CHAPTER I

I N T R O D U C T I O N

I.1. BACKGROUND OF THE STUDY

Translation, as a process, is always uni-directional, namely, it is always performed in a given direction 'from' a Source Language (SL) 'into' a Target Language (TL). Different writers define 'translation' in different ways, some of them are :

(a) Translation is the **replacement of textual material** in one language (SL) by **equivalent** textual material in another language (TL). [Catford, 1969: 20]

(b) Translation consists in **reproducing in the** receptor language the **closest natural equiv-**alent of the **source language message**, first in terms of meaning and secondly in terms of style. [Nida, 1969: 12]

(c) Translation is a **craft** consisting in the attempt to **replace a written message** and/or statement in one language by the same mes-sage and/or statement in another language. [Newmark, 1981: 7]

Although there are several definitions of trans-lation or even there are others besides the three definitions above. They have the same aims to repro-duce the text from one language into another language by using synonym and similar structures. If we pay

1

careful attention in the definitions above we will learn that; **textual material** by Catford, **SL message** by Nida, and **written message** by Newmark are synonymous to indicate something to be translated into TL. And the words 'replacement' (Catford) and 'reproducing' (Nida) derive from **replace** and **reproduce** which are synonymous. The word 'replace' is used by Newmark. Based on the definitons of translation above, it does not make any problems if in this study the writer will use Indonesian language as the SL although it is her mother tongue language.

The purpose of translation is also diversed, the texts are different, and the receptor is so varied that one can readily understand how and why many distinct formulation of principles and practises of translation agree that translators should know both the SL and TL, should be familiar with the subject matter, and should have some facility of expression in the TL. Because translation is an activity involving language, there is a sense in which any and all theories of translation are linguistics. But there are three quite different ways in which the principles and procedures of translation have been formulated and defended. These diverse approaches to the problems of translating are essentially matters of different perspectives or focus. If the focus of attention is on particular texts (and especially if these are of so called literary quality),

regarded as *philological*. If the focus of attention is on the correspondence in language form and content, that is, on the structural/grammatical differences between the SL and TL, the coressponding theory may regarded as *linguistics*. Finally, the focus on translation as a part designation for the related theories is *sociolinguistics*. In this case, the second procedure of translation is suitable for this thesis.

The different grammar or structure and system between Indonesian language and English makes it possible to do analysis toward these two languages in translation from Indonesian into English or vice versa, especially in tense pattern because Indonesian language system doesn't have this pattern. It becomes a problem for some students in selecting the right tenses to make a correct translation from Indonesian into English.

Comrie (1985: 8) says that there are languages which have the tense category such as English, French, and Dutch. Whereas there are also languages which do not have it, for example the Indonesian language. He calls them *tenseless languages*. Indonesian language uses Time adverbs to show the time when an event or an activity happens. According to Benny H. Hoed (1992 : 1) Tense and time is different in Indonesian linguistics term, tense is usually translated into *'kala'* and time is translated into *'waktu'*. Being related with language, the term of the former is included in grammatical category and the latter is included in

semantic category.   .

English has both TIME adverbs and TENSES. On the other hand Indonesian has only the time adverbs but not the tenses. It causes a lot of troubles when we translate Indonesian sentences into English. In English we have different conjugations of verbs in present form, past, or past participle form (completely done), whereas Indonesian has no such conjugations, for example : the verb go in English conjugated to *go — went — gone*, but in Indonesian it's rendered into the same word *pergi*. The examples of ungrammatical sentences which are normally made by the students can be seen below :

    (SL) Mereka pergi ke perpustakaan kemarin.
    (TL) * 'They go to the library yesterday.'
         'They went to the library yesterday.'

    (SL) Tony pergi ke sekolah naik sepeda.
    (TL) * 'Tony go to school by bike. '
         * 'Tony went to school by bike.'
         'Tony goes to school by bike.'

    (SL) Mereka telah pergi ke pesta.
    (TL) * 'They have went to the party.'
         * 'They has gone to the party.'
         'They have gone to the party.'

The production of those ungrammatical sentences could be the result of misconception of tenses and time adverbs or possibly also due to the native language interference.

According to Nicholls (1981 : 27) one of the grammatical problems which is faced by the translators from English to Indonesia or vice versa is English tenses and related matters. In English every sentence

indicates information about the time of the event or situation in relation to the act of speaking or writing (before, simultaneous with, or after), the aspect of the event being focused on (begun, in process or completed). Indonesian doesn't have to specify any of this information (though most of it can be made explisit). In translating from Indonesian to English we must decide which tense and aspect are intended.

Actually to manifest the sequence of tense in translating from Indonesian into English can be done by observing the time-adverbs in the text (e.g. 'biasanya' usually, 'selalu' always, 'setiap hari' everyday, tadi pagi this morning, kemarin yesterday etc.), temporal-conjunction (e.g. 'ketika' when, sementara while etc.). Because tenses cannot be aparted from aspects of the sentence, so the choice of tense in translating from Indonesian into English is also able to be seen through the aspectual meaning (verbal nuances), especially from verbal nuances of prefixes /di-/ and /me-/ in the Indonesian sentences [Bambang Kaswanti P, 1986]. For examples :(see Chapter II for further elaboration)

> (SL) Johny muncul dengan nasi gorengnya. DILE-TAKKANNYA kursi yang dibawanya ke dekat Siska. DIANGKATNYA piring adiknya dari lantai dan DIBERIKANNYA kepadanya. [Marga T, 1976: 40]

> (TL) 'Johny appeared with his fried rice. He PUT the chair that he brought close to Siska. He TOOK his sister's plate from the floor and GAVE it to her.'

> (SL) Penghasilan nenek ialah menjual sayur-

> sayuran. Pagi-pagi ia bangun dan **MENUNGGU**
> petani-petani yang berangkat ke pasar. Ia
> **MEMBELI** dagangannya dari mereka dan **MEN-**
> **JUALNYA** pada para priyayi. [Pramoedya,
> 1963:45]

(TL) 'Grandmother's income is to sell vegeta-
bles. She wakes up in the early morning
and **WAITS** the farmers who go to the market.
She **BUYS** her merchandise from them and
SELLS it to the officials.'

The SL structures above are rather difficult to translate into English because there are not any tense-markers, so the possibility to make mistakes or errors is more frequent. To solve this problem, we have to know about the aspectual meaning of verbs in SL, because in the Indonesian language the aspect is important to determine when an event happens. In this case, we need to know the aspectual meanings or what Bambang Kaswanti (1986 : 6) calls "*verbal nuances*" of verbal prefixes */di-/* and */me-/*. According to him, one aspectual meaning of verbal prefix */di-/* in SL is punctual, so the simple past tense is used in TL. Whereas prefix */me-/* in SL implies an aspectual meaning of habitual, so the TL uses the simple present tense. (see also the Chapter II for further elaboration).

Based on the reason above the writer is interested to observe the error of tense selection in translation from Indonesian into English. She will carry on her analysis by using the translated materials which are used as data and she will analyse them based on Nida's and Taber's theory of translation and Bambang Kaswanti Purwo's theory of verbal nuances of */di-/* and

/me—/ in Indonesian language.

I.2. STATEMENT OF THE PROBLEM

The problem which will be attempted to be solved in this thesis is :

How do the translators realize the concept of tenses in translation from Indonesian into English ?

I.3. OBJECTIVE OF THE STUDY

By this study, the writer wants to find out how the respondents or the translators manifest the tenses in translation from Indonesian into English. From this it will be known whether they make tense errors or not in their translation. And the writers also tries to find out the causes why these errors still occur in translation.

I.4. SIGNIFICANCE OF THE STUDY

The writer hopes that the result of the analysis in this thesis is to be useful for the readers, especially for whom are interested in translation studies and for further studies in translation. It is also expected that this thesis will broaden our knowledge in translation.

I.5. SCOPE AND LIMITATION

In this thesis, the writer analyses the translation problem which emerges because of the grammatical

differences between SL (Indonesian) and TL (English) that deal with the absence of tense patterns in Indonesian linguistic system.

The analysis is based on the translated materials from Indonesian language into English which made by the students of non-degree program at STIBA Satya Widya Surabaya, and the only tense patterns that emerge in the data which are analysed based on translation theory by Nida and Taber, and related with the verbal nuances of prefix /di-/ and prefix /me-/ theory by Bambang Kaswanti Purwo.

I.6. THEORETICAL BACKGROUND

Translation is transferring a text in the SL into an equivalent text in the TL. Actually this process is not simply translating each word or phrase in the TL, but it is looking for the equivalence of meaning or message in the SL to be transfered into the TL [Suryawinata 1988: 4.2]. Therefore, meaning is so important in translation. Thus, if we choose incorrect tense in translation from Indonesian into English, the meaning in TL won't be the same with the meaning in SL.

As translation is an activity involving language, so in this thesis the general linguistic theory will be appropriate as well as the translation theory. In this thesis, the writer uses the theory of translation process and gramatical ajustments in translation proposed by Nida and Taber, method of translation by

Newmark. And Kaswanti's theory about verbal nuances of prefix /di-/ and /me-/ in Indonesian discourse.(see Chapter II for further explanation)

I.7. METHOD OF THE STUDY

The method that is used in this thesis is descriptive analysis method, to make data analysis, so the readers are capable to understand what the writer means. The writer does the library research to get the information dealing with the problem and the theories that are used from some books, dictionaries, and other printed materials in making data analysis.

The data are collected by using the field research, by giving the translation exercise to the students of non-degree program at STIBA Satya Widya Surabaya as a quiz, from Indonesian into English. The data are used to make the analysis by identifying and calculating the tense errors that occur in respondents translation. (For further explanation, see Chapter III)

I.8. DEFINITION OF KEY TERMS

In order to avoid any misinterpretation in understanding this study, the writer gives some key terms which are required.

Error. The situation where something done incorrectly, for example: spelling errors, printers' errors.

Tense. Tense is a grammatical term for the form of a verb that shows the time of the action or state of

being that the verb expresses. The tense that is used will show when something *is*, *was*, or *will be* happening. All of the tenses are based on three main parts of the verb, called the **principal parts**: the *present* form, the *past* form, and the *past participle*.

Aspect. Aspect is verbal category that defines the perspective from which the speaker views a state/event/activity, e.g. *completed* or *incompleted*, *beginning*, *continuing*, or *ending*, *real* or *imaginary*, etc.

Punctual. The verbal nuance (aspectual meaning) which shows that an event/activity happens in a certain time in the past.

Habitual. The verbal nuance which shows an event/activity is considered as the customary.

Factual. The verbal nuance which shows that an event/activity really happens.

Non-factual. The verbal nuance which shows that an event/activity does not actually happen.

Chronological. The verbal nuance which shows that the events/activities happen in chronological time.

Simultaneous. The verbal nuance which shows that the events/activities happen together at the same time.

I.9. ORGANIZATION OF THE PAPER

This paper consists of five chapters. They are : Chapter I is Introduction, which consists of nine points: background of the study, statement of the

problem, objective of the study, significance of the study, scope and limitation, theoretical background, method of the study, definition of key terms, and organization of the paper. Chapter II is **Theoretical Framework** which presents the related theories and the related studies that are approriate to this thesis. Chapter III is **Methodology** explains about the method in doing this thesis, consists of respondents, sampling, technique of data collecting, and technique of data analysis. Chapter IV is **Analysis**, it consists of the presentation and analysis of the data. Chapter V is **Conclusion**, as the result of the analysis in the previous chapter.

CHAPTER II

THEORETICAL FRAMEWORK