

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the definition of reading, the purpose of reading, the ways of reading, reading comprehension, levels of comprehension, translation, types of translation, the process of translation, and the principles of translation.

A. Reading

1. Definition of Reading

Reading is one of the most important skills in learning language. Through reading we can extract a lot of informations from unlimited written sources to gain knowledge which is useful in academic and daily lives. There are many definitions of reading proposed by some linguists based on their own view. According to Urquhart & Weir in Liu, reading is the process of receiving and interpreting information encoded in language form via the medium of print.⁸ Another definition is proposed by Nuttal that reading is the meaningful interpretation of printed or written symbols.⁹ It can be said that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skills, and the knowledge of the world.

From previous definitions above, it can be inferred that reading is a cognitive process or activity which involves the reader and the reading

⁸ Feng Liu, A Short Analysis of The Nature of Reading, *ELT Journal*, 3 (3), 2010, 152

⁹ Cristine Nuttal, *Teaching English in Foreign Language*, (London: Heineman, 2007), 14

material. In this process, the reader tries to recreate the meanings of the written symbols in the text intended by the author.

2. Reading Comprehension

Practicing reading is one of a good ways to improve ability in understanding text. Readers have some purposes in reading a text or a book. They may read to find the main idea and detail information. They may read to answer several questions. They also may read to make summary or evaluation. To accomplish them, readers need to have skill in comprehending text. The result of successful comprehension allows the reader to acquire new informations from the text which is useful to enlarge the knowledge.

Dealing with it, Rand Reading Study Group defines reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ It means that comprehension involves three important elements: (1) the reader who is doing the comprehending, (2) the text that is to be comprehended, (3) the activity in which comprehension is a part.

Murcia conveys that reading comprehension is reading which the goal is to understand main ideas and relevant supporting information.¹¹ In line with her, Grellet gives definition that reading comprehension is understanding a written text and extracting the required information from

¹⁰ Catherine Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, (Santa Monica: RAND Education, 2002), p. 11

¹¹ Celece-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language (3th ed)*. (Boston: Heinle & Heinle, 2001) p. 187

it as efficiency as possible.¹² Thus, reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skill, but also on the reader's experience and background knowledge. In other words, it can be said that in order to understand the text, the reader must have background knowledge, so their attempt to understand the text become easier. Also, the most important thing in comprehension skill is finding the main idea. It is important since main idea is the essence of the paragraph, or what the author is trying to get across to the reader.

Therefore, in present study, reading comprehension refers to the thinking process of understanding the ideas and extracting the required information of the text which involves the reader's experience and background knowledge through interaction and involvement with written language.

3. The Purpose of Reading

Everyone does any activity with kind of purpose in mind. Dealing with reading, Burns et, al. suggests that all reading done by reader should be purposeful, because (1) reader who are reading with purpose tend to comprehend better than those who have no purpose, and (2) reader who read with a purpose tend to retain what they read better than those who have no purpose.¹³ There are some purposes of reading, according to

¹² Francois, Grellet. *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1981), 3

¹³ Paul, Burns, Betty Roe, and Elinor Ross. *Teaching Reading In Today's Elementary Schools (3rd Ed)*, (Boston: Houghton Mifflin, 1984), 202

Wallace classified it based on personal reason for reading, those are reading for survival, pleasure, and learning.¹⁴

a. Reading for survival

Reading for survival is the most common purpose why people read to written symbols. It is reading to materials common to a person's everyday live. It involves an immediate response to a situation. For example read a street signs, recipes, labels, admonition signs, etc.

b. Reading for pleasure

It refers to reading activity whereby the purpose is primarily that of enjoyment. It occurs when the reader reads something because he truly wants to read it pure for joy and to amuse himself.

c. Reading for learning

Reading for learning is usually goal oriented. It is typically occurs in academic context. In this case, the reader begins to read a text because he needs to learn the information from the text and to expand general knowledge. In this research, the writer only focuses on reading for learning.

As explained above, reading for learning is typically occurs in academic context which the goals are to learn information from the text and to expand knowledge. To achieve this goal, good reading comprehension is required in order to build better understanding of the text. If the reader gets better understanding of the text being read he will

¹⁴ Chaterine Wallace, *Reading*, (Oxford: Oxford University Press, 1992), 6

be easier in extracting the needed information from the text which is useful to expand their knowledge.

4. The Ways of Reading

Everyone has his own ways in reading, it depends on his different purpose of reading. According to Aebersold, purpose determines how people read a text.¹⁵ Further, there are some ways of reading; those are skimming, scanning, intensive and extensive reading.¹⁶

a. Skimming

It is looking for the “gist” or the most central part of what the author is saying without a lot of detail. In other words, he wants only a preview or an overview of the material. Skimming is also used after a reader has already carefully read and he need to review the major idea concepts.

b. Scanning

It means glancing rapidly through a text either to search for a specific piece of information (e.g a name, a date, a phone number). When a reader needs to locate specific information, he might not read carefully or even skim. Instead, he might be able to scan to find the information he needs. The purpose of scanning is that the reader no needs to read the whole text to extract certain specific information.

¹⁵ Jo A. Aebersold and Mary L. Field, *From reader to reading teacher*, (Cambridge: Cambridge University Press, 1997), 15

¹⁶ Francois Grellet. *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1981), 4

c. Intensive reading

Intensive reading is reading a short to medium text and read it line by line to extract specific information of the text. It requires high concentration, the reader must read the text carefully and thoroughly in order to get maximum comprehension.

d. Extensive reading

Extensive reading is reading which involves a large amount of text with the aim for pleasure and no specific objective. This is a fluency activity, mainly involving global understanding.

5. Levels of Comprehension

There are some levels of comprehension in reading. In this case, levels mean different depth of understanding, different analysis of what is meant. Westwood states that the levels are literal, inferential, critical, and creative.¹⁷

a. Literal Level

It is the simplest level of comprehension. At this level what the reader needs to do is to reproduce the facts as they are related by the author. The skills needed for this level are noting factual data, sequence, and chronology. In other words, it can be said that in this level the reader is required to understand explicit information of the text.

¹⁷ Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment*, (Victoria: ACER Press, 2001), 21

b. The Inferential Level

This level requires the reader to go beyond or to guess implied information given by the author. This level required the reader to see the significance of the data, to note various relationships such as cause and effect and relation of the part to the whole, to draw conclusions and inferences. In plain language, this level requires the reader to grasp the ideas that is not directly stated on the text.

c. The Critical Level

At this level what the reader needs to do is to evaluate written material and judge the information. Skills at this level are aimed toward evaluating the author's use of language for guiding the reader's interpretation; noting evidence of the author's bias, his qualification, his point of view, intent, and truthfulness.

d. The Creative Level

At this level, the reader has to be able to formulate or rethink the ideas by his own so that the reader needs to involve with the information. Obviously, the reader is best able to think creatively about the information he has read when he knows what the author has written.

Thus, from explanation above it can be said that the reader must improve and exercise their level of comprehension in order to grasp the meaning of the passage well so he can understanding the intention of the author and going beyond what is written to guess at hidden, unstated or implied means. In addition, reading comprehension is not an easy task it

requires complex thinking process. Without comprehending the content of the text, reading activity seems will be useless since the reader cannot absorb the needed information from the text whether explicitly or implicitly.

B. Translation

1. Definition of Translation

There are some experts who give opinions the definitions of translation. Newmark states that translation is a skill in the attempt to replace a written message or in one language by the same message or statement in another language.¹⁸ Furthermore, Brislin in Babae, asserts that translation is a general term referring to the transfer of thoughts and ideas from one language (source) to another (target) whether the language are in written and oral.¹⁹ From both definitions above, it can be seen that both of them have similar focus on a replacement process of a message or material from the source language into the same message or material in the target language.

Meanwhile, Catford defines translation is the replacement of text in the source language/ SL by equivalent in the target language/ TL²⁰. Moreover, Suryawinata states that translation is a process of finding a TL

¹⁸ Peter Newmark, *Approaches to Translation*[M]. (Shanghai: Shanghai Foreign Language Education Press, 2001), 7

¹⁹ Siamak Babae et.al., Creativity, Culture and Translation, *ELT Journal*, Vol 7 (6) (2014), 15

²⁰ J. C. Catford, *A linguistic Theory of Translation*, (Oxford: Oxford University Press, 1965), 20

equivalent for an SL utterance.²¹ From the statements above, it can be seen that the all definitions focus on process. Basically, they have the same perception about translation. They see it as a process of transferring message or material from source language into target language, still maintain equivalent message or meaning in target language.

In addition, Bell in Priyono defines translation as the expression in target language of what has been expressed in source language, preserving semantic and stylistic equivalences.²² It seems that translation as the process of analyzing a source language to find target language, considering the element of linguistic studies and target language culture and emphasize that the important thing in translation is equivalent meaning.

From the definitions above, it can be concluded that translation is a process of transferring or reproducing from written source language to written target language meaning which have the closest equivalence. In this research, the researcher only restricts translation only in transferring written English messages into Indonesian.

Also, essentially they have similarity in aspects of translation as follows: (1) focus on the process of analyzing and transferring a source language (a written or oral form, thoughts, ideas, informations, and messages) into the target language meaning. (2) Reproducing equivalence

²¹ Zuchridin Suryawinata and Sugeng Hariyanto, *Translation: Bahasan Teori dan Penuntun Praktis Menerjemahkan* (Yogyakarta: Penerbit Kanisius, 2003) p. 13

²² Priyono, Lexical Constraints In Translation And Learning English As A Foreign Language In Indonesia, *TEFLIN Journal*, Vol. 16 (2), 2005, 223

in message, material, and meaning from the source language into the target language.

2. The Types of Translation

When someone wants to be a good translator, one of ways is understand about the types of translation. There are three types of translation; intralingual, interlingual, and intersemiotic translation.²³

a. Intralingual translation

An interpretation of verbal signs by means of other signs into the same language. For example: an interpretation or rewriting poetry into prose in the same language.

b. Interlingual translation

An interpretation of verbal signs by means of some other language. The translator focuses on transferring message or meaning from source language into target language. This type is the real translation process

c. Intersemiotic translation

An interpretation of verbal signs by means of sign of nonverbal sign systems. For example: a hand signal wave to a person means "come here".

Other types of translation, according to Catford, are word for word translation, literal translation, and free translation²⁴:

²³ Karen Korning Zethsen, Intralingual Translation: An Attempt at Description, *Translators' Journal*, 54 (4), 2009. 797

²⁴ J. C. Catford, *A Linguistic Theory of Translation*, (Oxford: Oxford University Press, 1965), 25

a. Word for word translation

This is also called interlinear translation, with the target language immediately below the source language words. The main use of this type is either to understand the mechanics of the source language or to construe a difficult text as a pre translation process. The source language word-order is preserved and the words translated singly by their most common meanings, out of context. But overall, this type is not recommended to be applied in translation since the result is often has no sense and awkward especially in translating idiomatic expression.

b. Literal translation

Dealing with literal translation, Catford suggests that:

literal translation lies between these extremes (free translation and word for word translation), it may starts as it were, from word for word translation but make changes in conformity with the TL grammar (e.g. inserting words, changing structures at any ranks, etc); his make it a group-group or clause-clause translation.²⁵

From definition above it can be inferred that in this type, the translator tries to preserve the source language grammatical structures by translating the lexical words singly. Then, if there is still awkwardness about the result he deserves to do some adjustment or modification based on the target language grammatical structures.

²⁵ Ibid.,

c. Free translation

In this type, the translator emphasizes on the equivalence of meaning and often ignoring the SL grammatical structure. He has a freedom to express the message from SL into TL long as the main idea of the message does not deviate from the original. This type is usually found in idiomatic expression and literary translation.

3. The Process of Translation

A translator must comprehend about process of transferring the message from the source language into the target language. There are three steps in process of translation; analysis, transfer, and restructuring²⁶.

a. Analysis

For the first, the translator analyzes structurally clearest forms in source language. The translator should have knowledge and master the linguistics structure of the source and the target language. The translator analyzes combination, meaning of words and grammatically. In the text analysis, translator also should know the meaning of difficult vocabulary, strange words and to pay attention on the title, paragraph used, clause, idioms, collocations, etc.

b. Transfer

After finishing the process of analysis, the next process is transferring material which is source language into the mind of translator and presenting within a target language. In other word, the

²⁶ Milisi Sembiring, Translating Daliken si Telu texts in Karonese society into English, *International Journal for Language Studies*, 9 (3), 2015, 134

translator should replace the ideas from the source language into the target language without change the meaning of source language. In replacing the message, the translator has to be careful because it is difficult to build and arrange the sentences from the source language into the target language.

c. Restructuring

For the last stage, the purpose of the restructuring is to get the final acceptable message fully in the target language. There are ways to find out equivalence meaning or message about the result of translation. The translator should try to decide the essence message of the source language and then re-composition, which means, the translator can translate text freely with own words or sentence in order to provide the most appropriate communication in the target language.

4. The Principles of Translation

Some principles of translation can be used as references to produce accurate and complete translation. Tytler in Bassnet and McGuire set up three basic principles:²⁷

1. The translation should give a complete transcript of the idea of the original work.
2. The style and manner of writing should be of the same character with that of the original.

²⁷ Susan, Bassnet. *Translation Studies 3th edition*, (New York: Routledge, 2002), 69

3. The translation should have all the ease of the original composition.

The first principle means that the meaning of the original text should be reflected completely in the result of translation. The translator must understand the content and intention of the author.

The second principle means that the translator should not change the style of the original work. The ordering of words and ideas in translation should match the original as closely as possible.

The last principle means that the translator should catch the meaning of the source language text and tries to translate it naturally. The translator should make the result of the translation as natural as possible.