

# CHAPTER I

## INTRODUCTION

### **L1 Background of the Study**

Translation studies have always been an interesting field to investigate. This sort of study searches for reproducing the closest natural equivalence of a certain text (Source Text–ST) in the receptor language (Target Language-TL) not only in terms of meaning, but also of style. These circumstances commonly bring difficulties in doing translation work. The difficulties faced by translators in their work remain the same from time to time. They commonly comprise, as noted by Hatim&Mason, comprehending the ST, transferring meaning, and assessing the Target Text (TT) (1990: 21). Of course, it eventually bears the fact that translation is not an easy job to do.

Yet, translating activity does involve two different languages, which means different cultures indeed. Concerning this, Sapir noted, “There is no two languages are ever similar to be considered as representing the same social reality. The worlds in which different societies live are distinct ones, not merely the same world with different labels attached” (Cited in Bassnet, 1980: 13). Of the above notion, we may not find anxiety that language is much attributed to human culture. That between language and culture there is long-lasting mutual dependency over times is an evitable truth we must conceive (Whorf, cited in Bassnett, 1980:14).

Inadequacy of that dependency, however, may plausibly obstruct translating process among humans of various cultures as language users, significantly in this case people much dealing with translation work. As the consequence, it stimulates difficulties on translation field. Further, those problems, as denoted on prior illustration, are undergone either by students of universities, in particular who are studying foreign language (e.g. English), or by translators as well—both amateur and professional. This is due to the fact that the whole norms and regulations of their native languages have been well implanted inside their minds. Hence, in the process of learning foreign languages, they often get themselves confused and blended with that language forms. They unconsciously tend to encounter their “mother tongue” knowledge into the implementation of the foreign ones. As the result, the translation they make sounds unnatural, even frequently performing clumsy result (TT).

In this regard, the problems on translation are also experienced by The English Department students in Indonesia. As English is not their mother tongue, even if they are certainly bilingual, it is usual when they find several problems in rendering texts with different contexts and situations. This research, in turn, will be merely grounded on The English Department students of Airlangga University, notably those who are taking Translation III. As additional information, the writer herself, as a student of related field, does experience the similar problems. Considering the problems, the academic people decide to include translation as a compulsory subject. They are introduced to translation theories and meanings, learn how to understand and comprehend various texts or discourses in different

contexts, mix and match theories and methods best used on the translated text, and eventually provide an appropriate translation. However, the level of mastering this study has still been felt inadequate to equip them in rendering certain texts into another language.

The writer feels attracted in analyzing translation problems partly due to her own personal experience in translating work. She found herself making some mistakes on that activity. Besides, mistakes made by other students, though they have been taking Translation III, keep her questioning about it. Look at these examples: instead of rendering 'Tom is a lucky dog' into 'Tom adalah orang yang beruntung', they mistranslated it into 'Tom adalah anjing yang beruntung'. The phrase 'Dear Sir', which should be translated into 'Dengan hormat', was switched into 'Tuan yang terhormat'. Meanwhile, the following is a mistake made by an active translator: a medical book entitled 'Health Behavior and Health Education' of which correct translation '*Perilaku Sehat dan Pendidikan Kesehatan*' was mistranslated into '*Perilaku Kesehatan dan Pendidikan Kesehatan*'. The translator underwent such a mistake since he did not comprehend the SL well and master the field rendered, so that he misquoted the wrong term. To sum up, we may state that errors on translation work are not only created by students or amateur translators, but might also be experienced by professional translators. In accordance with this, she then attempts to hold this study.

Further, for the urgency of catering for the needs of proper and valid translation, many linguists try to offer various translation theories and methods, including Indonesian linguists. One of the existing theories the writer prefers is

Rochayah Machali's work on translation equivalence as the analysis parameter.

This choice is based on some reasons:

- ❖ She is an Indonesian and masters both Indonesian and English
- ❖ She is a professional translator, especially in English and Indonesian
- ❖ Her method is a combination of previous linguists' with some revisions
- ❖ Her method is appropriate to be applied on Indonesian-translated texts (TT)

By using this method, we may define whether or not translation work carried out meets the criteria of linguistic meaning, semantic, pragmatic and other cultural aspects. Thus, we hopefully can minimize mistakes for the sake of bearing more qualified work.

## **I.2 Statements of the Problem**

“What errors are made by the English Department students of Airlangga University taking Translation III on their translation work (using translation equivalence of Rochayah Machali)?”

## **I.3 Objectives of the Study**

The objective of this study is to find out errors made by the English Department Students of Airlangga University taking Translation III on their translation work (using translation equivalence of Rochayah Machali).

#### **I.4 Significance of the Study**

The result of this study is hopefully profitable for translators and students of the English Department who are willing to be translators or interpreters in the future. Besides, it is also expected to enrich reference in the study of translation, notably within the English Department of Airlangga University.

#### **I.5 Scope and Limitation**

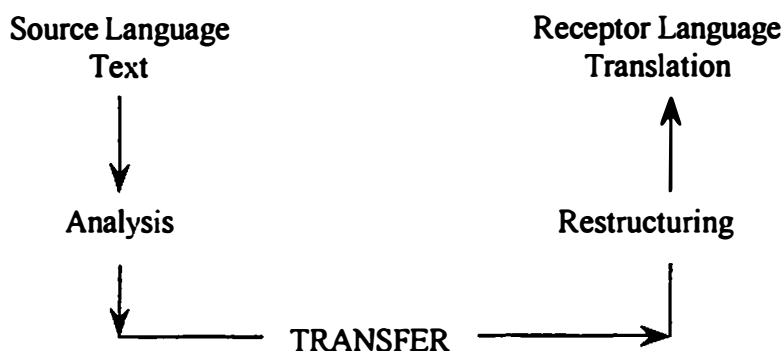
In this analysis, the writer focuses on the use of Rochayah Machali's theory of translation equivalence, not other theories, as the main guidance. Further, based on Machali's theory, she attempts to provide the reader with an alternative target text (TT). The most principal matter is that the alternative TT she offers is her pure opinion, what she thinks to be the most compatible applied within related text, regarding there is no significant standardization of the exact translation of the original text.

#### **I.6 Theoretical Framework**

Translation is a dual act of communication which presupposes the existence of two distinct codes, namely the Source Language (SL) and the Target Language (TL) (Brisset, 2000: 343). Above all existing definitions, we may infer from Catford's insight that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL) (Sabrony, 1988: 2).

Edward Sapir's claim that "Language is a guide to social reality and human beings are at the mercy of the language that has become the medium of expression for their society" becomes an effort to bridge the gap appearing between the writer of the ST and the reader of the TT (Bassnett, 1980: 13-14). It is indeed impossible that a text is born in such an empty space, without being embedded by the writer's intention or interest, style, culture and convention, and others more. Therefore, Hoed states that due to its unsterilization, certain ST needs to be first analyzed before deeply translated, of course, using the compatible translation approaches (Machali, 2000: 33). During this analysis, that is the translating process, a translator is supposed to be aware of what so-called equivalence in translation. Discussion on equivalence will be defined more in the next chapter.

Most frequently translation substitutes messages in one language not for separate code-units, but for entire messages in some other languages. The translator recodes and transmits a message received from another source. Thus, translation involves two equivalent messages in two different codes (Jakobson, 2000: 114). The following is Eugene Nida's model of the translation process which illustrates the stages involved:



As a process in rendering the ST occupying the SL into the TT by the TL in the case of bearing an appropriate result, translation equivalence of Rochayah Machali, in *Pedoman Bagi Penerjemah*, is later applied in this thesis (2000). Basically, Machali's book used in this translation study is written down in Indonesian. Yet, in order to adapt this theory to the analysis, regarding the paper is compiled in English, the writer then attempts to translate it into English. This theory can be detached into some notions:

#### **A. The Accuracy of Meaning Reproduction**

##### **1. Linguistic Aspect**

Considering that no two languages are identical, as notified in prior subchapter, it stands to reason that there can be no fully exact translations. The total impact of a translation may be reasonably close to the original, but no identity in detail (Nida, 2000: 126). Hence, one must, in translating, seek to find the closest plausible equivalent. Thus, the study, as Jacobson says, is focused on the differences in the structure and terminology of languages (Munday, 2001: 37).

- a. Transposition (Grammatical Shift) : or commonly by Catford named as shift, departures from formal correspondence in the process of going from the SL to the TL (Catford, 2000: 141). Vinay and Darbelnet then define it as the process of replacing a grammatical structure in the SL with one of a different type in the TL in order to achieve the same effect (Munday, 2001: 57). There are four kinds of transposition: (1) Obligatory/fixed and automatic grammatical shifts due to the language system and convention; (2) Shifts due to the absence of grammatical structure in the TL as in the SL; (3) Shifts concerning the natural

expressions; (4) Shifts in terms of adapting the appropriate vocabulary, including textual device, such /-pun/, using language grammatical structure.

- b. **Modulation (Meaning Shift)** : variation of the form of the message, obtained by a change in the point of view (Vinay and Darbelnet, 2000: 89). Machali specifies this term into fixed/obligatory and free/optional modulations, in accordance with Newmark's concept.
- c. **Lexicon** : words whose meanings based on dictionary
- d. **Idiom** : a group of words whose meaning can not be predicted from the meanings of the constituent words, or a linguistic usage that is grammatical and natural to native speakers of a language

## 2. Semantic Aspect

- a. **Referential Meaning (Primary Meaning)** : base meaning which forms the writer's interest or purpose, or briefly denotative meaning.
- b. **Interpersonal Meaning (Secondary Meaning)** : meaning concerned with the writer's attitude to his topic and his role relationship with his readers (Eggin and Martin, 1997: 231-233).
  - i. **Connotative Meaning**
  - ii. **Language Style** : covers the language variety which exists due to the differences in the language use, language situation, and in relation between the writer and the reader. This variety is divided into five: (1) *frozen*, a very formal language style used in very formal situations, historical and/or valuable documents such as law documents and agreements; (2) *formal*, a formal language style used in formal speech, meetings, official duties, and



else; (3) *consultative*, language variety used in academic environments, production-oriented meetings, and others; (4) *casual*, an informal language style used among peers; and (5) *Intimate*, language variety used by very closely related people. It is marked by the widely use of brief utterances, incomplete sentences, jargons, etc.

### 3. Pragmatic Aspect

In this regard, the language users have to deal with several translation aspects which correspond a translator to the contextual conditions outside the related text.

- a. **Text-type Equivalence** : concerns with which type of text (functional equivalence of text) used and the purpose or objective the writer of the TL intends to in translating the ST. They are: (1) *expressive* refers to the speaker or writer as the source of information. It is so much involved with the writer's feeling and sensation, not the receptor or reader's response. For example, literature work; (2) *informative* refers to any external situation: any expression conveyed is fact-oriented. It makes use of contemporary, non-regional and non-class style; (3) *vocative* emphasizes on the receptor of the message. There is great effort to conceive, persuade, or urge the receptor to think, act, and react as the speaker intended; (4) *aesthetic* provides self-satisfaction both via rhythm (e.g. alliteration, rhyme) and metaphor (to join expressive and aesthetic functions); (5) *fatic* functions as a connector to bring close among the language users; and (6) *metalingual* is the language use for the sake of its

own language interest, i.e. language used to define, clarify, or name something.

- b. **Meaning Congruence between Sentence and Textual Levels** : deals with the construction of social context and situation in a particular community. The analysis then makes use of Michael Halliday's theory of register, that is a contextual category correlating groupings of linguistic features with recurrent situational features (Gregory and Carroll, 1978: 4), or briefly, varieties according to use (Halliday, McIntosh & Stevens, in Hudson, 1980: 48). Further, Halliday detaches register as follows: (1) *field* is concerned with the purpose and subject-matter of the communication; (2) *tenor* depends on the relations between participants; and (3) *mode* refers to the means by which communication takes place—notably, by speech or writing (Hudson, 1980: 49).

## **B. Untranslatability**

### **1. Linguistic Untranslatability**

This notion, as noted by Catford, occurs when there is no lexical or syntactical substitute in the TL for an SL item. Popovic further defines the untranslatability as “a situation in which the linguistic element of the original cannot be replaced adequately in structural, linear, functional or semantic terms in consequence of a lack of denotation or connotation” (Bassnett, 1980: 32). Therefore, in seeking the equivalence in the TT for an SL item, it is essential to provide the text with specific contextual conditioning. For instance, *selamat*

*malam* in Indonesian can be translated into *good night* or *good evening*, depending on the context related.

## 2. Cultural Untranslatability

In this category, Catford referred to the consequence of the absence in the TL culture of a relevant situational feature for the SL text (Bassnett, 1980: 32). This untranslatability much concerns with the use of cultural expressions in certain societies, e.g. Javanese society. Thus, a translator is encouraged to apply such adaptation activity as an effort to enact the cultural equivalence between two distinctive situations, in the SL and TL. For example, *Dear Sir* in English is appropriately translated into *Dengan hormat* instead of *Tuan yang terhormat*, of course, suited already with Indonesian culture as the language user.

### I.7 Method of the Study

The method used in the study is qualitative. It aims to identify the language differences on the texts being analyzed based on the translation equivalence approach. As Punch stated in his book, *Introduction to Social Research*, "Qualitative data can therefore be defined as empirical information about the world, and not in the form of numbers" (1998: 59).

In this case, the writer uses a documentary and textual analysis instead of a library research as her source of data. The documentary data refer to all manners of written resources, and of the immediate natural and detailed behavior of participants, or the cultural and symbolic context and significance of that behavior (Spindler and Spindler, cited in Punch, 1998: 190).

### **L7.1 Definition of Key Terms**

There are several terms that are necessary to be specified based on both their meanings and contexts as follows:

- **Translation** : The replacement of textual material in one language (SL) by equivalent textual material in another language (TL)
- **Transposition** : The process of replacing a grammatical structure in the SL with one of different types in the TL in order to achieve the same effect
- **Modulation** : A variation of the form of the message, obtained by a change in the point of view
- **Referential meaning** : Base meaning which forms the writer's interest or purpose
- **Interpersonal meaning** : Meaning concerned with organizing the social reality of people we interact with
- **Register** : A contextual category correlating groupings of linguistic features with recurrent situational features
- **Linguistic untranslatability** : Translation difficulty due to differences of linguistic expressions in the SL and the TL
- **Cultural untranslatability** : Translation difficulty due to the absence in the TL culture of a relevant situational feature for the SL text

### **I.7.2 Technique of Data Collection**

Data collection is a process of acquiring data for the research. A compatible technique of data collection is necessary in order to support the research. Under this circumstance, the writer hence gained the data by gathering translation work of the English Department students of Airlangga University taking Translation III during the mid-term test in the odd semester 2002 – 2003. The number of students taking this course is thirteen. Considering that there are two kinds of exam models used, namely English–Indonesian and Indonesian–English, the writer then defines the data merely on the text with English–Indonesian translation, not vice versa. Briefly, the source text is in English and the target text—the text being analysed—is in Indonesian. The field study chosen is architecture.

In short, the following are the steps of collecting data:

1. Classifying the available data into two different parts, namely English and Indonesian source-texts
2. Selecting the English source-text as the main data
3. Determining the field study examined, that is architecture

### **I.7.3 Technique of Data Analysis**

Overtly, as the writer has fulfilled the requirements, she then begins to make analysis on the selected text by using Rochayah Machali's translation equivalence. This study proposes to quote errors mostly made by those students during their Translation III examinations. The errors found were later categorized

and explained in particular aspects, which are aspects of linguistics, semantics and pragmatics, and others. Further, the writer examined which parts of translation work are acceptable and unacceptable. In the last part of the discussion, she gave an alternative translation for the same source-text to reduce the errors and provide a better translation. In short, the technique of data analysis can be arranged in these specific guidelines:

1. Classifying the errors into certain categories based on the related theory
2. Examining which parts of translation work are acceptable and unacceptable
3. Providing the alternative translation for a better result
4. Drawing a conclusion

### **L.8 Organization of the Paper**

The paper is organized into four main chapters. The first chapter is *Introduction* which covers eight subchapters: background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, scope and limitations, method of the study, and organization of the paper itself. Chapter two is *Literature Review* which comprises arguments, opinions, findings (or related study), and other sources in the field of study. The third chapter is *Presentation and Analysis of the Data* that presents the findings and explanations of the data analysis. The last chapter is *Conclusion*. It includes a summary of the result of the study, and a suggestion that may be useful for further studies.

## **CHAPTER II LITERATURE REVIEW**