

CHAPTER II
REVIEW OF RELATED LITERATURE AND THEORETICAL
FRAMEWORK

2.1 Review of Related Theories

Translation functions as a bridge in communication, in which translation is a very important tool in order to deliver the correct meaning from the source language (SL) to the target language (TL). Furthermore, compounding is a word formed from already existing words, depending on the part of speech that makes up the word, compound nouns could be formed by noun+noun or adjective+noun and so on.

2.1.1 Definition of Translation

Translation is the process of transferring meaning from the source language (SL) into the target language (TL) in the form of written text. In order to deliver the right meaning, the translator must understand the source language (SL) and target language (TL) well enough, so the translated language will be acceptable. According to Catford (1965), "Translation may be defined as follows : the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p.20). Whilst Nida and Taber (1982) mentioned that, "Translating consists in 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." (p.12) A similar viewpoint came from Larson (1998), he stated, "in

translation the form of the Source Language is replaced by the form of the receptor Target Language.” (p.64)

Based on the three definitions given by the experts above, it could be said that translation is a process of transferring a message from the Source Language (SL) into the closest natural equivalent Target Language (TL) in the form of written text.

2.1.2 Definition of Compound

According to Akmajian et al. (2010), “In English (as in many other languages) new words can be formed from already existing words by a process known as compounding, in which individual words are “joined together” to form a compound word” (p.35) In other words, compound words is a word that is made from an already existing words.

In compound words there is the rightmost morpheme that determines the category of the whole word. According to O’Grady et al. (1996), “In these and most other compounds, the rightmost morpheme determines the category of the entire word. Thus, *greenhouse* is an N because its rightmost component is an N, *spoon-feed* is a V because *feed* also belongs to this category, and *nationwide* is an A just as *wide* is. The morpheme that determines the category of the entire word is called the **head**.” (p.151)

Moreover, Akmajian et al. (2010) stated that a headless compound also exists, he explained, “Headless compounds are relatively rare, but many, such as *pickpocket* and *cutpurse*, are common English words.

Pickpocket and *cutpurse* can be recognized as headless since they do not refer to pockets or purses.” (p.37)

2.1.3 Compound Noun

According to Frank (1972), “The term of compound nouns, as it is used for a part of speech, refers to a group of words – usually two, but sometimes more – joined into one vocabulary unit that functions as a single part of speech” (p.7).

Compound noun are mostly formed by noun modified by other nouns or adjectives, as Akmajian et al. (2010) mentioned, “...the noun *ape* can be joined with the noun *man* to form the compound noun *ape-man*; the adjective *sick* can be joined with the noun *room* to form the compound noun *sickroom*...” (p.35). But of course, there are a lot more parts of speech that can form a compound noun other than just nouns and adjectives.

2.1.4 Types of Compound Nouns

Frank (1972) stated that, “The term compound, as it is used for a part of speech, refers to a group of words-usually two, but sometimes more-joined together into one vocabulary unit that functions as a single part of speech. Noun compounds consist of the following composite forms.” (p.7)

there are ten types of compound nouns, they are listed below :

1. noun + noun—**bathroom, department store, grammar book.**

“This kind of noun compound is most common. Noun + noun compounds are more likely to be hyphenated in British English than in American English.” (p.7)

2. possessive noun + noun—**lady’s maid, artist’s model, traveler’s checks.**

“Sometimes the ‘s is omitted from the first noun—a **womens college, a citizens bank.**” (p.7)

3. adjective + noun—**blackbird, common sense, blue print.**

“An adjective + noun compound is usually not hyphenated.” (p.7)

4. verb + noun—**pickpocket, flashlight, dance team.** (p.8)

5. noun + verb—**handshake, garbage dump, lifeguard.** (p.8)

6. gerund + noun—**dining room, punching bag, wearing apparel.** (p.8)

7. noun + gerund—**fortune telling, housecleaning, waterskiing.** (p.8)

8. preposition + noun—**overalls, by-way, downpour.** (p.8)

9. verb + preposition-adverb—**breakdown, makeup, grown-up.** (p.8)

10. noun + prepositional phrase—**son-in-law, editor-in-chief.** (p.8)

2.1.5 Molina and Albir Translation Techniques

Based on Molina and Albir (2002) there are 18 translation techniques, they are as follows:

1. Adaptation

“To replace a ST cultural element with one from the target culture, e.g., to change *baseball*, for *fútbol* in a translation into Spanish.” (p.509)

2. Amplification

“To introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g., when translating from Arabic (to

Spanish) to add the Muslim month of fasting to the noun Ramadan.”
(p.510)

3. Borrowing

“To take a word or expression straight from another language. It can be pure (without any change), e.g., to use the English word *lobby* in

a Spanish text, or it can be naturalized (to fit the spelling rules in the TL), e.g., *gol, fútbol, líder, mitin.*” (p.510)

4. Calque

“Literal translation of a foreign word or phrase; it can be lexical or structural, e.g., the English translation *Normal School* for the French *École normale.*” (p.510)

5. Compensation

“To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST.” (p.510)

6. Description

“To replace a term or expression with a description of its form or/and function, e.g., to translate the Italian *panettone* as *traditional Italian cake eaten on New Year’s Eve.*” (p.510)

7. Discursive creation

“To establish a temporary equivalence that is totally unpredictable out of context, e.g., the Spanish translation of the film *Rumble fish* as *La ley de la calle.*” (p.510)

8. Established equivalent

“To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, e.g., to translate the English expression *They are as like as two peas* as *Se parecen como dos gotas de agua* in Spanish.” (p.510)

9. Generalization

“To use a more general or neutral term, e.g., to translate the French *guichet, fenêtre* or *devanture*, as *window* in English.” (p.510)

10. Linguistic amplification

“To add linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression *No way* into Spanish as *De ninguna de las maneras* instead of using an expression with the same number of words, *En absoluto*. It is in opposition to linguistic compression.” (p.510)

11. Linguistic compression

“To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question *Yes, so what?* With *¿Y?*, in Spanish, instead of using a phrase with the same number of words, *¿Sí, y qué?*. It is in opposition to linguistic amplification.” (p.510)

12. Literal translation

“To translate a word or an expression word for word, e.g., *They are as like as two peas* as *Se parecen como dos guisante*, or, *She is*

reading as *Ella está leyendo*. In contrast to the SCFA definition, it does not mean translating one word for another. The translation of the English word *ink* as *encre* in French is not a literal translation but an established equivalent.” (p.510)

13. Modulation

“To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural,..” (p.510)

14. Particularization

“To use a more precise or concrete term, e.g., to translate *window* in English as *guichet* in French.” (p.510)

15. Reduction

“To suppress a ST information item in the TT, e.g., *the month of fasting* in opposition to *Ramadan* when translating into Arabic.” (p.510)

16. Substitution

“To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., to translate the Arab gesture of putting your hand on your heart as *Thank you*. It is used above all in interpreting.” (p.511)

17. Transposition

“To change a grammatical category, e.g., *He will soon be back* translated into Spanish as *No tardará en venir*, changing the adverb

soon for the verb *tardar*, instead of keeping the adverb and writing: *Estará de vuelta pronto.*” (p.511)

18. Variation

“To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g., to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.” (p.511)

2.1.6 Other Approaches on Translation

2.1.6.1 Newmark’s Translation Procedure

According to Newmark (1988) his translation procedure is used only for the smaller units like phrases and words, he stated, “...translation procedures are used for sentences and the smaller units of language.” (p.81)

1. Descriptive equivalent

“In translation, description sometimes has to be weighed against function. Thus for *machete*, the description is a 'Latin American broad, heavy instrument', the function is 'cutting or aggression'; description and function are combined in 'knife'. ...Description and function are essential elements in explanation and therefore in

translation. In translation discussion, function used to be neglected; now it tends to be overplayed.” (p.83)

2. Functional Equivalent

“This common procedure, applied to cultural words, requires the use of a culturefree word, sometimes with a new specific term; it therefore neutralises or generalises the SL word; and sometimes adds a particular thus: *baccalaureat* - 'French secondary school leaving exam'; *Sejm* - 'Polish parliament'; ...This procedure, which is a cultural componential analysis, is the most accurate way of translating i.e. deculturalising a cultural word.” (p.83)

2.1.6.2 Chesterman’s Translation Strategies

The following are some translation strategies according to Chesterman (2016) :

1. Literal Translation

“I define this rather loosely, as meaning “maximally close to the SL form, but nevertheless grammatical”.” (p.91)

2. Loan, Calque

“This strategy covers both the borrowing of individual items and the borrowing of syntagma. Like the other strategies, it refers to a deliberate choice, not the unconscious influence of undesired interference.” (p.92)

3. Distribution Change

“This is a change in the distribution of the “same” semantic components over more items (expansion) or fewer items (compression). Expansion “dilutes” the text somewhat. Compression has the opposite effect, with a denser distribution” (p.100)

2.1.6.3 Vinay and Darbelnet’s Translation Method

Vinay and Darbelnet (1995) explained that there are direct or literal translation and oblique methods, the following is one of the procedure of those methods:

1. Equivalence

“We have repeatedly stressed that one and the same situation can be rendered by two texts using completely different stylistic and structural methods. In such cases we are dealing with the method which produces equivalent texts. The classical example of equivalence is given by the reaction of an amateur who accidentally hits his finger with a hammer: if he were French his cry of pain would be transcribed as, “Aïe!”, but if he were English this would be interpreted as, “Ouch!”.” (p.38)

2.1.7 Nababan’s Translation Quality Assessment

Nababan formulated three aspects to assess the quality of translation namely accuracy aspect, acceptability aspect, and readability aspect. The first two aspects; accuracy and acceptability, are borne by translator while the readability aspect is borne by audience or reader (Nababan et al., 2012).

Accuracy aspect is used to evaluate language in both SL and TL in terms of meaning compatibility. The meaning of the SL is similar to the meaning of TL so addition and omission to the meaning should be avoided. Addition and omission may fatally affect the message of SL or TL particularly in high-risk translated work such as legal translation, medical terms, religious text, or technical term. However, the notion of addition and omission in this respect is different from deletion and addition in translation technique. While the former intends to add and omit information, the latter intends to produce acceptable translation which is required to find equivalence in the TL when one-to-one correspondence is not available.

Acceptability aspect is used to determine if translation follows the rules, norms, or culture of TL both at micro level and macro level. Although a translated work is accurate yet failed to adhere to these requirements, it cannot be accepted as a good translation as proposed by Nababan, et al. (2012) An example is the expression ‘as white as snow’ will not be accepted as ‘*seputih salju*’, as snow doesn’t exist in Indonesia. Alternatively, the term ‘*seputih kapas*’ will be used instead as it is more accepted.

For the readability aspect, it determines whether the reader understands the text. Translation activity requires reading activity. A translator is required to ensure that their translation of word, phrase, technical term, clause, and sentence are understood by readers.

Table 2.1.7.A. Translation Accuracy Assessment Instrument

(Nababan et al., 2012:50)

Translation Category	Score	Quality Parameter
Accurate	3	Word meaning, technical term, phrase, clause, sentence or source text is translated accurately into target text; no meaning distortion occurs.
Less Accurate	2	Most word meaning, technical term, phrase, clause, sentence or source text is translated accurately into target text. Yet, meaning distortion still occurs or double meaning translation (<i>taksa</i>) or meaning omission that breaks intact message.
Not Accurate	1	Word meaning, technical term, phrase, clause, sentence or source text is translated inaccurately into target text or omitted.

Table 2.1.7.A. as shown above presents the three levels accuracy assessment starting from level one until level three. Level 3 indicates the accurate translation, level 2 indicates less accurate translation, and level 1 indicates inaccurate translation.

Table 2.1.7.B. Translation Acceptability Assessment Instrument

(Nababan et al., 2012:51)

Translation Category	Score	Quality Parameter
Acceptable	3	The translation looks natural; technical terms are commonly used and are familiar for the reader; phrase, clause and sentence have followed Indonesian language rules.
Less Acceptable	2	The translation looks natural in general; yet there is a little problem in the use of technical terms or a little grammatical error.
Not Acceptable	1	The translation doesn't look natural or seem like a translation work; technical terms are uncommon and unfamiliar for the reader; phrase, clause and sentence do not follow Indonesian language rules.

Table 2.1.7.B. as shown above presents the three levels acceptability assessment starting from level one until level three. Level 3 indicates the

acceptable translation, level 2 indicates less acceptable translation, and level 1 indicates unacceptable translation.

Table 2.1.7.C. Translation Readability Assessment Instrument
(Nababan et al., 2012:51)

Translation Category	Score	Quality Parameter
Readable	3	Word, technical term, phrase, clause, and sentence or translation text can be understood easily by the reader.
Less Readable	2	The translation can be understood by readers; yet some parts have to be read more than once to be understood.
Not Readable	1	The translation is difficult to be understood by the reader.

Table 2.1.7.C. as shown above presents the three levels acceptability assessment starting from level one until level three. Level 3 indicates the acceptable translation, level 2 indicates less acceptable translation, and level 1 indicates unacceptable translation.

2.2 Previous Studies

There are a lot of previous studies about compound noun analysis which are used to help the writer conduct this study. The following are three chosen relevant researches organized by different researchers.

First, an article from Universitas Sanata Dharma entitled “*English Compound Words Used in The Jakarta Post Health Column on Third Week of April 2020*” conducted by Sisvinda in 2021. This research focused on the compound words related to COVID-19 in The Jakarta Post’s Health Column Article in the third week of April 2020. It aims to describe the formation and the meaning of the compound words related to COVID-19 found in the article. The researcher used McCarthy’s theory to know the lexical categories of the compound words, and Katamba’s theory to describe the meaning of the compound words through its endocentric and exocentric. The researcher found 3 types of compound words; they are 86.4% compound nouns, 11.5% compound adjectives, and 3.9% compound verbs. The most dominant lexical category is from compound nouns which are Noun+Noun and Adjective + Noun. Furthermore, based on the meaning of compound words, there are 80.76% endocentric compounds and 19.24% exocentric compounds.

Secondly, A thesis done by Rohmanuddin in 2020 entitled “*Compound Words on Mark Twain’s A Dog’s Tale: A Descriptive Analysis Study*” from Universitas Islam Riau. This study aims to describe the types and the meaning of compound words found in a short story entitled *A Dog’s Tale* by Mark Twain. The researcher used morphology theory but doesn’t specify whose theory, but did

mention some of Yule's and Katamba's, to analyze the formation of the compound words. Some theories for the types of compound words used are Ballard's for the compound noun, Bauer's for the compound adjective, and also Bauer's for the compound verb. The result of the research shows that there are 94 compound words found in the data, there are 85 compound nouns, 6 compound adjectives, and 3 compound verbs.

Third and final one is a journal established by Pelawi in 2016 entitled "*The Translation of Compound Nouns in The Novel "Nothing Lasts Forever" By Sidney Sheldon*" from Universitas Kristen Indonesia. The study purpose is to analyze and describe the translation of compound nouns found in the novel *Nothing Lasts Forever* by Sidney Sheldon. The conductor used Newmark's semantic translation method to analyze the meaning of the compound nouns, Catford's shifting theory to analyze the grammar, Frank's types of compound noun theory, and Sugiyono's theory to assess the translation quality. The researcher did not mention specific numbers of data and types of compound nouns, but did mention the result as, "there are four types of compound nouns in source language that are translated accurately, less accurate, and not translated".

Moreover, the similarity between one of the studies mentioned and this present research are the topic of the research which is a translation analysis on compound nouns also uses Frank's theory on types of compound nouns. The differences could be seen from the topic of the research, two of the previous studies mentioned above only analyzed the meaning and types of compound words, they don't specifically analyze compound nouns, they also are not a translation analysis.

The other differences are the theory used in those researches, such as McCarthy's, Katamba's and Yule's, while this research used Molina and Albir' translation technique theory and Frank's types of compound noun theory.

2.3 Theoretical Framework

There are four lexical categories of compounds in English. However, in this thesis, the researcher is only going to discuss compound nouns found in the movie script *To all The Boys I've Loved Before* directed by Susan Johnson and written by Sofia Alvarez. To do this study, there are a lot of theories used. In order to analyze the translation technique used by the translator, Molina and Albir's (2002) translation technique is used as the main theory and other theories to support, such as Chesterman (2016), Newmark (1988) and Vinay and Darbelnet (1995). Afterwards, to classify the compound noun found in data, the theory used is Frank's (1972) types of compound noun theory. Lastly, theory by Nababan et al. (2012) is used to analyze the translation quality assessment.

