CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter presents theories related to the problem of this study. The theories which are applied in this study are translations and the headline of the media.

A. Translation

This part discuss some points which related to translation. It is included the definition of translation, the type of translation, the translation process, the translation method, and the grammatical adjustment of translation.

1. The definition of translation

There are some books that mention the definition of translation. 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 into another language.[1] Each exercise involves some kinds of loss of meaning, due to a number of factors. It provokes a continuous tension, dialectic, an argument based on the claims of each language. The basic loss on a continuum between over translation (increased detail) and under translation (increased generalization).

According to Mc Guire, translation is a rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structure

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[1] Peter Newmark, *Approaches to Translation*, (Hertfordshire: Prentice Hell, 1988), 7.

of the SL would be preserved as closely as possible but not so closely that the TL structures will be seriously distorted.[8] And based on Roger Bell, translation is the expression in another language (or target language) of what have been expressed in another, source language, preserving semantic and stylistic equivalences.[9] While based on Catfort, translation is the replacement of textual material in another language (SL) by equivalent textual material in another language (TL).[10]

According to the definition above, the researcher conclude that translation is an activity to explore anything in one language as a source language (SL) in order to say in other language as the target language (TL) that has the same meaning and intuition. But to get perfect translation is so difficult because sometimes there are some texts in source language do not have suitable word, phrase and sentences in targét language. Kridalaksana said:

> "Penerjemahan sebagai pemindahan suatu amanat dari bahasa sumber ke dalam bahasa sasaran dengan pertama-tama mengungkapkan maknanya dan kemudian gaya bahasanya. (1) suatu konsep dapat dungkapkan dalam dua bahasa yang berbeda. (2) setiap pesan yang dialihkan pasti dungkapkan atau diwujudkan dalam bentuk bahasa baik lisan maupun tertulis. (3) gaya bahasa perlu dpertimbangkan dalam setiap kegiatan peberjemahan."[11]

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[8] Susan Bassnett-Mc Guire, *Translation Studies*, (New York: Methuen & Co.Ltd, 1980), 2
[9] Roger T. Bell, *Translation and Translating: Theory and Practice*, (Singapore: Longman Singapore Publisher, 1991), 4.
[10] J.C. Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1980), 20.
[11] Harimurti Kridalaksana, *Sikap dan Fungsi Bahasa*, (Ende, Flores: Nusa Indah, 1985), 20.

Here the researcher notes a translation has many factors and aspects that influence the translation process. It is not just an activity that depends on ways, method, and approach.

2. The types of translation

Translation has several types and categories. Catford divides translation into three distinctive types, namely full translation versus partial translation, total versus restricted translation, and rank of translation.[12]

a. *Full Translation Versus Partial Translation*

In a full translation every aspect is submitted to the translation process, that is every part of the SL text is replaced by TL text material. It means that every word in SL translate to the TL.

Example:

Indonesian	English
Dia akan pergi ke sana	*She will go there*
Ani tidak membeli apa-apa	*Ani didn't buy anything*

While, in partial translation some parts of the source language text are left untranslated.

Example:

Indonesian	English
Ibu masak rujak cingur untuk makan siank	*Mother cooked rujak cingur for lunch*
Presiden itu menyanyikan megatruh dengan sedihnya	*The president sang megatruh sadly*

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[12] J.C. Catford, *A Linguistic Theory of Translation*, 24.

b. *Total Versus Restricted Translation*

In a total translation SL grammar and lexis are replace by equivalent TL grammar and lexis. Restricted translation at the grammar and lexical levels means, respectively, the replacement of SL grammar by equivalent TL grammar with no replacement of lexis and that of lexis by equivalent TL lexis with no replacement of grammar.

c. *Rank of Translation*

The rank in can be in the of the word for word, phrase for phrase, sentence for sentence and so on.

3. The principles of translation

There are no universally accepted principles of translation because the only people who are qualified to formulate them, heve never agreed among themselves, but have so often for so long contradicted each other that they have bequeathed to us a volume of confused thought such as the following, we can nevertheless identify the distinctive between them.[13]

a.　The Literal (faithful translation)

1.　A translation must give the words of the original.

2.　A translation should read like an original.

3.　A translation should reflect the style of the original.

4.　A translation should read as a contemporary of the original.

5.　A translation may add to or omit from the original.

6.　A translation of verse should be in verse.

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[13] Ibid, 24.

b. The idiomatic (free translation)

1. A translation must give the ideas of the original.

2. A translation should read like a translator.

3. A translation should posses the style of the translator.

4. A translation should read as a contemporary of the translator.

5. A translation may never add to or omit from the original.

6. A translation of verse should be in prose.

There are some reasons for the advocacy of faithfulness and the free translation is among others:

a. The literal (faithful translation)

1. The translator never forgets that he is a translator.

2. The translator is not the original writer.

3. The translator is just the interpreter.

4. The writer's style could only be preserved in a literal translation.

b. The idiomatic (free translation)

1. Literal translation is too difficult.

2. Accuracy, clearness, and precision are difficult to achieve in literal translation.

3. The freedom to include lexical and grammatical adjustment to obtain the meaning/ concept of the SL text as closely as possible to the TL equivalent.

4. Free translation is fresh and can be read with ease and pleasure.

4. The procedures of translation

Translation procedures are the technical devices used to transfer the meaning of a text in one language into a text in another language. Translation in the very broad sense of the term can be listened in terms of different levels of complexity. The procedures can be in the form of:[14]

1. Translation

This means rendering the sounds of the SL into a TL form, e.g:

Indonesian	English
Betawi	*Batavia*
Orang hutan	*Orangutan*

2. Transliteration

This is the poses of rendering the letters of one alphabet into the letters of another with a different alphabet system.

3. Borrowing

Many types of borrowing are made from one language to another. A procedure often used when the TL has no equivalent for the SL units is to adopt them without change but sometimes with spelling or pronunciation adjustment, e.g:

Indonesian	English
Durian	*Durian*
Sandal	*Sandal*

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[14] Ibid, 35.

4. Literal

This is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation, e.g:

Indonesian	English
5 buku	*5 books*
Jhon sedang bernyanyi	*Jhon is singing*

5. Transposition

This is the most common procedure used in translation. It involves replacing a grammatical structure in the SL with one of a different type in the TL in order to achieve the same effect, e.g:

- *perlu diketahui bahwa menulis modul itu memakan waktu.* (passive)

- *You should know that module writing takes time.* (active)

6. Modulation

Modulation and transposition are the two main processes in translation. Modulation entails a change in lexical elements, a shift in the point of view. Transposition and modulation may take place at the same time,

e.g: | Indonesian | English |
|---|---|
| *Waktu itu sangat berharga* | *Time is Money* |

5. The translation process

Translation is transferring a text in the source language (SL) into an equivalent text in the target language (TL). Process is a set of activity which is done by translator deliberate when he or she transform from source language into target language. Roger Bell shows that the

transformation of a source language text into a target language text by means of processes which take place within memory: (1) The analysis of one language-specific text (the source language text, the SLT) into a universal (non-language-specific) semantic representation and (2) The synthesis of that semantic representation into a second language-specific text (the target language text, the TLT).[15]

Based on Roger Bell, the model of translation process can be showed as follows:

(The Translation Process)[16]
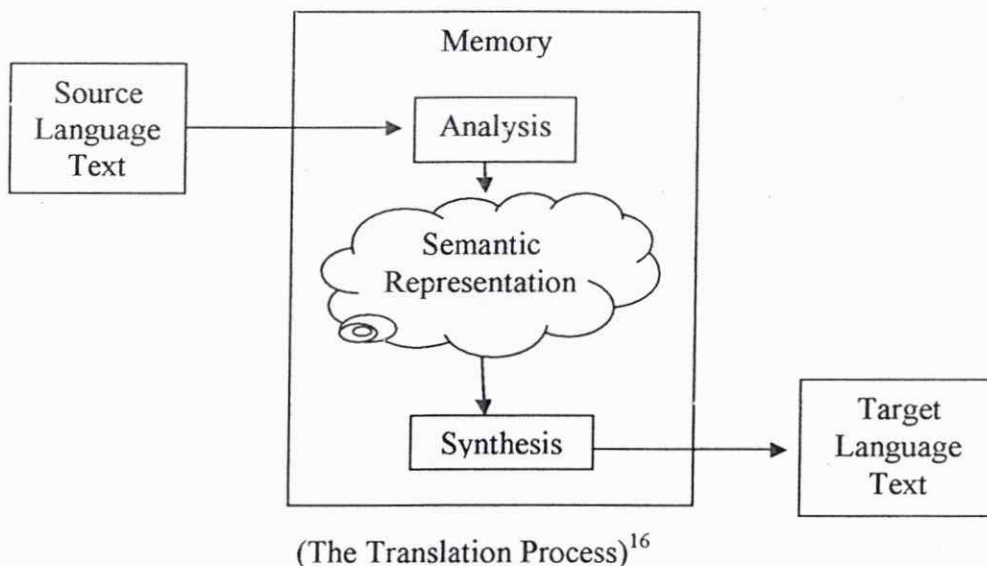
While, in Robinson's book, the Enacts, select, retain cycle right be reformulated as translate, edit, and sublimate.[17]

a. Translate: act, jump into the text feet first, translate intuitively.

b. Edit, think what you have done: test your intuitive responses again everything u know, but edit intuitive too, allowing intuitive first

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[15] Roger T. Bell, *Translation and Translating: Theory and Practice*, 20.
[16] Ibid., 21.
[17] Douglas Robinson, *Becoming a Translator: An Accelerated Course*, (London: Routledge, 1997), 103.

translation to challenge (event successfully) a well-reasonable principle that you believe n deeply, let yourself feel the tension between intuitive certainly and cognitive doubt, and do not automatically choose one over theater use the act-response adjustment cycle rather that right rules.

c. Sublimate, internalize what you have learnt through this give & take process for later use: make it second nature; make t part of your intuitive repertoire; but sublimate it flexibly, as a directionality that can be redirected in conflict circumstances; never, however, let, let subliminal pat term bind your flexibility; always be ready if needed to doubt, argue, contradict, counter, challenge, question, vacillate, and ever act hypocritically.[18]

The model traces a movement from bafflement before a specific problem through a tentative solution to the gradual expansion of such solution into a habitual pattern of response. The model assumes that the translator is at once:

a. A professional, for whom many highly advanced problem solving processes and techniques have become second nature, accruing rapidly enough to enhance especially the freelancer's income and subliminally enough that he or she is not necessarily able to articulate those process and techniques to others, or event perhaps, to herself or himself, and.

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[18] Douglas Robinson, *Becoming a Translator: An Accelerated Course*, 103.

b. A learner, who not only confronts and must solve the problems on a daily basis but actually thrives on such problem, since novelties ensure variety, growth, interest, and enjoyment.[19]

6. The translation method

Translation method is the way to translate from source language into target language. It also means the plan for doing translation. So, the activity of each level of translation or the process is in a definite method.[20] According to Peter Newmark, there are some methods of translation, they are:[21]

a. *Word-for-word Translation*

This is demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order s preserved and the word translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of source language or to construe a difficult text as a translation process.

b. *Literal Translation*

The SL grammatical constructions are converted to their nearest TL equivalent 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*

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[19] Ibid., 103.
[20] Ruchoyah Machali, *Pedoman bagi Penerjemah*, (Jakarta: Gramedia, 2000), 49.
[21] Peter Newmark, *A Textbook of Translation*, 45.

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' culture 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 differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. The distinction between 'faithful' and 'semantic' translation s 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. *Adaption*

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry: the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the test rewritten. The deplorable practice of having a play or poem literally translated and the rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

f. Free Translation

Free translation reproduces the matter without the manner, or the content without the manner, or the content without the form of the original a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

g. Idiomatic Translation

Idiomatic translation reproduces the 'messages' of the original but tends to 'distort' nuance of meaning by preferring colloquialisms and idioms where these do not exist in the original.

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.[22]

7. Grammatical adjustment of translation

A translation cannot escape from other linguistic components as the structure or the phrases, position of attributes or modifiers, morphological structure and categories, clause order, elliptical construction and restructuring f complex preposition or statement into Kernels and all other related or similar elements. This has to be observed if the message to be translated is intended to be acceptable, reasonable and readable.

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[22] Peter Newmark, *A Textbook of Translation*, 45-47.

Translation in transfer meaning from SL to TL. But sometimes there has to be adjustments made in the TL because the message from the SL into the TL to be made easy for the readers.[23]

a. *Attributes*

One grammatical point is "attributes". Attributes is the sdjective which in front or in the back of its noun. We can always find it in noun. It is important for the translator to make adjustment about this because some of them often tent to commit errors.

Table 2.1
(The Example of Attributes)

NOUN	ATTRIBUTE	NOUN	ATTRIBUTE
Something	Beautiful	Sesuatu	yang indah
Room	available	Kamar	yang tersedia

Art.	ATTRIBUTE(S)	NOUN	Art.	NOUN	ATTRIBUTE(S)
An	Old	camel	Seekor	unta	yang tua
A	smart	boy	Seorang	anak muda	yang pintar
A	tall	tower	Sebuah	menara air	yang tinggi

b. *Participles*

A participles is a verb which becomes an adjective modifies a noun. There are two kinds of participles:

a.   Present Participle

Present participle is the verb ending whit "-ing", such us: working, smoking, etc. It conveys an active meaning. Some of

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[23] Sabrony Rachmadie, *Materi Pokok Translation*, 2.12

translator should make adjustment about this when they got difficulty to interpret the test.

b. Past Participle

Past participle is an "-ed" form of regular verb. It id also necessary to make adjustment about this.

Example:

Art.	Prest. Part, Past. Part.	attrib N	Art.	NOUN	ATTRIBUTE(S)
A	*challenging*	*job*	*Suatu pekerjaan*	*yang menantang*	
A	*written*	*boy*	*Suatu latihan*	*tertulis*	
A	*managing*	*director*	*Seorang direktur*	*pelaksana*	

c. Gerund

A gerund is an –ING form of a verb and it used as a noun. This noun in a sentence may have function as a subject position, a direct object position, a subject complement, and an object of preposition. It is important to know that we do not have gerund in Bahasa Indonesia. Thus, in translation form English into Indonesia, we use a verb phrase (VP) or a noun phrase (NP) instead of gerund. *Example:*

Gerund as Subject	VP/compl.	Noun Phrase as Subject	VP/NP
Swimming	*make healthy*	*Berenang itu*	*membuat sehat*
Smoking	*is a bad habit*	*Merokok itu (suatu)*	*kebiasaan buruk*

NP as Subject	V	Gerund as Direct O.	NP as Subject	VP as Direct O.
The man	*love*	*drinking*	*Orang-orang itu*	*suka minuman*
The girls	*like*	*joking*	*Gadis-gadis itu*	*suka gurauan*

NP as S   Be   Gerund Phrase as S. Comp.   NP as S   NP as S
Compl.

His job   *is*   *painting house*   *Pekerjaannya   mengecat
                                                      rumah*
His hobby   is   watching TV   *Kegemarannya   menonton
                                                      TV*

d. *Tense markers*

English has time adverbs and tenses. While, Indonesian just has only the time adverbs but not the tenses. This causes a lot of troubles when you translate Indonesian sentences into English.

Example:

1) He <u>writes</u> his girlfriend a letter <u>every week</u> (habitual).
   →Dia menulis surat untuk pacarnya setiap minggu.
2) He <u>did not go</u> to school <u>yesterday.</u>
   →Dia telah tidak masuk sekolah kemarin.
3) Have you <u>had</u> lunch already?
   →Apakah kamu telah makan siank?

While, The examples of grammatical sentences which are normally made by high school students can be seen below:

1. They go to the cinema last night.
2. <u>They went to the post office last night.</u>
3. They did not went to school yesterday.
4. He does not went to the party last night.

The production of those ungrammatical sentences could be the result of misconception of tenses and time adverb or possibly also due to the native language interference. The best answer is number 2 because it has equivalent between time and tense marker.

e. Auxiliaries and Modals

The auxiliary combines with present or past participles with infinitive to form the tenses of ordinary verb.[24] Look at the following sentences and the auxiliary are underlined:

1) *This textbook <u>has been</u> recommended by the lecturer. (auxiliaries)*
   →*Buku teks ini telah direkomendasikan oleh dosen.*
2) *Our friends <u>ought to</u> be here in a few minutes. (modal)*
   →*Teman-teman kita seharusnya ada disini dalam beberapa menit.*

3) *Accidents <u>can</u> happen to anyone careless, anywhere and anytime. (modal)*
   →*Kecelakaan dapat terjadi pada seseorang yang tidak hati-hati, dimanapun dan kapanpun.*

The auxiliaries has to agree to the subject, that it helps the main verb to make a passive construction, that it depends heavily of tense, and that it helps form a clause question or it helps form compound tenses.

Most of the meaning of modal verb can be divided into two groups. One is to do with degrees of certainty: modal verb can be used to say for instance that a situation is certain, probable, possible or impossible. Second is to do with obligation, freedom to act and similar ideas: modal verb can be used to say that somebody is obliged to do something that he/she is able to do something.[25]

1. Our friends <u>should</u> be here in five minutes. (diharapkan)
2. Our friends <u>must</u> be here in five minutes. (harus)
3. Our friends <u>ought to</u> be here in five minutes. (seharusnya)
4. Our friends <u>needn't</u> be here in five minutes. (tidak perlu)

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[24] A. J Thomson and A. V Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), 196.
[25] Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980, 1995), 344.

When you use the auxiliaries and modal and question text, the problem will come out as tag patterns of English and Indonesian are not similar. Study the following example:

He is clever, isn't he?	*Dia pandai, bukan?*
He smokes, doesn't he?	*Dia merokok, bukan?*
He will get marriage, won't he?	*Dia akan menikah, bukan?*

f. *Conditionals*

English conditional sentences express three different kinds of semantic relationship; factual conditional relationship, future (predicative) canditional relationship, and imaginative relationship. They are called type I. II. And III.[26] There are principally three types of conditional sentence in English. There are different in term of form as well as meaning. Study this following example:

Table 2.2
The Types of Conditional Sentences

Type	Situation	Form	Meaning
I	John is sufficiently intelligent. But, he does not work hard. The exam will start next month.	*If John studies harder, he will pass his exam.* →*Jika John belajar lebih giat, dia akan lulus dalam ujian.*	There is a possibilirty that John passes his exam.
II	I live in Jakarta. I don't live at the village. Life is difficult in Jakarta.	*If I lived at the village, life would become easier.* →*Kehidupan akan lebih mudah seandainya saya hidup di desa.*	It is unlikely to happen or imaginary, why? Because I don't live at the village.
III	John didn't study hard, he got bad marks in his final exam.	*If John had studied hard, he would have got good marks.* →*Seandainya saja*	But he did not study hard. So, he got bad marks.

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[26] Marriane Celce-Murcia and Diane, *The Grammar Book*, 341.

		John telah belajar dengan giat, tentunya dia akan memperoleh nilai yang bagus.	

The example bellow have three different verb pattern in English but nearly identical verb pattern in Indonesian.

English	Indonesian
I. If...V1...will V1	Jika...V...akan...
II. If...V2...would V1	Jika saja...V...akan...
III. If...had V3...would have V3	Seandainya...V...akan...

g. *Verb of Wishing*

Look at the example bellow:

Man clause   Dependent clause

1) I wish   (that)   *I were a millionaire*
2) Bob wished   (that)   *you had not such a mistake*
3) Mary wishes   (that)   *she was a beautiful princess*

The Indonesian equivalent for those sentences above would probably be like this:

1) *Kalau saja (andai kata) saya seorang milioner.*
   (saya bukan milioner)
2) *Bob ingin saudara tidak membuat kesalahan semacam itu.*
   (Tetapi saudara terlanjur membuat kesalahan seperti itu)
3) *Mary menginginkan dirinya sebagai puteri raja yang cantk.*
   (Dia bukan puteri raja, tidak pula cantik)

Table 2.3
The Example of Verb of Wishing

Main Clause		Dependent Clause
Any Tense		Verb Base
1. The test supervisor requested	(that)	We not bring anything suspicious into the hall.
2. The patrolman has insisted		My license be shown.

The Indonesian equivalent for the sentences above would be somewhat like the following:

1. *Pengawas ujian itu meminta (agar) kita tidak membawa sesuatu yang mencurigakan ke dalam aula.*
2. *Petugas patrol itu trelah meminta (agar) ditunjukkan SIM saya.*

The two sentences you have just learned belong to mandatory subjunctive. It is construction where luck of agreement between the subjunctive and the verb of dependent clause is mandatory regardless of a tense in the main clause. The subject of the main clause suggestively prescribes or dictated what action to take in the dependent clause and it always uses verb such as: ask, demand, require, request etc.

h. *Order within Clauses*

Every language has its own system of grammatical pattern. Some English sentence patterns have the same order as their Indonesian counterparts. Some others, however, have not. When they have the same orders, translation will be easy. When they have different orders, however, translation will be very difficult since L_1 interference might take place.[27]

Table 2.4
The System of Grammatical Patterns

	English	Indonesian
Positive	SUBJECT + V/VP + OBJECT The cat cought the mouse	SUBJECT + V/VP + OBJECT Kucing itu menangkap tikus
Negative	SUBJECT + AUX/V + NOT + V	SUBJECT + NOT + AUV/V + V

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[27] Sabrony Rachmadie, *Materi Pokok Translation,* 2.20.

	The cat did not catch the mouse	Kucing itu tidak menangkap tikus
Interrogative	AUX/ V + SUBJECT + VERB	APAKAH + S + AUX + VERB
	Did the cat catch the mouse?	Apakah kucing itu manangkap tikus?

i. *Ellipsis*

Ellipsis is a structural relation, where one linguistic item is omitted. An obvious structural gap occurs, which can only be filled by reference to the previous sentences. Ellipsis may be nominal, verbal, or clause. Ellipsis occurs in all language, but the particular structures which permit such 'omitted' words are no means identical from language to language. Where there is parallelism in determining the exact words to be added in translation, the difficulties of adjustment are smaller. When, there is not, the difficulties of adjustment are greater.[28]

Look at the following examples of English ellipsis:

Table 2.5
The Examples of Ellipsis Sentences

No	English Ellipsis	Indonesian
1	Jane <u>bought</u> some roses and Cindy some orchids	Jane membeli sedikit mawar dan Cindy membeli sedikit anggrek
2	Bob seemed <u>angry</u>, but Peter certainly was.	Bob tampaknya marah tetapi Peter benar-benar marah
3	The girls were not <u>satisfied</u>, and neither were the boys.	Anak-anak perempuan tidak puas begitu jaga dengan anak-anak laki-laki

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[28] Sabrony Rachmadie, *Materi Pokok Translation*, 2.22.

j. Transformation into Kernel Sentences

A simple sentence usually consists of a subject, a predicate (verb) and an object. Sometime a sentence does not have an object. There are transitive and intransitive kinds of verb. The simple sentences can be easy translated from or into Indonesian, e.g:

English	Indonesian
He bought a book	*Dia membeli sebuah buku*
The man is sleeping	*Orang itu (sedang) tidur*
The man wearing a jacket is sleeping	*Orang yang memakai jaket tu sedang tidur*

A sentence is complex when it consists of a main clause and a subordinate clause.

1) <u>I study English at the open University,</u> <u>because I cannot leave my job in</u>
  A_1 B_1
  <u>the morning.</u>

2) <u>When the telephone rang,</u> <u>daddy was still taking a nap.</u>
  B_2 A_2

A_1 and A_2 are called the main clause or independent clause because they can stand by themselves. B_1 and B_2 are called subordinate clause or dependent clauses because they cannot stand by themselves.

In translating a long simple sentence or a long complex sentence, you must try to find out the subject, the verb and the object (if any) which contain the most important idea. That is called the kernel

sentence.[29] The complex sentence can be divided into several short sentences, example:

"When I entered the old house, I saw something frightening"

1. I entered the house.
2. The house is old.
3. I saw something.
4. Something was frightening.
5. Something was in the old house.

✓ In translating from English into Indonesian if the subject or the object has an adjust, we usually use the word "yang", e.g:

The dog lying on the floor is sick.
Anjing yang berbaring di lantai sakit.

✓ If the predicate (verb has an adjunct of manner, usually use the word "dengan" in translating English into Indonesian, e.g:

They work carefully.   *Mereka bekerja dengan hati-hati.*

✓ If the adjust is put between commas, the word "yang" or "dengan" are not used in translating from English into Indonesian, e.g:

General Suharto, President of the Republic of Indonesia, went abroad last year.
Jenderal Suharto, Presiden RI, pergi ke luar negeri tahun lalu.

B. Evaluation of Translation

Qualified or not a translation can be determined through three viewpoints, namely accuracy, clarity and fairness. Accuracy means that the extent of the message in the source language text (SL) delivered correctly in the recipient language text (TL). Clarity means the extent to which the

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[29] Sabrony Rachmadie, *Materi Pokok Translation,* 2.24.

message is communicated in the target language can be understood easily by the readers of the target language. The meaning that can be captured by the readers in SL is same with the readers in TL. Fairness means the extent to which the message is communicated in the usual form, so the readers in TL feels that the script that they read is the original text from his own language.[30] Based on these objectives, there are several assessments techniques that can be used, the test accuracy, readability test, the reasonableness test, comprehensibility test, reverse translation, and test consistency.

1. The assessments purpose

According to Larson, there are at least three reasons for assessing translation.[31] First, the translator wanted to believe that the translation is accurate. The translation communicates the same meaning as the meaning in source language. The meaning that can be captured by the readers in SL is same with the readers in TL. There is no deviation or distortion of meaning. Translators need to believe that in the their translation there are no addition, removal, or change information. In an attempt to capture and divert the meaning SL to TL, the translator is not impossible unconsciously add, reduce, or eliminate important information. Sometimes there are mistakes when analyzing the meaning of SL or in those processes. Therefore, an assessment of the accuracy is needed.

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[30] Machali Rochayah, *Pedoman Bagi Penerjemah.* (Jakarta: Gramedia. 2000), 112.
[31] Mildred A. Larson, *Meaning-based Translation.* (Lanham: University Press of America, 1984), 485.

Second, the translator wants to know that the translation is clear. Its' mean that the reader can understand the translation well. The sentence are simple and easy to understand. The translators need to get information on the part of the text which is difficult to understand. Once there the difficult manuscript to read / understand, re-checking should be done.

Third, the translator wants to test whether the translation is reasonable. The translation is easy to read and use the grammar and style of a reasonable or commonly used by the speakers of TL, natural or not stiff. The translators need to know that the translation was reasonable so the readers as read as if the text written in his own language, not the translation. Translators may communicate messages accurately. He understands source language well, diverting messages accurately, can be understood by the reader, but when transforming messages into target language, he uses language that is not fair, so giving the impression that the script is a translation. The ttranslator attached to the structure of source language. If the reader in target language impressed that the language used in the translation is not reasonable, then the revision should be carried out.

2. The evaluation technique of translation

Based on purpose of assessing the translation above, there are several techniques that can be used to assessing translation, namely the

accuracy test, the reasonableness test, readability test, reverse translation, comprehensibility test, and test consistency.[32]

a. Accuracy Test

Accuracy is important point in translation. In a text include of the purpose of the writer. That is why the translation disallowed deviates from the purpose of the writer.

The accuracy test means checking whether the meaning is transferred from source language (SL) similar to those in target language (TL). The goal of a translator is to accurately communicate meaning. Translators should not ignore, add to, or subtract meaning contained in SL, simply because it is affected by the shape of formal TL. But, to declare the meaning accurately, the translator not only allowed but it must be done. The translator has to do deviations or changes in shape or structure of the grammar. Maintaining the meaning defined by Nida and Taber as follows: "... The meaning should be preferred because they order one of the most important content. ...This means that some of the more radical deviation from the formal structures are not only allowed, but in fact may be very necessary ".[33]

b. Reasonableness Test

Beekman and Callow asserts, "the idiomatic translation, the translator tried to convey meaning of SL to the readers of TL using

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[32] Rudolf Nababan, *Teori Menerjemahkan Bahasa Inggris,* 86.

[33] Eugene A. Nida, and Charles R. Taber, *The Theory and Practice of Translation.* (Leiden: E.J. Brill. 1982), 13.

form of grammar and reasonable vocabulary."[34] Translators are only bound to the meaning or message. The translator should not be bound to the form. Idiomatic translation is also widely recognized that the dynamic equivalent translation. Dynamic equivalent translation aims to produce an acceptable and reasonable translation by the readers of TL from the linguistic and nonlinguistic.[35] For example, the message expressed by the noun in SL should not be expressed by a noun too in TL. Note the following translation of Machali:[36]

> SL: "... *the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)"*

> TL: *"... mengganti bahan teks dalam bahasa sumber dengan bahan teks yang sepadan dalam bahasa penerima"*

In this translation the translator clearly visible escape source language structure. He then formulated within the meaning of the target language. Word *replacement* (noun) in SL translated by *manggati* (verb). In translation, the form of SL not enforced. Here the translator trying to communicate meaning, without being tied to the form of source language in order to get reasonable translation.

c. Readability Test

Readability is the degree of ease to understand the point of the text. The text that is high readability is easier to understand than the low. Conversely, the lower readability the more difficult to read or

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[34] John Beekman dan John Callow, *Translating the Word of God*, (Grand Rapids, Michigans: Zondervan, 1974), 24.

[35] Eugene A. Nida, *Principles of Correspondence* dalam *The Translation Studies Reader* oleh Venuti, Lawrence (ed.). (London: Routledge, 2000), 137-139.

[36] Machali Rochayah, *Pedoman Bagi Penerjemah*, 5.

understand. Readability depends on *ketedasan* and *kejelahan*. *Ketedasan* related to legibility, which is determined by the choice of words, construct of sentences, paragraph composition, and other grammatical. *Kejelahan* related to typography legibility, which is determined by the font, line density, margin, and the other aspect of appearance.[37]

d. Comprehensibility Test

Comprehensibility means that the resulting translations can be correctly understood by speakers in target language or not. Comprehensibility test is closely related to issues that might referential errors made by interpreters. Referential error is an error concerning the facts, the real world, and the proposition, not about the words.[38]

e. Reverse Translation

Another way to assessing of success or failure of a translation is through reverse translation. The main objective reverse translation is to find out whether the meaning communicates is proportionate with the meaning in source language or not, not on the reasonableness of the translation.

Reverse translation is different from translation. In translation, the translator using reasonable shape and clear, while reverse translation, literal form (literally) used to show the structure of the the

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[37] Adja Sakri, *Bangun Kalimat Bahasa Indonesia*, (Bandung: ITB Press, 1994), 165-166.
[38] Peter Newmark, *A Textbook of Translation*, 198.

source text. Reserve translation is not care about the reasonableness, but the equivalence of meaning.

f. Consistency Test

Test of consistency is needed in matters of a technical nature. Duff asserts that there is no standard rule on how to best way to express the phrase of SL. However, it can be noted that there are some weaknesses that must be avoided. One of disadvantages is the inconsistency.[39]

Source language usually has key terms that are used repeatedly. If term of text in source language is completion or the translation process takes a long time, then there may be inconsistencies in the use of a synonym word.[40]

C. Reading Text

English is a subject material that is studied in junior high school. There are four skills included in English subject, such as listening, speaking, writing and reading. Each skill has the rule to learn itself, including in reading.

Reading is one of the skills in English that is studied in junior high school. In reading skill there are some texts that the students have to read. Those texts called reading text. In this study, reading text is all of kind of text that is studied in English by the students in junior high school. Its means that

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[39] Alan Duff, *The Third Language: Recurrent Problems of Translation into English*. (England: Pergamon Press, 1981), 27.
[40] Mildred A. Larson, *Meaning-based Translation*. 501.

reading text is all of text that is in the English handbook for junior high school.

There are some kinds of reading text, such as descriptive text, procedure text, narrative text, and recount text. Those are will be discussed bellow.

1. **Descriptive text**

   Descriptive text is the first kind of reading text in English handbook for junior high school. It is taught in a first year. Descriptive text is for grade VII students.

   Descriptive text is a text that describes a thing. Descriptive text describes the characteristics of specific thing, for example a specific person, animal, or object. Descriptive text has two main parts. They are introduction and content. Introduction gives general information about the thing will describe, for example name, location and other general information. While, the content gives specific information. It describes the thing in detail.[41]

2. **Procedure text**

   Procedure text is the next text in English handbook for junior high school. Procedure text tells how to do something. Procedure text usually included tree main points. Those are the goal of the activity, any materials needed in achieving the goal, and steps needed to accomplish the goal.[42]

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[41] Joko Priyana dkk, *SCAFFOLDING English for Junior High School Students Grade VII*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), 104.
[42] Joko Priyana dkk, *SCAFFOLDING English for Junior High School Students Grade VII*, 136.

3. **Recount text**

Recount text is also one of text in English handbook for junior high school. Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text is for grade VIII students. It means that is taught in the second year in junior high school.

There are tree generic structures of recount text, its orientation, sequence of events, and reorientation. Orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened. Sequence of event is a record of events usually recounted in a chronological order. While, reorientation is personal comments and/or evaluative remarks on the incidents. It consists of optional-closure of events / ending.[43]

4. **Narrative text**

The last is narrative text. Narrative text is tells about the story. It taught in grade VIII students. Narrative text focuses on a pattern of events with a problematic and / or unexpected outcome. The purpose of the text is to entertain and educate the reader.

There are tree generic structures in narrative text. Those are orientation, complication, and resolution. Orientation sets the scene and introduces the participants and characters. Complication is a series of

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[43] Joko Priyana dkk, *SCAFFOLDING English for Junior High School Students Grade VIII*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), 69.

complications or crisis points which arise in the story. The last is resolution. Resolution is the crisis is resolved, for better or for worst.[44]

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[44] Joko Priyana dkk, *SCAFFOLDING English for Junior High School Students Grade VIII*, 133.