

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

It is already mentioned that this study focused on the translation of colloquialism and the procedures applied in order to produce readable and understandable translation. Below are the elaborations of the theories utilized in this study as the basic of analysis.

2.1.1 Colloquialisms

Colloquialisms are expressions appropriate to informal spoken language but ordinary inappropriate to more formal (usually written) language. The word colloquial is defined by American College Dictionary as quoted in McCrimmon, (1984), as characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing. English colloquialisms are usually part of informal English. They have a figurative meaning and are considered to be language and culture-specific; i.e., they have meaning or sense mostly among the speakers of a given language or members of a given culture. They are usually learned through interaction with native speakers of a language, or they have to be explicitly taught to people learning a foreign or second language, or the learners have to look them up in a dictionary. Colloquialisms cannot often be translated word for word from one language into another.

According to Popowich, Fred, et al., in *A lexicalist approach to the translation of colloquial text*, colloquial also tends to be poorly structured

(1997:5). Unlike written text, the nature of colloquial communication is such that a speaker often starts an utterance before having in mind a complete, structured sentence. As a consequence, colloquialisms often take the form of sequences of unstructured, short phrases, rather than long sentences with complex subordination. In the scale of formality, colloquial language is a higher style than slang and it differs from the formal standard language in pronunciation, choice of word, and sentence structure (Barzegar, 2008).

People often use the word *colloquialisms* for *slang*, and *slang* for *colloquialisms*. The reason for this is that quite often people take them to mean the same thing. *Colloquialisms* and *slang* do overlap to a certain extent, but they are actually two distinct forms of language. Colloquial language is the informal language used by people in every day speech. Colloquialisms may be words, phrases, or complete aphorisms. For example, *gonna* (*word*), *what's up?* (*Phrase*), and *the rich get richer and the poor get poorer* (*Aphorism*).

Further, McCrimmon (1984: 273) describes colloquialisms in writing used to give the impression of talking directly and intimately with the reader. To achieve this effect it might use contractions (*don't*, *wasn't*, *hasn't*) and clipped words, like *taxi*, *phone*, which are shortened forms of longer words. Slang, on the other hand, is less informal than colloquialisms. It is used only by certain groups – like teenagers or people of certain professions. Slang is borrowed from the special vocabularies of particular occupations or activities, such as *offbeat* (music) and *behind the eight ball* (pool). Many slang expressions also borrowed from the standards vocabulary and given new meaning, such as *cool*, *rap*, and *cat*.

2.1.1.1 Types of Colloquialisms

According to Partridge, cited in *The Encyclopedia Americana* (2004: 262), colloquialisms may consist of five types. They are in the form of:

1. Single words

Here, single word is an informal word which is usually used in daily speech. The writer uses *NTC's Slang and Colloquial Expressions Dictionary* and the online version of *Merriam-Webster Dictionary* as references to verify that a single word belongs to colloquialisms. The examples are “folks” for “relatives” (“Did you meet my folks?”) or “tremendous” for “excellent” (“The movie was tremendous”.);

2. Clipped words

Clipped word is a new word which is formed by shortening the original word. The original word is shortened by omitting one syllable or more, for example the word phone is clipped word of telephone, “lab” is clipped word of laboratory, “bike” is clipped word of bicycle;

3. Short picturesque words for technical terms

It is a short and picturesque word which is used as a variation to call another technical term, such as “bugs” for “insects” or for “mechanical faults”;

4. Contractions

Contraction is a shortened form of one or two words by omitting internal letter. In a contraction, an apostrophe takes the place of the missing letter or letters. Some examples are “we’ll” or “can’t”;

5. Verb-adverb combinations

This combination consists of verb followed by adverb, such as “put out” for “expel”, “extinguish”, “publish”, “inconvenience”, “embarrass”, or “retire” (in baseball) or “lay off” for “discontinue work or activity”, “rest” .

In sum, this study used colloquialisms types by Partridge to identify colloquialisms in *Diary of Wimpy Kid*. Those forms of colloquialisms are single words, clipped words, short picturesque words for technical terms, contractions, and verb-adverb combinations.

2.1.2 Colloquial Indonesian Language

Colloquial Indonesian is the informal variety of Indonesian language. Sneddon (2006:3) states that the Indonesian language has significantly different ‘high’ and ‘low’ varieties. Formal Indonesian, the high variety in Indonesia, is the language of government and administration and of formal situations (such as speeches, lectures and writing). Formal Indonesian, which is usually referred to as Standard Indonesian, is learned at school, most children having little or no contact with it until they begin their education. On the other hand, the low variety, informal or colloquial Indonesian, is the language of everyday communication between Indonesians in all but formal situations. A quite homogeneous form of low Indonesian, here called Colloquial Jakartan Indonesian. Colloquial Jakartan Indonesian has developed among educated speakers in Jakarta, particularly among those born in the city. Jakarta is not only the major urban population center in Indonesia but Colloquial Jakartan Indonesian is having an increasingly great influence on varieties throughout the country. Colloquial Jakartan Indonesian is

already a common colloquial form of the language. It is the everyday speech of people with whom most visitors to Indonesia need to communicate.

A distinction needs to be made between Colloquial Jakartan Indonesian and Jakarta Malay. Jakarta Malay is sometimes confused with Colloquial Jakartan Indonesian. However, although Jakartan Indonesian has been considerably influenced by Jakarta Malay it is nevertheless distinct from it. Jakarta Malay is the vernacular of the *anak Betawi* ‘children of Batavia’, inhabitants of ‘the old kampungs’ of Jakarta, whose families have usually lived in Jakarta for many generations. This shows that the difference is clearly discernible and that Colloquial Jakartan Indonesian is associated with a higher social status. It is the everyday language of the great majority of Jakartans, including the elite and the relatively large educated middle-class. Sneddon (2006:26-30) gives some features of colloquial Indonesian as follows:

1. Sound changes (with changes to the spelling too).

Certain words take one or more sound changes. For example: “a” in the last syllable of many words is replaced by unstressed “e”, i.e. by the schwa sound (e.g. *temen* = “tMʔN” instead of *teman*), “ai” diphthong is replaced by “é” in many words (e.g. *pake* “paké” instead of *pakai*), “au” diphthong is replaced by “o” in many words (e.g. *kalo* instead of *kalau*), “s” sound is dropped at the start of certain words (e.g. *aja* for *saja*; *uda* for *sudah*), “h” sound in some words is dropped at the start of the word or start of a syllable (e.g. *abis* for *habis*; *liat* for *lihat*), “h” sound is dropped at the end of some words (e.g. *lebi* for *lebih*).

2. Grammar changes

Grammar changes in the colloquial Indonesian such as “ber-” prefix can be dropped from many verbs (e.g. *bicara* for *berbicara*), “meN-” prefix can be dropped from any transitive verb, or at least any reasonably common one (e.g. *bawa* for *membawa*), “ke-” replaces “ter-“ prefix in many verbs; mostly ones where “ter-” expresses accidental meaning (e.g. *kebawa* for *terbawa*), “ini/ nih” and “itu/ tuh” can come *before* the head word. (e.g. *nih orang* instead of *orang nih*)

3. Single words, such as *bikin* for *membuat*, *bakal* for *akan*, *banget* for *sekali*, *bareng* for *bersama*, etc.

4. Shortened words, such as *emang* for *memang*, *gimana* for *bagaimana*, *makasih* for *terima kasih*, etc.

2.1.3 Translating for Children

One of major factors that translator has to pay attention is the target reader. The knowledge of target reader influences the translator’s choice of words and their translation procedures. In translating children literature, it is necessary to produce understandable texts for children because children’s mind is in the process of development, so children can enjoy reading them and they also can get ‘something’ from the texts they are reading. As in children literature, it is said that the guiding principles of the translation of children literature is that the translation should be good for the child.

According to Klingberg, cited in Thompson-Wohlgemuth (1998:29), there are four aims for the translation of Children literature. First, further the

international outlook, understanding and emotional experience of foreign environments and cultures. Second, make more literature acceptable for children. Third, to contribute to the development of the readers' set values, and the last, to give readers a text they can understand given their lack of knowledge. Thus, children, with their imperfect reading abilities and limited world knowledge cannot, and are not expected to tolerate as much strangeness and foreignness as adult readers.

Furthermore, Oittinen (2003) stated that a translator has to have a child's image for their work. The result of the translation has to be able to attract children's interest. Adaptation, communicative and naturalization are usually used by translator as the procedures to translate children literature. She also added that many researchers on children literature often found faithful translation for keeping the originality of the story instead of adaptation. Translating for children contains cultural and social dominance; the imagination of the translators should be consistent and reflect to a copy true expressions and intention which resemble in the story. Thus, translating for children needs special ability to change the language without change the message in the source text.

In this study, the writer tried to analyze the way the translator of *Diary of Wimpy Kid* into *Diary si Bocah Tengil* choose the appropriate words or terms to translate English colloquialism into Indonesian. Colloquialism is related to geographical and culture (Sadrah, 2010:14). Thus, to translate colloquialisms in *Diary of Wimpy Kid* the translator needed to adapt or find the equivalent term in Indonesian language. As Klingberg stated above that a translator has to make

more literature acceptable for children, so the translator of *Diary of Wimpy Kid* has to make this book acceptable for the target reader, children, by give attention to their limited world knowledge.

2.1.4 Translation Procedures

Newmark (1988) stated that only semantic and communicative translation fulfill the two main aims of translation, which are first, accuracy, and second, economy. Semantic translation is used for 'expressive' texts, communicative for 'informative' and 'vocative' texts. Semantic and communicative translation treats the following items similarly: stock and dead metaphors, normal collocations, technical Terms, slang, colloquialisms, standard notices, phaticisms, ordinary language.

Newmark (1988: 81) also stated that translation methods relate to the whole texts while translation procedures are used for sentences and the smaller unit of language. As we are already aware that colloquialism is part of an incomplete sentence, therefore, it is appropriate to analyze it using translation procedures. The following are the sixteen translation procedures that Newmark (1988) proposes:

2.1.4.1 Transference: it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as "transcription." Transference is used to translate such as name of all living or dead people, geographical names, name of the periodical and newspapers, titles of untranslated literary works, plays, films; names of private companies and institutions, names of public institutions; street names and addresses. For example for

English, *décor*, *ambiance*; the French diplomatic words: *coupd'etat*, *détente*, *attentat*; or for German *image*, *job* (Newmark, 1988:81). For example, from English into Indonesian:

SL :..., but the tan upholstered seats still smelled faintly of tobacco, gasoline, and peppermint.

TL :..., tapi dari jok berlapis kulit cokelat itu samar-samar masih tercium bau tembakau, bensin, dan peppermint. (Warhamni, 2010:31)

2.1.4.2 Naturalization: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL, e.g. *edimbourgh*, *humeur*, *redingote* (Newmark, 1988:82). The examples from English into Indonesian are *Computer* into *komputer* (Yadnya, 2006: 20)

2.1.4.3 Cultural equivalent: it means replacing a cultural word in the SL with a TL one. However, "they are not accurate", e.g., *le cyclisme*, 'cricket', 'baseball'; 'tea break', *cafe-pause*; *carte a"identity*, 'car licence' (Newmark, 1988:83). The examples from English into Indonesian, *manor born* = *berdarah biru* (Barathayomi, 2012:21).

2.1.4.4 Functional equivalent: it requires the use of a culture-neutral word, e.g., *baccalauriat* - 'Trench secondary school leaving exam'; *Sejm* - 'Polish parliament'; 'Roget' - *dictionnaire ideologique anglais* (Newmark, 1988:83). The examples from Indonesian into English such as the translation of *beras* and *nasi* into *rice* (Afifah, 2013: 15).

- 2.1.4.5 Descriptive equivalent: in this procedure the meaning of the CBT is explained in several words, e.g., *Samurai* is described as 'the Japanese aristocracy from the eleventh to the nineteenth century (Newmark, 1988:83). For example, *Panettone* is described as *kue tradisional Italia yang dimakan pada saat tahun baru* (Hoed, 2006:13)
- 2.1.4.6 Componential analysis: it means comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components, e.g., *dacha*, 'house*', *dom*^ to which you add the extra contextual distinguishing components, 'for the wealthy', 'summer residence'; cf. *maison secondaire* (Newmark, 1988:114). For example, from English into Indonesian, *scholar* = *cendikiawan* (Afifah, 2013: 16).
- 2.1.4.7 Synonymy: it is a "near TL equivalent." Here economy trumps accuracy. Acceptable for general or common words, not directly relate to the main argument of the text, but in general, e.g., *personne gentille*, 'kind' person; *conte piquant*, 'racy story'; 'awkward' or 'fussy', *difficile*; 'puny effort, *effort faible*. (Newmark, 1988:84). The examples from English into Indonesian such as *Use it only the train running* into *Gunakan toilet saat kereta berjalan* into Afifah, 2013: 16).
- 2.1.4.8 Through-translation: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation, e.g., UNESCO, UNRRA, FAO (Newmark, 1988:84).

- 2.1.4.9 Shifts or transpositions: it involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth, e.g. 'furniture'; *des meublest* 'applause', *des applaudis-ements*; 'advice', *des consetis*; (Newmark, 1988:86). For example, from English into Indonesian, *A pair of shoes* into *Sepasang sepatu* (Yadnya, 2006: 22).
- 2.1.4.10 Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective, e.g., *Il n'a pas hesite* - *He acted at once* (Newmark, 1988:88). The examples from English into Indonesian such as *Mom, I broke the glass* into *Ibu, gelasnya pecah* (Afifah, 2013: 16).
- 2.1.4.11 Recognized translation: it occurs when the translator "normally uses the official or the generally accepted translation of any institutional term. E.g., *Rechtsstaat* as 'constitutional state' (Newmark, 1988:89)
- 2.1.4.12 Compensation: it occurs when loss of meaning in one part of a sentence is compensated in another part (Newmark, 1988:90). For example, *Never did she visit her aunt* into *Wanita itu benar-benar tega tidak menemui bibinya* (Sutopo, 2012)
- 2.1.4.13 Reduction And Expansion : There is at least one shift which you may like to bear in mind, particularly in poorly written texts:

(1) SL adjective of substance plus general noun, TL noun: *atleimes inflammatoires et infectieuses*, * inflammations and infections¹; *science linguistique* (etc.), 'linguistics'.

(2) For expansion, a not uncommon shift, often neglected, is SL adjective, English TL adverb plus past participle, or present participle plus object: *belebend, life-giving*' (Newmark, 1988:90)

The examples from English into Indonesian:

ST : Mrs. Smith called a bakery shop for an order of pizza.

TT ; Bu Smith menelfon toko kue untuk memesan pizza.

Here, the translator omit the article *a* in *a bakery shop* and translate it into *toko kue* without *sebuah* (Hartono, 2011:140).

2.1.4.14 Paraphrase: in this procedure the meaning of the cultural bound term is explained. Here the explanation is much more detailed than that of descriptive equivalent (Newmark, 1988:91). For example:

ST: A *yachting cap* was shoved far back from his forehead.

TT: He put the cloth hat of sailing on the back of his head.

Here the word is occurred above word level, the translator paraphrases the item to render the meaning (Maasoum, 2011: 1775).

2.1.4.15 Couplets: it occurs when the translator combines two different procedures.

(Newmark, 1988:91). For example: *deskilling* = *peniadaan ketrampilan* (*catatan kaki: istilah "peniadaan ketrampilan" dimungkinkan dengan memecah pekerjaan sedemikian rupa sehingga ketrampilan yang dimiliki pekerja itu menjadi sangat sempit dan dangkal sehingga jika pekerja itu*

dipindahkan ke konteks yang lain, keterampilan itu tidak ada gunanya).

Here, the translator translates the word *deskilling* by using the recognized translation into *peniadaan keterampilan* and notes (Danar, 2012:25).

2.1.4.16 Notes: notes are additional information in a translation. Additional information in the translation may take various forms such as within the text, notes at the bottom page, notes at the end of chapter, notes or glossary at the end of book (Newmark, 1988:91).

Based on the explanation above, Newmark proposes translation procedures which the writer can use to analyze the translation procedures of colloquialisms in *Diary of Wimpy Kid* into *Diary si Bocah Tengil*. These kinds of translation procedures are very useful for researcher who conducts a research about translation procedures.

2.2 Review of Related Studies

There were some researchers that had conducted the same topics of research. For instance Fatihi (2000), who investigates colloquialism in Hindu Urdu which the boundaries of colloquialism, slang, hate-speech and regional dialects use is becoming increasingly blurred and making the task of regional notation more difficult. Additionally there is a further relationship with regional tongues, in that many slang expressions and colloquialisms have their root in dialect. This research found that theory which seriously deals with the collective construction of meaning of colloquialism would have to take into account two major elements, firstly the representation of interlocutor and secondly the feedback loop between the interlocutors and their grounding process. In other

words, it would consider both/all interlocutors as acting constantly and simultaneously on the interaction process.

Eftekhari (2008) also conducted a research of colloquial expressions in English Subtitles of the Iranian Film "*The Wind Will Carry Us*". Eftekhari conducted a project on different translation of the original version in word or expression usage, specifically in colloquial terms, and interpret the cause of untranslatability or choosing special translation procedures in translating colloquial items and findings that the translator often eliminates the alien and untranslatable/colloquial parts which would cause obstacles of comprehension in the film by adapting scripts and rewriting the lines.

Barzegar (2008) also conducted a research about translation of colloquial expressions in English into Persian subtitled films. Barzegar investigated the strategies used in translation of colloquial expressions. The analysis of the data indicated that the following strategies were employed by Persian translators: colloquial translation or transfer, deletion, translating into expression with higher degree of formality, paraphrase, condensation or under-translation, semantic equivalent, addition or over-translation, mistranslation, and translating into expression with lower degree of formality.

Shadrah (2010) has observed translation of colloquial expressions in the children's storybook entitled *the secret life of ms wiz* by Terence blacker. The researcher use translation theory by Molina and Albir (2002). The research findings show that average score of the mean for accuracy is 1.08 meaning that the translation is accurate; the average score of the mean for acceptability is 1.12

meaning that the translation is acceptable; the most accurate technique is reduction which contributes the major data (132 data) of 230 accurate data. The least accurate technique is deletion which contributes one inaccurate datum of one inaccurate datum found.

Another research done by Zafarhandi and Falahatdoost (2013), who investigate the strategies employed by different translators to translate colloquial language utterances in novel translation from English to Persian. The result of this study shows that the following procedures were employed by the translators: omission, addition, colloquial translation, synonymy and expansion. Furthermore some instances of mistranslation and translating into a higher degree of formality have been detected.

The researchers above had already observed translation of colloquialisms in films, novels, and Hindu Urdu people. There are very few researchers that observe about translation of colloquial expressions in children literature which focus on the most appropriate procedures in translating colloquialisms. One researcher which observed translation of colloquialisms in the children literature only focus on the effect of the translation techniques used on the quality of translation in term of accuracy and acceptability. There is also no researcher that uses translation theory by Newmark as their basic theory to analyze the method, strategy, or translation procedure in colloquialisms. Therefore, this research concerns with the same topic but it focuses on the appropriate procedures in translating colloquialisms in children literature entitled *Diary of Wimpy Kid* and use translation procedures which proposed by Newmark.