrate skills they have acquired, to make a real professional contribution. The thesis is a means for students to demonstrate both to themselves and the world that they have achieved a respectable level of professional maturity. However, this study only analyzed the discussion on the chapter 4 in thesis.

The problem of the discussion chapter is a problem of creative thinking and confidence, but there are some stylistic conventions and knowledge issues that complicate the task. Every thesis needs to have discussion like elements, but they may do it in different ways. In a conventional thesis, what is called as the IMRAD type (introduction, methods, results, discussion and conclusion), the discussion chapter appears a discrete chapter. The thesis writer needs to keep in mind that the IMRAD structure is best used to write up empirical research work (Sajavaara, 1994). Usually the discussion in thesis has the following parts as in the skripsi (Lovitts and Wert, 2009), those are: (1). It should state the main findings of the study in one or two sentences, (2). The discussion should consider the methods, and address possible shortcomings, (3). Identify potential weaknesses, and comment the relative importance of these to the interpretation of the results and how they may affect the validity of the findings, (4). Support the answers with the results, (5). Discuss any unexpected findings. When discussing an unexpected finding, begin the paragraph with the finding and then describe it, (6). Explain how the results and conclusions of the study are important and how they influence the knowledge or understanding of the problem being examined.

2.5 The Discussion in Dissertation

A dissertation is a required part of doctoral study. Undertaken after a student completes coursework and passes a comprehensive examination, the dissertation is the final hurdle in completing a PhD or other doctoral degree (Rudestam and Newton, 2001). The dissertation is expected to make a new and creative contribution to a field of study and to demonstrate the student's expertise. In social science and science programs the dissertation usually requires conducting empirical research. For many graduate degree students, a significant element of final year study is an independent learning project. According to Todd et al (2004) while these projects may vary greatly in scope and nature (e.g. a large-scale written assignment such as a dissertation or extended essay; the design and production of some type of artefact) most share a number of key characteristics.

The discussion section in dissertation is for comment on and explanation of the results; it includes (Walliman, 2004): (1). Explanation of results: the writer comments on whether or not the results were expected, and presents explanations for the results, particularly for those that are unexpected or unsatisfactory, (2). References to previous research: comparison of the results with those reported in the literature, or use of the literature to support a claim, hypothesis or deduction, (3). Deduction: a claim for how the results can be applied more generally (a conclusion based on reasoning from the results), (4). Hypothesis: a more general claim or possible conclusion arising from the results (which will be proved or disproved in later research).

2.6 Theoretical Framework

To perform a well quality translation, a standard of language correctness is needed. It should be ensured that a translation must have several criterions to be considered as a readily understandable translation, which fit to any audiences. To obtain the closest equivalence in translation, Larson (1998:529) defined three basic requirements that is necessary to be considered. The ideal translations should be Clear, Accurate and Natural. These three main requirements are important in translation to make it ideal. Therefore, the perfect translation should cover all of these elements. However, the specific discussion and explanation about the indicators of clarity in translation is still very rare, thus the research about clarity in the translation needs to be done.

In this study, the writer analyzed the clarity indicators in translation as the pat translation quality assessment. The writer employed Larson's principle of Clarity, Accuracy, and Naturalness, but specifically on the principle of Clarity (1984:489). According to Larsson (1984:485), to meet clarity: 1). The translation should effectively communicate the message of the source text, 2). The forms of the language used in the target text should make the message of the source text as easy to understand as the source text itself, and 3). The translation should use words which are normally used in the target language. Based on the Larson's theory about clarity in translation, the writer analyzed the skripsi, thesis and dissertation concerning in translation quality assessment to find out whether there are any other clarity indicators which has not stated by Larson before or not in the implementation of translation products.