

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL

FRAMEWORK

2.1 Review of Related Theories

2.1.1 Definition Translation

Some experts purpose different definitions of translation. One of them is Newmark who defines translation as “rendering the meaning of a text into another language in the way that author intended the text” (1988:5). That definition is still weak because Newmark only focused on transferring the message.

Furthermore, Bell stated that translation is the replacement of a text in one language by a representation of an equivalent text in the second language (1991:6), which means that the translator does not only try to transfer the message of the source language to the target language but he/she tries to find the closest equivalent meaning in the target language.

The more complete definition of translation is defined by Weber, who defines it as “the transposition of a text written in the source language into a target language, the translated version must be accurate in meaning, contains all nuances of the original, and must be written in clear, elegant language that can be easily understood by the reader” (1984:3). This definition explains that a translator should consider the aspects of translation such as accuracy, acceptability, and readability besides transferring the message into TL.

From the definition above, generally, translation is not only a process of transferring messages from one language to another language but also a process of producing expressions and styles that are familiar with the target language. A good translation does not sound like a translation, it flows naturally as if it is originally written in the target language. Meaning should be given priority since the main purpose of translation is to convey the content of the message in the source language into the target language.

2.1.2 Types of Translation

According to Larson (1998: 17), there are two kinds of translation, form-based translation that follows the form and grammatical structure of the source text which is known as a literal translation. While meaning-based translation or idiomatic translation is a translation that focuses on giving the same meaning from the source language to the target language apart from the sentence form.

Newmark (1988: 46-47), offers a classification of translation types that includes semantic and communicative translation. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning. The second type, communicative translation, attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original.

Chesterman (1997: 92) defines translation strategies as “kinds of changes,” and the changes are too linguistic or text-linguistic elements between two languages at

least. Focusing on the production strategies for text-linguistic materials, Chesterman claims that production strategies aim to “change something” between SL and TL, and the changes include grammar, semantics, and/or practical aspects in TL after rendering from SL.

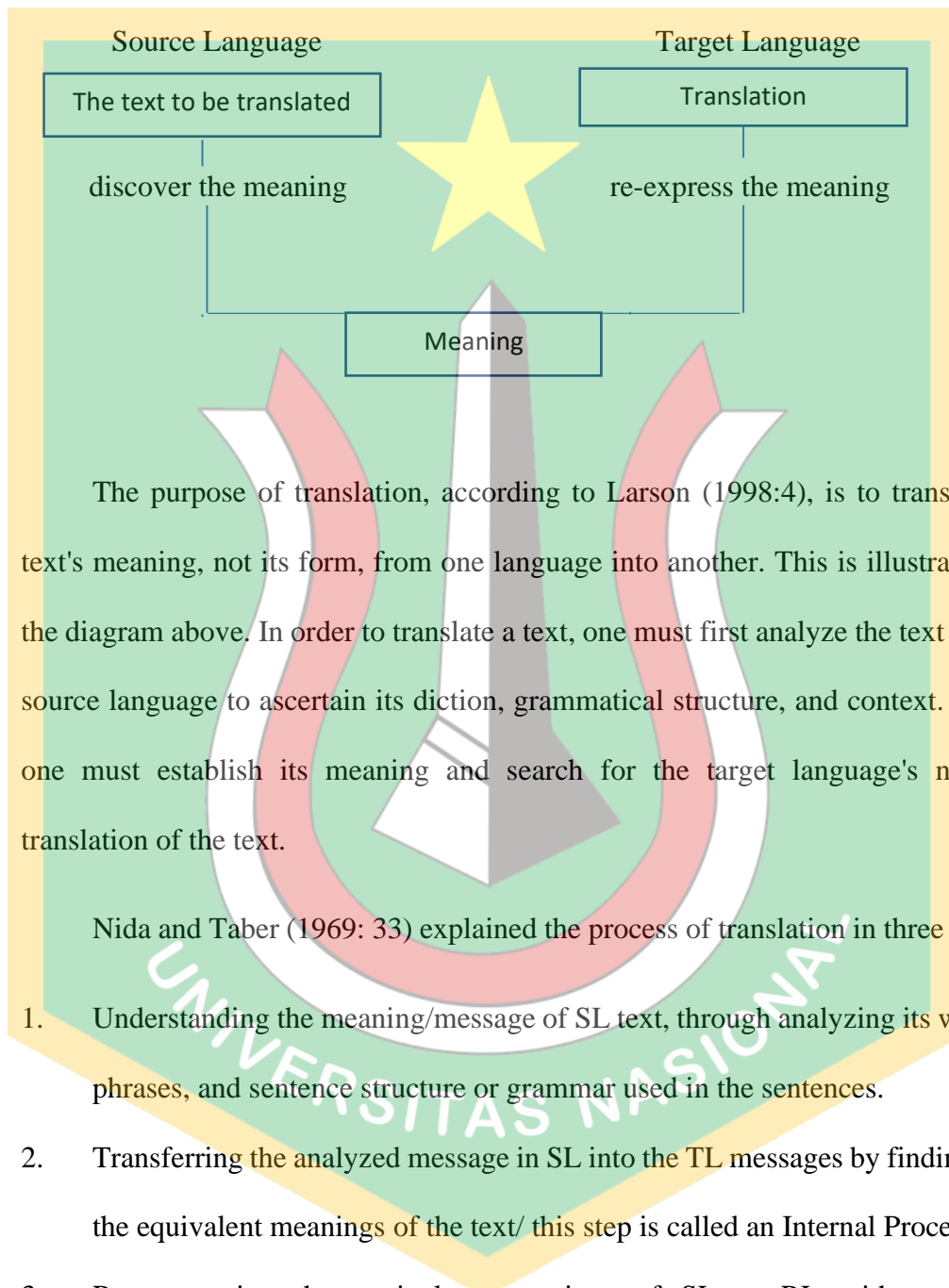
2.1.3 The Process of Translation

The translation process is a series of actions, where the translator devotes their knowledge, skills, and abilities to translate the messages from the source language into the target language. Nababan (1997: 6) stated that the process of translation is a series of activities which be done by a translator at the time they transfer the messages from the source language to the target language.

The translator must be careful when translating because a mistake could prevent meaning from the source language from reaching the target language, which would lead to a less accurate translation.

The method the translator uses to convey the message or the meaning is referred to as the translation process. Larson uses a straightforward illustration to explain the translation process. The illustration is shown below:

Diagram 1 Translation Process by Larson (1984)



The purpose of translation, according to Larson (1998:4), is to translate a text's meaning, not its form, from one language into another. This is illustrated in the diagram above. In order to translate a text, one must first analyze the text in the source language to ascertain its diction, grammatical structure, and context. Next, one must establish its meaning and search for the target language's natural translation of the text.

Nida and Taber (1969: 33) explained the process of translation in three steps:

1. Understanding the meaning/message of SL text, through analyzing its words, phrases, and sentence structure or grammar used in the sentences.
2. Transferring the analyzed message in SL into the TL messages by finding out the equivalent meanings of the text/ this step is called an Internal Process.
3. Reconstructing the equivalent meanings of SL to RL with accepted forms/Sentence Patterns. The messages in RL must be the same as the

messages in SL. Some adjustments of lexical or grammatical are done, and transformation happens.

Another theory about the translation process is explained by Newmark (1988: 19) who proposes the translation process begins with choosing the right method approach. Newmark said the translator translates the text by considering four levels:

1. The source language text level.
2. The referential level or the level of the objects and events, whether it is real or imaginary.
3. The cohesive level, and (4) the level of naturalness, the translation process then proceeds to the last step which is the revision procedure, which may be focused according to the situation.

2.1.4 Translation Technique

In translating a text from the source language to the target language, a translator applies translation techniques. Different researchers have investigated and described various translation strategies from their perspectives.

Baker (1992: 26-42) lists eight strategies, which have been used by professional translators, to cope with problematic issues while doing a translation task:

1. Translation by a more general word

This is one of the most common strategies to deal with many types of non-equivalence. As Baker believes, it works appropriately in most, if not all, languages, because in the semantic field, meaning is not language dependent. Example:

SL: The next **ferry**'s in three days.

TL: **Kapal** berikutnya tiga hari lagi!

In this sentence, the word "ferry" is rendered as "kapal" in Indonesian. The definition of the word "ferry" in Webster's Comprehensive Dictionary is "boat that conveys people and goods across a river or short length of sea." In English, the word "kapal," which is essentially a broad word with hyponyms, simply means "boat". It is clear from the definition of the word ferry that it is a hyponym for a boat. The difficulties arise because the translator is unable to identify the precise hyponym that sounds like the word ferry. If the word could not be rendered using a specific term, a more broad word might be used as a fallback. It is appropriate that the target language's word for ferry, kapal, is used by the translator for this reason. As long as the reader has a comparable reaction, the word is OK. The target language may have influenced the translator's word choice.

2. Translation by a more neutral/ less expressive word

Translation by a more neutral/less expressive word means that the translator may use the more neutral/ less expressive word if the source language has differences in expressive meaning, which is more difficult to

handle because the target language equivalence is more emotionally or less emotionally than the source language item. Example:

TL: He was about to **put out** a hand for his watch, to see the time.

SL: Dia **mengulurkan** tangan hendak mengambil arlojinya, ingin tahu jam berapa.

3. Translation by cultural substitution

This strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable, and more familiar to the target reader. The translator's decision to use this strategy will depend on:

- a. The degree to which the translator is given license by those who commission the translation.
- b. The purpose of the translation.

Example:

SL: *woof woof*

TL: *guk guk*

4. Translation using a loan word or loan word plus explanation

This strategy is usually used in dealing with culture-specific items, modern concepts, and buzzwords. Using the loan word with an explanation is very useful when a word is repeated several times in the text. The first

time the word is mentioned by the explanation and the next time the word can be used on its own. Example:

SL: It's like it is in **poker**. As long as you haven't lost everything, you can still win everything.

TL: Ini seperi main **poker**! Bahkan saat kita kalah, kita bisa memenangkan permainan.

5. Translation by paraphrasing using a related word

This strategy is used when the source item is lexicalized in the target in a different form, and when the frequency with which a certain form is used in the source text is higher than it would be natural in the target language.

6. Translation by paraphrasing using unrelated words

The paraphrasing strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words; it may be based on modifying a superordinate or simply on making clear the meaning of the source item.

SL: SL: Ah, **my little pick-me-up**, thank you, John.

TL: Oh, **obat energiku**, terima kasih, John.

7. Translation by omission

This may be a drastic kind of strategy, but it may be even useful to omit to translate a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations. Example:

SL: And my bridge is falling **into the water**.

TL: Dan jembatanku roboh.

8. Translation by illustration

This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity that can be illustrated, particularly to avoid over-explanation and to be concise and to the point.

SL: For your **charities**, Mr. Mayor.

TL: Ini **hasilnya**, Pak Walikota.

Baker's (1992) taxonomy of translation strategies includes the most applicable set of strategies because it shows the strategies which are used by professional translators. She does not just name the strategies, but she also shows the application of each.

There are two ways to translate a source text into a target text, according to Vinay and Darbelnet. There are two general translation techniques, namely direct translation, and indirect translation, according to Vinay and Darbelnet in The Translation Studies Reader Book (2000: 84–93). The direct translation method

covers three techniques, such as borrowing, calque, and literal translation. The oblique translation method, method consists of four techniques, such as transposition, modulation, equivalence, and adaptation.

These are the seven translation strategies outlined by Vinay and Darbelnet (2000):

1. Borrowing

According to Vinay and Darbelnet (2000), the borrowing technique is used to translate the source text into the target text directly. For example:

SL: rambutan

TL: rambutan

2. Calque

Vinay and Darbelnet (2000) stated that calque is a special strategy to translate the text by borrowing an expression of the source language, and then translating each of the elements from the text literally. For example:

SL: Resolution

TL: Resolusi

3. Literal Translation

According to Vinay and Darbelnet (2000), the literal translation is a word-for-word conversion of the source language into the target language using the target language's structure. The same family and culture are mostly where this strategy is applied. For example:

SL: I go to school every day.

TL : Saya pergi ke sekolah setiap hari.

4. Transposition

According to Vinay and Darbelnet (2000), "transposition involves replacing one-word class with another without changing the meaning of the message in SL". For example:

SL: After he comes back to Bali.

TL : Setelah kedatangannya kembali ke Bali.

5. Modulation

Based on Vinay and Darbelnet (2000), modulation is a kind of technique to translate the source language by changing points of view. For example:

SL: I cut my finger.

TL : Tangan saya teriris.

6. Equivalence

Vinay and Darbelnet (2000) stated that equivalence is a strategy to describe the same situation as the source language. For example:

SL: The scientists looked at a group of almost two thousand children.

TL : Para ilmuwan meneliti sekelompok anak yang hampir berjumlah 2000 anak

7. Adaptation

According to Vinay and Darbelnet (2000) adaptation is a translation technique that is used when the type of situation in the source language does not exist in the target language. For example:

SL: Yours faithfully.

TL: Hormat saya.

2.1.5 Quality of Translation

Translation can be called a good translation if it consists of several criteria, such as accuracy, acceptability, and readability. The criteria are useful to analyse the result of translation. According to Nababan (2012), there are three instruments for translation quality assessment which include the indicator and the score translation accuracy, acceptability, and readability assessment.

The level of translation accuracy is set by how accurate or equivalent the content from the source language is transferred into the target language. The level of translation acceptability is set by deciding whether the content or the message from the source language text has been conveyed by the rules, norms, and the culture of the target language, the level of translation readability refers to the ease of a translation text to understand.

a. Accuracy

Table 2.1 Nababan's Translation Accuracy Assessment Instrument

Translation Category	Score	Parameter of Qualitative
Accurate	3	The target language accurately conveys the meaning of the word, technical term, phrase, clause, or source language.
Less Accurate	2	The majority of a word's, technical term's, phrase's, clause's, sentence's,

		or source language's meaning is faithfully translated into the target language. However, some meaning is lost, interfering with the message in the original language.
Inaccurate	1	A word's, a technical term's, phrase's, clause, sentence's, or source language's meaning is incorrectly translated into the target language.

b. Acceptability

Table 2.2 Nababan's Translation Acceptability Assessment Instrument

Translation Category	Score	Parameter of Qualitative
Acceptable	3	The translation reads smoothly. The reader will recognize the technical term since it is employed in phrases, clauses, and sentences that adhere to Indonesia's rules.
Less Acceptable	2	The translation already sounds natural in general, although there are a few instances of slightly misspelled

		technical words or grammatical problems.
Unacceptable	1	The translation lacks a natural sound. The reader is unfamiliar with the technical term, and the phrases, clauses, and sentences don't follow Indonesia's rules.

c. Readability

Table 2.3 Nababan's Translation Readability Assessment Instrument

Translation Category	Score	Parameter of Qualitative
Readable	3	The word, technical term, phrase, clause, sentence, or translation text can be understood by the reader easily.
Less Readable	2	The word, technical term, phrase, clause, sentence, or translation text can be understood by the reader easily.
Unreadable	1	The translation is difficult to be understood for the reader.

2.1.6 Definition of Phrasal Verb

A phrasal verb is a verb combined with a preposition or adverb (or both) that means something different from each of the words that make up the verb. A phrasal verb is a unique part of the language which cannot be translated literally. They are often used in daily conversation and formal and informal written language.

Several experts have defined phrasal verbs in their way. According to Celce-Murcia & Larsen-Freeman (1999:63), the English phrasal verb is defined by traditional grammarians as a verb followed by a particle. In addition, Wishon and Burk (1960:67) state that a phrasal verb is a combination of verbs and particles that regularly occur together and usually have a meaning of their own different from that of either of the components parts.

According to Wyatt (2006) “definition of a phrasal verb is a verb formed two (or sometimes three) parts: a verb and an adverb or preposition. These adverbs and prepositions are often called particles when they are used in a phrasal verb.”

The other expert, Halliday (2004) stated that phrasal verbs are kinds of verbs that consist of more than the verb itself. Another expert, Azar (1989) claimed that the term phrasal verb refers to a verb and preposition which together have a special meaning.

Based on the definitions from the experts, it can be concluded that the phrasal verb is an expression that does not follow a normal pattern in language because phrasal verbs cannot be translated literally.

2.1.7 Types of Phrasal Verb

There are many types of phrasal verbs such as transitive phrasal verb and intransitive phrasal verb. According to Celce-Murcia (1999), the transitive phrasal verb can be divided into two types, they are separable and inseparable phrasal verbs. Greenbaum and Quirk (1985), divided phrasal verbs into two types those are Intransitive and Transitive phrasal verbs.

1. Intransitive Phrasal Verb

Intransitive phrasal verbs have no direct object. (A direct object is —acted upon by the verb) One common type of multi-word verb is the Type I or intransitive phrasal verb consisting of a verb plus an adverb particle. The examples of intransitive phrasal verbs:

a. SL: The plane has just **touched down**.

TL: Pesawat baru saja **mendarat**.

b. SL: He is **playing around**.

TL: Dia sedang **bermain-main**.

c. SL: I hope you'll **get by**.

TL: Aku berharap kamu akan **bertahan**.

d. SL: She **turned up** unexpectedly.

TL: Dia **muncul** secara tak terduga.

e. SL: How are you **getting on**?

TL: Bagaimana kabarmu?

f. SL: When will they **give in**?

TL: Kapan mereka akan **menyerah**?

g. SL: The plane has now **taken off**.

TL: Pesawat sekarang telah **lepas landas**.

h. SL: The tank **blew up**.

TL: Tangki itu **meledak**.

2. Transitive Phrasal Verb

Transitive phrasal verbs have a direct object. Transitive phrasal based on Celce Murcia verbs can be separable or inseparable. Many phrasal verbs may take a direct object, and may therefore be described as transitive. However, Quirk simplifies comparison with prepositional verbs, we will call them Type 2 phrasal verbs, as contrasted with Type I (or intransitive) phrasal verbs. Examples are:

a. SL: We will **set up** a new unit.

TL: Kami akan menyiapkan unit baru.

b. SL: I can't **make out** what he means.

TL: Saya tidak bisa **memahami** apa yang dia maksud.

c. SL: **Find out** if they are coming.

TL: **Cari tahu** apakah mereka akan datang.

d. SL: She's **bringing up** two children.

TL: Dia **membesarkan** dua anak.

e. SL: Someone **turned on** the light.

TL: Seseorang **menyalakan** lampu.

f. SL: I've **handed in** my registration.

TL: Saya telah **menyerahkan** pendaftaran saya.

g. SL: They may have **blown up** the bridge.

TL: Mereka mungkin telah **meledakkan** jembatan.

They are also separable, which means that the verb can be separated from its particle. For the example of transitive and separable:

a. SL: He **looked** the word **up** in the dictionary.

TL: Dia **mencari** kata itu di kamus.

b. SL: I **put** the books **away** in my suitcase.

TL: Saya **menyimpan** buku-buku itu di koper saya.

Type 3: Some phrasal verbs are transitive and inseparable. It means that it is impossible to place another word between a verb and its particle. For the example of transitive and inseparable:

a. SL: I'm **looking for** Lee.

TL: Aku sedang **mencari** Lee.

b. SL: Someone must **look after** him.

TL: Seseorang harus **merawatnya**.

Type 4: Phrasal verbs are also inseparable because they have two particles following the verb. These verbs are normally written with someone and/or something after them to show that they can't be separated. For example:

a. SL: I'm really **looking forward** to my holiday.

TL: Saya sangat **menantikan** liburan saya.

b. SL: They have **run out** of gasoline.

TL: Mereka **kehabisan** bensin.

2.1.8 Particles in Phrasal Verbs

1. The definition of particle

As already known, particles in phrasal verb is preposition and adverb. In some phrasal verbs, the particle has a clear basic meaning. According to McCarthy & O'Dell (2004: 6), particles are small words that you already know as preposition or adverb. There are some of the common particles in the phrasal verb: about, around, at, away, back, down, for, in, into, off, on, out, over, through, to, up. Here the explanation of the particles above according to McCarthy & O'Dell as follows:

a) The particle "up"

This particle sometimes expresses the idea of completing something or totally finishing something e.g. *I used **up** all my energy and I was too tired to do anything*. Sometimes this particle can be used for emphasis: ***Eat up** your vegetables, Children! **Drink up** your juice!* These sentences could be written without up, but using up emphasis the meaning of "finish it all or completely".

b) The particle "off"

This particle means leaving places e.g. *We should **head off** at about six tomorrow*, next it can be ending or changing state means that it expresses an idea of moving towards an ending or change of state e.g. *I'll come and see you **off** at the airport tomorrow*. It means that go to the airport in order to say goodbye.

c) The particle "out"

Many phrasal verbs which use this particle, have a basic meaning of out, i.e. not in. for example: *Do exercise 8 but leave **out** number 10.* Particle

out also gives an idea of doing something to the end or completing something, e.g. *I sorted **out** my room on Sunday.* It means that arranged things that were untidy.

d) The particle “on” and “in”

The particle On sometimes has a clear basic meaning with the physical meaning of “on” e.g. *Never buy shoes without trying them **on**!* It means that putting on a piece of clothing to see whether it fits and whether you like it. The particle “on” is also used with a verb where there is an idea of dependence e.g. *You can always **rely/depend/count on** Jim!* Then, particle on in phrasal verb also contains an idea of further e.g. *You must **keep on** trying!* It means that continue to do something. The particle “in” in the phrasal verb it has a link with the basic physical meaning of in. For example, *Please, call **in** and see us when you are next in town.* It means that visit a place or person for a short time, usually when you are going somewhere else. Another example is, *Make sure you leave the office by 6.30 p.m. or you’ll be looked **in**.* It has a meaning that prevents someone from leaving a room or building by locking the doors.

e) Particle “down” and “over”

There are many kinds of the meaning of particle down (such as; move in the direction of the ground, heaviness which causes difficulty, put on paper, reduce a number or amount, or not let it rise, and stop an activity).

For examples: *I'll write **down** your phone number, or else I'll forget it.* It means that write something on a piece of paper so that you do not forget it. *I'm taking these tablets to keep my blood pressure **down**.* It means that stop the number, level, or size of something from increasing. *The car factory has **shut down**.*

f) Particle “around and about”

Particle “around” and “about” are often interchangeable in phrasal verbs: both particles are equally possible with all the verbs. These particles are often express an idea of acting in relaxed way, or without a particular purpose or without concentrating. For examples: *If you can wait **around/about** for an hour, we should be able to tell you your result.* It means that stay in one place without doing anything as you wait for something to happen.

g) Particle “for and with”

For example, *I think you should go **for** it.* It means trying to get or achieve it. *We'll be rooting **for** you.* It has an informal meaning: showing support for someone in a competition, or hoping that you'll succeed. *I think a letter “R” stands **for** “Restaurant”.* It means a letter of a word or name is

used to represent it. Then, particle “with” for example, *His latest book deals **with** the civil war of 1984-1989*. It means that if something such as a book, film, or article can be related to a particular subject or idea, it is about that subject or idea. *I know, studying PhD is hard, but I think you should stick **with** it*. It means that continue doing something even though it is difficult.

h) Particle “through and back”

The particle through in a phrasal verb suggests moving from one side of something to the other, or from the beginning to the finish of something. For example, *If you sleep **through** a loud noise or activity, it does not wake you*.

Then particle “back” usually convey the idea of returning. For example, *If you go to the shop to exchange it in person you take it **back***.

i) Particle “into and away”

For example: *Did you ever run **away** from your home as a child?* It means secretly leaving a place because you are unhappy there.

2.2 Previous Studies

The topic that is chosen for the final project is analyzing translation technique and quality in translating phrasal verbs in *The Magic Finger* novel by Roald Dahl. This final project focuses on analyzing the translation techniques of

phrasal verbs that are used in *The Magic Finger* novel into its translation entitled *Jari Ajaib*. To support the topic, some resources which are related to it are needed.

The gaps are found while doing the literature review. A literature review is needed to identify the strength and weaknesses of the sources.

A thesis by Sihombing is the initial source (2011). This thesis examined the translation process utilized to translate the phrasal verbs in Dan Brown's novel *The Lost Symbol* and its Indonesian translation by Ingrid Nimpoeno. Sihombin draws on the theories of Vinay and Darbelnet to support his thesis. There are two approaches in translation procedures, such as the direct method and the indirect method, according to Vinay and Darbelnet in *The Translation Studies Reader Book* (2000, pp. 84–93). Three translation methods are used in direct approaches: literal translation, borrowing, and calque. The four procedures that make up indirect approaches are transposition, modulation, equivalency, and adaptation. This thesis leads to the discovery of 140 phrasal verb translation strategies based on Vinay and Darbelnet's theory. The equivalency technique is the most used method for translating phrasal verbs.

The second source is a thesis that Putri and Basari have written (2013). This thesis focuses on examining the methods used to translate the phrasal verbs in the Tintin books *The Adventures of Tintin, Cigars of the Pharaoh* by Herge and its translation, *Petualangan Tintin, Cerutu Sang Firaun*, by Donna Widjayanto. The result of this thesis is that two types of phrasal verbs are used in Tintin's book. They are separable and inseparable phrasal verbs. This thesis explains the meaning of the phrasal verbs that are found in the novel.

Mealittza's thesis is the third resource (2013). The thesis examines the use of phrasal verbs in Lauren Kate's novel *Fallen*, which was translated into Indonesian as *Terkutuk* by Fanny Yuanita. Vinay and Darbelnet's theory is the source of the theory. According to the findings of this thesis, there are 265 phrasal verbs that can be found. Equivalence is the method used the most frequently in the novel to translate the phrasal verbs.

The following source is Jamil's thesis (2013). The thesis examines how phrasal verbs are translated in the *Endless Night* novel and its *Malam Tanpa Akhir* translation. Phrasal verbs are categorized in the thesis, which also discusses their translation and equivalence. The theories from Catford, Newmark, and Nida Eugene are utilized to examine the phrasal verbs. The thesis provides a clear explanation of the shift and equivalent of translation.

The final source is a final paper Nababan wrote (2009). The focus of the final research is on examining the idiomatic terms employed in the *Gossip Girl* sequel. The types of idiomatic phrasal verbs are examined using Baker's theory. The outcome demonstrates that idioms can be divided into two categories: transitive phrasal verbs and intransitive phrasal verbs. The most frequently used idiom in the *Gossip Girl* sequel is a transitive phrasal verb.

Overall, gaps between those sources and the current final project are discovered after reading them. The sources describe phrasal verbs briefly. The current final project will analyze the translation strategies of phrasal verbs employed in *The Magic Finger* novel into its translation entitled *Jari Ajaib* using

Mona Baker's Theory and its translation quality using Nababan's Theory, as well as its translation quality using Nababan's Theory.

2.3 Theoretical Framework

The current study, titled *Translation Analysis on Phrasal Verbs in the Children's Novel entitled The Magic Finger by Roald Dahl*, draws on a number of relevant theories to carry it out. The theories are taken from websites, research papers, and dictionaries. The theory of phrasal verbs, the theory of translation, and the theory of translation's quality were all used in the development of this project.

The theory that is used to classify the phrasal verb is taken from Greenbaum and Quirk. The strategies used to analyze phrasal verb translation processes are based on Baker's Theory. The current study will apply Nababan's Theory to analyze the quality of phrasal verb translation.

