

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of Related Theories

2.1.1 Phrasal Verb

Phrasal verbs are verbs formed by the combination of two or three words. (e.g. *come up with, look forward to, look up to, put up with, etc.*), namely a combination of verbs and prepositions or a combination of verbs and adverbs that form a unique meaning. If two words in a phrasal verb are separated, they will have a different meaning than when the two words are merged into one in a phrasal verb. Crowell (1964:401) states that phrasal verb is a combination of a verb and a particle which together have a different meaning from the customary meaning of the two words.

Rosalia (2012:16), states that phrasal verbs are considered to be a very important and frequently occurring feature of the English language. First of all, they are so common in every-day conversation, and non-native speakers who wish to sound natural when speaking this language need to learn their grammar in order to know how to produce them correctly. Secondly, the habit of inventing phrasal verbs has been the source of great enrichment of the language. By means of phrasal verbs it is described the greatest variety of human actions and relations. .E.g. People can be taken up, taken down, taken off, taken in or one can keep in with people, one can set people up or down,

or hit people off. So there is hardly any action or attitude of one human being to another which cannot be expressed by means of these phrasal verbs.

According to Heaton (1985:103), phrasal verbs are compound verbs that result from combining a verb with an adverb or a preposition, the resulting compound verb being idiomatic. Meanwhile, Vlad (1998:93), describes phrasal verbs as "combinations of a lexical verb and adverbial particle".

2.1.2 Types of Phrasal Verb

According to Biber, Conrad, and Leech (2002), there are two major subcategories of phrasal verbs; intransitive and transitive. It is possible to conclude from the statement that there are two types of phrasal verbs:

1. Transitive phrasal verbs

Transitive phrasal verb is a phrasal verb that should have an object. In addition, according to Stagebreg as cited in Wahyudi (2015), transitive phrasal verb has a direct object (transitive verb + O).

For Example: **Take off** your shoes

According to Broukal (2005), there are two kinds of transitive phrasal verbs, separable phrasal verbs and inseparable phrasal verbs.

A. Separable Phrasal verb

Separable phrasal verbs are the phrasal verbs whose words can be separated and the object is in the middle. This theory is also supported by Wyatt (2006), that this type of phrasal verb, the verb and the particle can be separated and the object must come between the verb and the particle.

For example: Our latest designs **set** our company **apart** from our rivals.

B. Inseparable Phrasal Verbs

This type of phrasal verb cannot be separated, so the verb and the particle remain together. Broukal (2005), states that in inseparable phrasal verbs the particle always comes before the object. Wyatt (2006) also supported this, saying that in inseparable phrasal verbs, the object must come after the particle.

For Example: John **takes after** his mother.

2. Intransitive phrasal verb

Intransitive phrasal verb is a phrasal verb that doesn't need an object. It means that this type of phrasal verb has no object or a direct object is acted upon by the verb, because it has made a complete meaning even without an object.

For example: Dr. Richter usually **wakes up** at 9 am.

2.1.3 Translation

Nida and Taber (1974:12) define translation as “reproducing in the receptor language the closest natural equivalent of the source language message, first in terms

of meaning and secondly in terms of style”. Larson (1998) says, there are two main kinds of translations. One is form-based which attempts to follow the form of the source language and is known as literal translations. The other one is a meaning-based translation which makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language, also called idiomatic translation.

There are several points that must be considered in the translation, such as accuracy, clarity, and naturalness of the meaning, messages, or ideas of the translation. The level of naturalness of natural usage is grammatical as well as lexical (i.e., the most frequent syntactic structures, idioms, and words that are likely to be appropriately found in that kind of stylistic context), and, through appropriate sentence connectives, may extend to the entire text, in all 'communicative translation', whether you are translating an informative text, a notice or an advert, 'naturalness' is essential (Newmark:1988).

2.1.4 Translation Technique

Molina and Albir (2002), state that translation techniques are “Procedures for analyzing and categorizing how translation equivalence works.”. This can be explained that the translation technique is a procedure for analyzing and categorizing how equivalence occurs and can be applied.

Molina and Albir (2002: 509-511) also classify the translation into 18 techniques:

1. Adaptation

This technique is known as the cultural adaptation technique. This technique is done by replacing the existing cultural elements in SL with similar cultural elements in SL. This can be done because the cultural elements in the SL are not found in the SL, or the cultural elements in the SL are more familiar to the target readers. This technique is the same as the cultural equivalent technique. For example, “*You can find the **restroom** there*”, into, “*Kamar mandinya di sebelah sana*” in Indonesian.

2. Amplification

Translation technique by making explicit or paraphrasing information that is implicit in SL. This technique is the same as explicit, addition, and explicative paraphrasing. For example, “*They fast in **Ramadan***”, Into, “*Mereka berpuasa pada bulan puasa kaum muslim*”

3. Borrowing

The translation technique is done by borrowing words or expressions from the SL. The borrowing can be pure (pure borrowing) with no modifications or naturalized (naturalized borrowing) with modifications to spelling or pronunciation. The official dictionary in the SL serves as a guideline for determining whether a word or expression is borrowed or not. For instance, the translation of English “*He took my **hard disk** yesterday*”, into Indonesian, “*Dia mengambil **hard disk**-ku kemarin*”.

4. Calque

The translation technique is done by translating SL phrases or words literally.

It is the literal translation of a foreign word or phrase; it can be lexical or structural. For example, the English translation *Police Academy* for the Indonesian *Akademi Polisi*.

5. Compensation

Compensation has almost the same concept as transposition. However, this transfer is influenced by stylistic elements. For instance, the translation of English “*You can let your imagination go wild*”, into Indonesian, “*Anda dapat membiarkan khayalan anda mengembara sejauh mungkin*”.

6. Description

Description refers to replacing the term with a description with a description of the form or function of the term being described. For example, to translate English “*Green room*”, into Indonesian, “*Ruang tunggu para artis sebelum mereka tampil.*”

7. Discursive Creation

Discursive creation is a translation technique that aims to achieve temporary equivalence. Basically, this technique is the result of the creativity of the translator, and the equivalence achieved is often out of context. This technique is usually used to translate book titles or movie titles. For example, the English translation of “*Husband for A Year*”, into Indonesian, “*Suami sementara*”.

8. Established Equivalent

Established Equivalent is the use of common terms in the target language. This technique is used based on the existing context. For example, to translate the English expression *“They’re as like as two peas”* into *“Mereka sangat mirip”* in Indonesian.

9. **Generalization**

Generalization is done using more general terms. In the source language, the terms used are specific terms, while in the target language the terms used are more general. For example, to translate *“Go by inches”*, into, *“Sedikit demi sedikit”* in Indonesian. It happens because there is no expression that has the same meaning in Indonesian, so the translator translated it into more general.

10. **Linguistic Amplification**

Linguistic amplification is the addition of linguistic elements to the target language. In fact, these linguistic elements are not present in the source language. This is often used in consecutive interpreting and dubbing, for example, to translate the English expression *“Everything is up to you!”* into Indonesian as *“Semuanya terserah anda sendiri!”*.

11. **Linguistic Compression**

The opposite of linguistic amplification, linguistic compression is the compaction of linguistic elements. This is often used in simultaneous interpreting and in sub-titling, for example, to translate the English question *“Are you sleepy?”*, into, *“Ngantuk?”* in Indonesian.

12. Literal Translation

Literal translation is a word-for-word translation. For example, “*Electronic mail*”, as, “*Surat elektronik*”.

13. Modulation

Modulation is a change of point of view but still refers to the same meaning. For example, “*You are going to have a child*”, into, “*Kamu akan menjadi seorang ayah*”.

14. Particularization

As opposed to generalization, particularization refers to the use of more specific terms. In the source language, the writer uses general terms while the translator transfers them into more specific terms. For example, “*He visits me once a month by air transportation*”, into, “*Dia mengunjungi sebulan sekali dengan naik pesawat*”.

15. Reduction

The opposite of amplification, reduction is the compaction of information. For example, “*My family will be here this morning*”, into, “*Keluargaku akan datang*”.

16. Substitution

Almost the same as adaptation, substitution is the replacement of linguistic elements to paralinguistic elements (intonation, gestures) or vice versa. For example, to translate the Arab *gesture of putting your hand on your heart* as “*Thank you*”. It is used above all in interpreting.

17. Transposition

Transposition refers to changing grammatical or structural elements. For example, “*My husband is Korean*” translated into Indonesian as “*Suami saya orang Korea*”.

18. Variation

Variation techniques are used by replacing linguistic or paralinguistic elements which then affect aspects of linguistic diversity such as language style, dialect, etc. For example, “*Hello, chicks?*”, into, “*Halo, cewek?*” in Indonesian.

2.1.5 Translation Quality Assessment

Nababan (2012) developed an instrument to assess the quality of translation products based on three aspects, namely accuracy, acceptability, and readability, in his journal *Pengembangan Model Penilaian Kualitas Terjemahan*. He created Instruments-rating to assess the quality of translation products by using numbers to represent the quality value based on three criteria. The following is a further explanation of the translation quality assessment:

A. Accuracy

Accuracy represents how accurately the SL content is transferred in the TL. A translator must understand the context as well as the content of the source text because the meaning of a word or phrase can change depending on the context. As a result, the content and context are two components that a translator attempts to convey in order to produce an accurate translation. A translation is considered accurate if the content

and context do not deviate from the original text and there is no unnecessary addition or omission in the TL. The accuracy rating instrument is shown in the table below.

Table 2.1 Accuracy Rating-Instrument

Level	Definition	Score
Accurate	The content of source text words, technical terms, phrases, clauses, sentences, or text is conveyed accurately into the TL. There is no content distortion, nor is there any extraneous addition or omission.	3
Less Accurate	The TL receives the most accurate representation of the content of source text words, technical terms, phrases, clauses, sentences, or text. There are minor distortions and unnecessary additions or omissions that affect the segment's content, but they are minor.	2
Not Accurate	The TL does not receive accurate translations of source text words, technical terms, phrases, clauses, sentences, or text. There are some issues with the lexical items chosen as well as the relationships between phrase, clause, and sentence elements.	1

B. Acceptability

Acceptability measures how natural the translation language is. Certain sentences, phrases, or terms that are common in one language may be uncommon in another. It is the translator's responsibility to select appropriate language use in order to make it natural for the readers. Whether or not sentences, phrases, or terms are natural to the readers is determined by the norms and culture of the community. The

acceptability level of the translation will be high if the readers find the translation product natural and familiar to them. The acceptability grading instrument is shown below.

Table 2.2 Acceptability Rating-Instrument

Level	Definition	Score
Acceptable	The translation product has a natural feel to it. Technical terms are used frequently in their field and are familiar to the readers. The words, phrases, clauses, and sentences used to follow the rules of the Target Language.	3
Less Acceptable	The translation product feels natural in general, but there is a minor issue with the use of technical terms, and minor grammatical errors occur.	2
Not Acceptable	The translation product is unnatural or appears to be a work of translation. Technical terms are uncommon and unfamiliar to the reader. Words, phrases, clauses, and sentences do not follow language rules.	1

C. Readability

Readability measures the clarity with which the message is conveyed from the SL to the TL. The SL's message to the TL will be expressed in a variety of ways. A translator must choose a style that allows the expression to be easily understood while reading the translation. In other words, the level of readability indicates how easy the

reader will find it to read and comprehend the text. The readability rating instrument is shown in the following table.

Table 2.3 Readability Rating-Instrument

Level	Definition	Score
High Readability Level	The reader can easily understand word, phrase, clause, and sentence translation.	3
Medium Readability Level	The reader can generally understand the translation. Certain sections, however, should be read more than once to fully grasp the translation.	2
Low Readability Level	The reader has difficulty understanding the translation.	1

The level of the translation, of all the factors that impact the quality of the translation, can be graded on a scale of 3 to 1. The higher the number reached, the better translation quality, and conversely.

2.2 Previous Studies

The first study is from Kurniadi Agus Satria (2014) in “Student’s Translation Quality in Translating English Phrasal Verbs into Indonesian”. His research aimed to describe the students’ translation quality in translating English phrasal verbs into Indonesian. His research was designed in a descriptive study that used a translation test to collect the data. The data were taken purposively from sixth-semester students in class A of the English department of FKIP UNIB. The result of this research showed

that the most dominant quality of students' translation was excellent in three aspects of translation quality assessment namely, accuracy, clarity, and naturalness (Larson,1998:529). The difference between his research and my research is that I analyzed the translation techniques and my data is taken from the novel "It Ends with Us" by Collen Hoover, and he shared some questioners with children to analyze his data meanwhile I involve the rater to analyze the translation quality assessment.

The second study is from Ratna Wulandari (2015) in "An Analysis of English Phrasal Verb in Abandon Novel and its Translation" In this research, the writer focused on what kind of English phrasal verbs occur in the Abandon novel and the meanings its translation. The purposes of this research are to find out the difficulties encountered by the researcher in the translation of English phrasal verbs and to solve the difficulties faced by the researcher in translating English phrasal verbs in the Abandon Novel by Meg Cabot. This research employs descriptive qualitative research. The data of this research are some of the phrasal verbs Taken from Cabot's Abandon, and its translation by Lucia Aryani. The difference between her research and my research is that I analyzed the translation techniques and its quality, meanwhile, the purpose of her research is to find out her difficulties by her in the translation of English phrasal verbs and to solve the difficulties faced by her in translating English phrasal verb in the Abandon Novel by Meg Cabot.

The third study is from Risda Afifah (2022) in "An Analysis of Phrasal Verb Translation in Novel All the Bright Places by Jenniver Niven". Her research attempted

to focus on phrasal verb translation in the novel *All The Bright Places* by Jennifer Niven. She analyzes the types of phrasal verbs, strategies for translation of phrasal verbs, and translation quality assessment of phrasal verb translation. The difference between her research and mine is that I analyze the translation techniques by Molina and Albir (2002) meanwhile she analyzed the translation strategies.

The fourth study is from Rahayu Ningsih, Anni Holila Pulungan, and Zainuddin (2020) in “The Assessment of Translation Quality in Bound Novel”. The objectives of their study were to describe the translation quality in Bound novel. The study followed the theory of Nababan et.al (2012) about the three aspects of translation quality namely (1) accuracy; (2) acceptability; and (3) readability. This research uses the descriptive qualitative method as the research design. The data of this study were gathered by using the documents and questionnaires by the raters. The difference between their study and mine is they only use Nababan’s (2012) theory to describe the translation quality, whereas I researched the types of phrasal verbs found in the novel and analyzed the quality of the translation in Indonesian.

2.3 Theoretical Framework

This research purposes to analyze the translation of phrasal verb found in the novel *It Ends with Us* by Colleen Hoover and the translated version in the Indonesian language entitled *Akhir di Antara Kita*. The analyses focus on types of phrasal verbs, techniques of translation, and quality assessment. To analyze the types of phrasal verbs, I used Biber et al. (2002) theory, in which they classified phrasal verbs into 2 types,

namely: Intransitive Phrasal Verbs and Transitive Phrasal Verbs. To support the theory, I used Broukal (2005), in which he classified two types of transitive phrasal verbs, namely: Seperable Phrasal Verbs and Inseperable Phrasal Verbs. I analyze this research based on the theory of techniques translation by Molina and Albir (2002) which categorizes into 18 types, namely: Adaption, Amplification, Borrowing, Calque, Compensation, Description, Discursive creation Established Equivalent, Generalization, Linguistic amplification, Generalization, Linguistic Compression, Literal Translation, Modulation, Particularization, Reduction, Substitution Transposition, Variation. To analyze the quality assessment, I use Nababan's (2012) theory, which classifies the quality of the translation into several categories: accurate, acceptable, and readable. For supporting theory, I used the theory of phrasal verbs based on the Oxford Phrasal Verb Dictionary for Learners of English (2001).