

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature has purpose of giving a brief description of what is related to and discussed of this study. It will describe what literature the researcher will use. Some literatures will give some definitions and some explanation about something that is discussed above. This chapter will discuss the description of translation, the theory of translation, transferring prepositional meaning from one language to another.

A. The Description of Translation

The description of translation has been variously defined, and not infrequently there were many books and other sources describe about translation. But the following definition have been selected, in which the merit of the original work is so completely transfused into another language, as to be distinctly apprehended, and as strongly felt, by a native of the country to which that language belongs, as it is by those who speak the language of the original work.¹

Different writers define 'translation' in different ways. The definition as follow has selected based on the writers opinion;

1. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford,1980: 20)²

¹ Roger, Bell. *Translation and Translating*. London: Longman Group. 1991. P. 11

²J.C. Catford. *A Linguistic Theory of Translation*. Oxford University Press. London: 1980. P.20

2. Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. (Roger,1993: 5)³
3. Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. (Newmark, 1988: 7)⁴
4. Translation is the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted. (Mc. Guire, 1980: 2)⁵

Translation has its own excitement and interest. Some translator may find some difficulties in translating source language to the target language. But, a good translator is never satisfied with it, he always extend to improve his knowledge and means. As a means of communication, translation is used for multilingual notices and as transmitting culture. Not only as a transmitter of culture, but also of truth, a force for progress with a consequent disincentive to translating between other languages.⁶

1. Types and category

In translation practicing is applied some different ways to translate. It is motivated by some factors, the difference of source language to target language; the difference kind of subject material that would be translated,

³Roger., P. 5

⁴Peter Newmark.*A Textbook of Translation*. New York: Prentice Hall. 1981. P.7

⁵Sabrony Rachmadie., P. 1.2

⁶Peter., P. 7

the consideration of translation is communicative instrument, and the purposes of translating text.⁷In the translation activities sometimes use those factors. Catford divides translation into three distinctive types, namely;

a) Full translation versus partial translation

The distinction between full translation and partial translation relates to the extent of source language, which is submitted to the translation process. In a full translation the entire text is submitted to the translation process, that is, every part of the source language text is replaced by target language text material. Whereas in a partial translation some part of source language text are left untranslated. They have to be incorporated in the target language text, either because they are regarded as untranslatable or for deliberate purpose of introducing local color into the target language text or even because they are so common and frequently used that translation is not needed.

b) Total versus restricted translation

The distinction total translation relates to the levels of language involve in translation, total translation is also replacing grammar and lexis's source language by equivalent target language grammar and lexis. The replacement of total translation is also entails of source language phonology by target language phonology. Conversely, in the restricted translation the replacement of source language only by

⁷Rudolf, Nababan. *Teori Menerjemah Bahasa Inggris*. Yogyakarta: Pustaka Pelajar. 2003. P. 29

equivalent target language grammar with no replacement of lexis and grammar.

c) Rank of translation

The rank of translation can be in the form of: word to word translation, group to group translation, sentence to sentence translation, paragraph to paragraph translation, and discourse to discourse translation.

B. The Theory of Translation

The translator has to assess the quality and value of the writing in the source language text. The common translator's distinction between literary and non-literary texts, both them is important to be translated in factual content. If a text is well written, whether it is literary or non-literary, its formal components are of prime importance, and the translator must respect them and fully account for them in his version not by any kind of imitation.⁸The translator is often at risk in declaring a text to be badly written. It sometimes caused of the message is lost in the conventional received jargon. Then the translator is much recommended to understand the theory of translation. In the translation term, a theory may be defined as a statement of general principle, based upon reasoned argument and supported by evidence that is intended to explain a particular fact, event, and phenomenon.⁹ The theory of translation can envisage of three possibilities, it depends on the focus of the investigation; the process or the product. These would be:

⁸Peter Newmark. *Approaches to Translation*. UK: Prentice hall international. 1988. P. 127

⁹Richards, J. *Longman Dictionary of Applied Linguistics*. Harlow: Longman. 1985.

a) A theory of translation as process

This would require a study of information processing and, within that, such topics as perception, memory and the encoding and decoding of message and would draw heavily on psychology and on psycholinguistic.

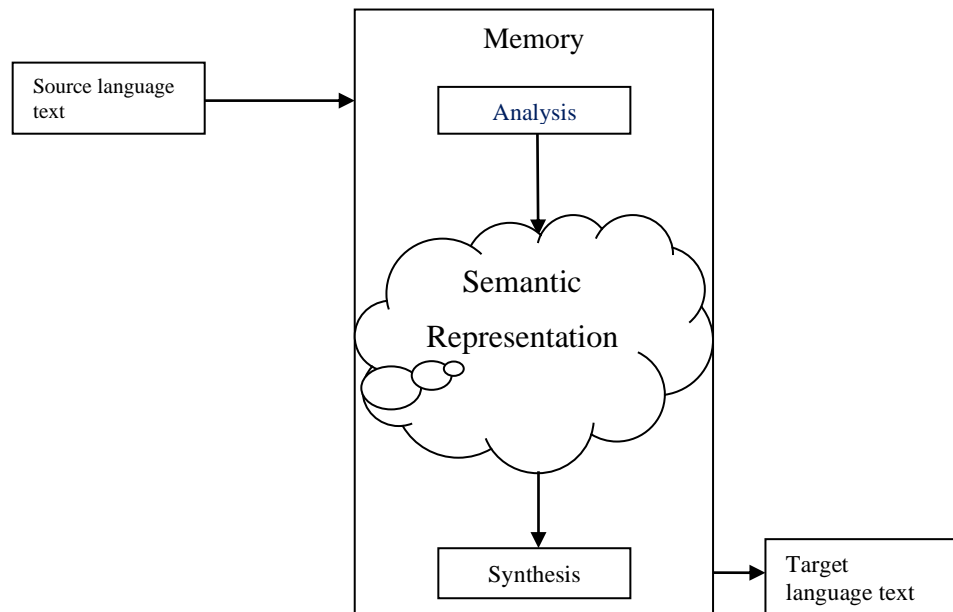
b) A theory of translation as product

This would require a study of texts not merely by means of traditional levels of linguistic analysis (syntax and semantic) but also making use of stylistic and recent advances in text-linguistic and discourse analysis.

c) A theory of translation as both process and product.

It also called theory of translating and translation. This would require the integrated study of both and such general theory is, presumably, the long-term goal for translation studies.¹⁰

2. Translation process



¹⁰ T.Bell.,P. 26

Based on a model of the translation process above, in extremely simplified form, the transformation of a source language text into a target language text by means of précis with take place within memory (a) the analysis of one language specific text/SLT into a universal/non language specific semantic representation and (b) the synthesis of semantic representation into a second language specific text/the target language text.¹¹

3. The method of translation

The main problem of translating that translator faced is whether to translate literally or freely. This case is often finds when the writer, translator and reader raise this argument that translation is difficult to be identified. According to these problems, Peter put it in the form of a flattered diagram.

Table 2.1: the method of translation

SL emphasis	TL emphasis
<u>Word-for-word translation</u>	<u>Adaptation</u>
<u>Literal translation</u>	<u>Free translation</u>
<u>Faithful translation</u>	<u>Idiomatic translation</u>
<u>Semantic translation</u>	<u>Communicative translation</u>

a) Word-for-word translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL words-order is preserved

¹¹Ibid., 21

and the words translated singly by their most common meaning, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanic of the source language or to construe a difficult text as a pre-translation process.¹²

b) Literal translation

The SL grammatical constructions are to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

c) Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

d) Semantic translation

Semantic translation must take more account of the aesthetic value (that is, beautiful and natural sound) of the SL text, compromising on meaning where appropriate so that no assonance, word lay or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional

¹² Peter Newmark, *A Textbook of Translation*. P.43

terms but not by cultural equivalents. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

e) Adaptation

This method is 'freest' form than the others translation. It is used mainly for informal situation; comedy, poetry, the character, the themes that plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.¹³

f) Free translation

Free translation reproduces the matter without the manner, or the context without the form of original. Usually it is a paraphrase much longer than the original, a so-called 'intralinguas translation' often prolix and pretentious, and not translation at all.

g) Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but lends to distort nuances of meaning by preferring colloquialisms and idiom where these do not exist in the original.

¹³ Ibid.. P.44

- h) Communicative translation.

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.¹⁴

C. The Prepositions

1. Definition

The definition of preposition has mention in chapter I, but the researcher is going to give more description what preposition is. The preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunction differ from other part of speech in that (1) each is composed of a small class of words that have no formal characteristics endings; (2) each signal syntactic structures that function as one of the other parts of speech.¹⁵ A preposition has been customary defined as a word that introduces a substantive and shows a relationship between the substantive and some other word in the sentence.¹⁶ It is also can be described as words normally placed before nouns or pronouns.¹⁷ The preposition sometime has function as direction, position, and time. Despite prepositions are atomic part of grammar, prepositions are difficult to be understand. Because they have one more meaning, indeed preposition in one language often has several different translations into another language.

¹⁴Ibid., P.45

¹⁵Marcella Frank. *Modern English: a Practical Reference Guide*. New York: Prentice Hall Inc. 1972. P 163

¹⁶Billie Andrew. *Aspects of Composition*. New York: Harcourt Brace Jovanovich P. 406

¹⁷A.J. Thomson. *A Practical English Grammar*. London: Oxford University Press. 1986.

2. Types of prepositions

A highly detailed classification of all prepositions would be fruitless in a text of grammar, since a classification would have to include many items that more properly belong in the lexicon of the language than in the grammar of the language. In the most general terms, a preposition expresses a relation between two entities, one being that represented by the prepositional complement. Of the various types of relational meaning, those of place and time are the most prominent and easy to identify. In this case, the researcher gives only the more common meanings that prepositions can have. Some meanings however are common only to prepositions.

a. Simple prepositions

Most of the common English preposition that explained as follow is simple preposition.

1. Time (*at, before, after*)
2. Duration (*during*)
3. Position (*at, in, on, by, above, below, beneath*)
4. Source (*of, from*)
5. Direction (*into, through, around, to, toward, over, under*)
6. Connection (*with, between, among*)
7. Similarity (*like*)
8. Amount (*By [the dozen]*)
9. Means (*by, with, through*)
10. Reference (*about*)

11. Purpose or intention (*for*).¹⁸

12. Others (*ahead, away, back, onward, again, since, till, up, via, aboard, across, against, along, alongside, amid, amidst, apropos, beside, besides, beyond, but, concerning, despite, onto, out, past, per, round, throughout, within, without*).²⁰

The simple prepositions sometime become adverbial particle that used for a group of adverbs with characteristics of their own. The most important are: *at, up, down, in, out, off, away, on, etc.*

These particles are combined with verbs, adverb, conjunction and noun to form combinations with meaning that are sometimes regular and obvious (as in *take your hat off, put your hat on*) and sometimes irregular (as in *put off a meaning, look for, etc*)

Many of these particles are used as preposition. In the sentence *I ran down the hill*, *down* is a preposition. In the sentence *the clock has run down*, *down* is an adverb. The combination *run down* here means 'stop'. *The clock has run down*, i.e. 'stopped', because it needs to be *wound up*. In other contexts *run down* may mean 'become exhausted'. *The battery has run down*. Transitively *run down* may mean 'hit and knock down', as in *their car ran down a pedestrian*.

There are many hundreds of such verb-adverb combinations. The meaning is sometimes clear from the meanings of the two words taken

¹⁸Randolph Quirk. *A University Grammar of English*. England: Longman Group. 1973. P. 146

¹⁹Faidhal, Rahman. *Fundamental of English grammar a Practical Guide*. Yogyakarta: PustakaWidyatama. 2007. P. 204

²⁰Eugine Ehrlich. *English Grammar*. P.21

separately. Often, however, the meaning of the combination must be learnt independently of the separate words.²¹

The adjusted position of the preposition is illustrated in following table:

Table 2.2: the list of single prepositions

Prepositions	Meanings	Example
At	Point of time Period of time Position Place	I saw him at night Alexander lives in the eighteen century He lives at 200 park Avenue I'll see you this evening at Sarah's house
Above	Higher than a point	He lives on the floor above us
After	Sequence of time, event that follow one another.	I will see you after Wednesday
About	Concerned or occupied with, Particular event, Personal experience of people or thing, Getting information	Misunderstanding about the cause of malaria is common. I have just learnt about the death of Mr. Brown. The whole country knew about Churchill's love of cigars. He got angry when they started to ask about his private life.
Around	Approximately, On all side of, With a circular movement about something	It's around six o'clock, He put his arms around her The earth moves around the sun
Against	In opposition to sb/sth, In contrast to sth,	We are playing against the league champion next Saturday The skier's red clothes stood out clearly against the snow
Among	Close to Relates a sb/sth to more than two others, Place, To talk about sth done to	He was leaning against the tree A village among the hills He stood among all his friends in the room The price will be shared among the first six finishers in the race

²¹A.S. Hornby. *A Guide to Pattern and Usage in English*. London: Oxford University Press. 1972. P. 192

Away	Continuously, Get sb/sth at a distance from,	She was still writing away furiously when the bell went The sea is two miles away from the hotel
Beyond	To the further step, Lather than a specified time, Without the possibility of something.	The road continues beyond the village up into the hill We're planning for the year 2013 and beyond After 22 years the town centre had changed beyond all recognition
Before	Sequence of time,	I will see you before Wednesday.
Behind	Place toward the back, Making less progress than sb,	The mosque is behind my house Britain is behind Japan in developing modern technology
Below	Lower than a point,	He lives on the floor below us
Beneath	Lower than a point	Beneath a tree lay a dog fast asleep.
Beside	Neighboring the point,	He sat beside his wife during the party.
Between	Neighboring the point,	He sat between his two sons
By	Extended time (starting at one point and ending at another)	I can see you by Monday
During	Extended time (starting at one point and ending at another)	I can see you during the week
For	Extended time (starting at one point and ending at another), Because of sb/sth	He didn't answer for fear of hurting her
From	Place, Direction.	Has the train from Jakarta arrived? She came home from work at 7 pm.
Alongside	Neighboring the point	The tug pulled up alongside the tanker
In	One point of time, Place	I saw her in January I saw her in the bathroom
Into	To a point during something	He carried on working late into night
Near	Neighboring the point	He live near the university
Next to	Neighboring the point	The theater is right next to the post office
Of	Belonging to	A friend of mine

Off	Away from	The rain ran off the roof
On	One point of time, Position (the point itself),	I saw her on Saturday Put the dishes on the table
Over	Position, Destination Passage Orientation Resultative Static, Motion	The wind must have blown it over They threw a blanket over her They climbed over the wall They live over the road At last we were over the crest of the hill Leaves lay thick all over the ground They splashed water all over me.
Opposite	On the other side	I sat opposite to her during the meeting.
Through	Passing from one side,	You can drive through that town in an hour
Toward	In the direction of	He walks toward the door.
Under	Lower than a point	A subway runs under this street.
Within	Not further than something	Within the city walls
Etc.		

b. Complex preposition

Other preposition, consisting of more than one word are called complex preposition. Complex preposition may be classified according to their function and according to their position in the sentence.

1. Compound prepositions is formed of word syllable that joining to get a clear meaning. Compound preposition is formed of noun, adjective, or adverb that joined by 'by' and 'on'. Compound preposition sometimes expressing reference, addition, substitutions, and reasons (*as to, in regard to, in addition to, instead of, because of, owing to, on middle, by fore, and so on*).
2. Double prepositions can be applied when a single preposition is not adequately showing a clear meaning. Double prepositions are consist of; *according to, along with, instead of, next to, owing to,*

outside of, inside of, away from, together with, up to, because of, apart from, aside from, back of, behind in, contrary to.

3. Participle preposition is prepositions that form of participle words. For example: *concerning, during, notwithstanding, respecting, regarding, touching, owning to, including, saving, excluding, considering, pending, excepting, etc.*²²Some of the -ing preposition have phrasal equivalents -in consideration of =considering, with the exception of =excepting (also except), to the exclusion of =excluding, with regard to =regarding, with respect to =respecting.²³
4. Disguised preposition is formed by hiding prepositions. Such as:
 - a) “By” that formed “be”, by +hind become be +hind=behind
 - b) On +cross become a +cross= across
 - c) “A” become “on” she has gone **a**-hunting
 - d) One **of** the clock become one **o**'clock
5. Prepositional phrases consist of preposition followed by a prepositional complement, which is characteristically a noun phrase or a *wh*- clause or V-ing clause:

Table 2.3: preposition and prepositional complement

Preposition	Prepositional complement
at	the bus stop
from	what he said
by	signing a peace treaty

²²Faidhal Rahman. P. 208

²³Marcella Frank.P. 202

In the prepositional phrases usually express one of the semantic relationships. Based on kinds of prepositions it may divide to two kind of group as follow:

- a. Adjective prepositional phrases may be interpreted not only as modifiers but as complement of the adjective.

*The train **bound** for Rome was derailed near Frankfurt.*

- b. Adverbial prepositional phrase is prepositional expression that used for describing a verb or adverb.

*His brother always plays **in the ground***

Most of complex preposition are in one of the following categories:

1. Adverb or preposition+ preposition: *along with, away from, out of, up to, etc.*
2. Verb/ adjective/ conjunction/ etc.+ preposition: *owing to, due to, because of, etc.*
3. Preposition+ noun+ preposition: *by means of, in comparison of, in front of, etc.*

Table 2.4: the list of complex prepositions

Prepositional phrase	Meaning	Example
In spite of, despite, for+all, with+all, notwithstanding, etc.	Concession	I admire him, in spite of his faults He lost the fight, for all his boasting.
With regard to, with reference to, as to, as for.	Reference	With reference to your letter of April 29 th , I confirm... As for a burglar, he escaped through the attic window.
Except for, but,	Exception	All the students except/but john passed

apart from, etc.		the test.
Etc.		

3. Alternative position of preposition

Prepositions normally precede nouns or pronouns. In two constructions, it is possible in informal English to move the preposition to the end of the sentence.

- a) In question beginning with a preposition W/H questions

To whom were you talking? (Formal)

Who were you talking to? (Informal)

- b) Similarly in relative clause, a preposition placed before whom/which can be moved to the end of the clause. The relative pronoun is then often omitted.

The people with whom I was travelling (formal)

The people I was travelling with (informal)

D. Transferring Prepositions Message From One Language to Another

Getting understanding about source languages is completely needed high knowledge to interpret those languages. So that students have to know knowledge transferring language. Transferring is also a part of language to influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.²⁴ Transferring meaning is not only replacing the textual material in another language but also the system and structure of the source language is important to be derived. The

²⁴Rod Ellis. *The Study of Second Language Acquisition*. New York: Oxford University Press. 1994

transference and comparative in translation language one could say that each language is full of gaps and shift when compared with other language.²⁵ This case is being the problem of students who study about language transferred. There is still much students translation misinterpreted source language to target language. Students refused admission to translation course because there are 'foreign' are apt to protest. Since the translator represent the essence the internationalism it misrepresents because in its reproduction of source language idioms and syntax. Transference is either absurd or heavy and therefore falls to transmit the tone and mood and feeling of the original- its style diverts the reader from its message.

Even many students do not know much of target language. They have to know minimalist theoretical position on transfer have tended to emphasize the similarity between target language and source language. Because of that, students have to learn much about language transfer. What can he do other than use what he already knows to make up for what he does not know? To an observer who knows more the target language, the learner will be seen to be stubbornly substituting the native habits for target habits. But from the learner's point of view, all he is doing is the best he can. To fill in his gaps of training he refers for help to what he already know.

Some solutions had to be weighed up, the subjects' choice tended to be guided by 'translation maxim', there are seven of these:²⁶

²⁵J.C. Catford. *A Linguistic Theory of Translation*. London: Oxford University Press. 1980. P. 43

²⁶Peter Fawcett. *Translation and Language*. Manchester: St. Jerome Publishing, 1997. P. 140

1. Literalism maxim²⁷: avoid translation that move too far away from the source text,
2. Length-restriction maxim: one subject rejected an ‘overlong’ translation citing the ‘rule’ of an authority on translation that a translation should never be more than 10% longer than the original,
3. Translation constancy maxim: the notion that a given source unit should always be translated by the same target language words,
4. Variety maxim: the idea that different source units must be translated by different target units rather than being allowed to converge into the same words,
5. Foreign-word maxim: when in doubt use a proper target-language word rather than a similar-sounding loan word (a constant problem) in country where so many English words have been imported, even though these loan word are used with considerable frequency by native writers student translators are told to avoid them,
6. Corrective maxim: where translators find, or think they have found an error in the source text, some will correct it in translation while others will insist that you should not ‘improve’ on the original in any whatsoever,
7. Translator-tools maxim: this takes us into the realm of the light fantastic; some translator maxim as follow:
 - a. Never translate a source language word you do not know by a target language word that is not in the dictionary,

²⁷ Ibid., P. 143

- b. Trust the dictionary even when you do not understand it,
- c. When in doubt take the first word offered in dictionary list of equivalent.²⁸

²⁸Ibid., P.145