CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher offers this study's literature review. It deals with the theoretical factors that underlie this research. Those are about vocabulary mastery, translation and text categories.

A. Vocabulary Mastery

The mastery of vocabulary is the skill or full comprehension of a list or set of words that make up the language that certain persons, groups, and careers may use (Collins, 1979). For mastering English as a foreign language at primary, intermediate and advanced levels, vocabulary mastery is one aspect. Vocabulary is one of the fundamental elements that must be learned in mastering the four language skills. We can understand that knowledge of words is needed for the four language skills, because without vocabulary they will not get anything. The more vocabulary students learn, the better their language is. If they have small vocabulary, students may have trouble learning reading and other abilities.

Related Norbert there are following list of various types of knowledge to know for mastering a word:

1. The meaning of the word

2. The written form of the word

3. The spoken form of the word

4. The grammatical behavior of the word

5. The collocations of the word

6. The register of the word

7. The associations of the word

8. The frequency of the word. (Schmitt, 2000)

B. Vocabulary

a. Definition of Vocabulary

There are several experts who offer vocabulary definitions. According to Hatch and Brown, the vocabulary as a collection of terms that could be used by individual language speakers for a specific language or a list or set of words (Hatch, 1995) . Vocabulary is the set of phrases that a person understands (Linse, 2005). Vocabulary plays a great role for learners in the learning of a language as one of the areas of language knowledge (Cameron, 2001). Linse (2005) note that the development of vocabulary for learners is a significant aspect of the development of their language.

In learning English, vocabulary is very important because vocabulary may affect all aspects that support learning English, especially for students in high school. English is a new thing for them, English lessons are still limited to introduction and knowledge at the junior high school level, and they begin to learn English by understanding and mastering at the high school level. Words such as those used in listening and speaking can come in oral form, or they can come in print form, such as those words that in reading and writing, we remember and use (Alizadeh, 2016). In addition, word comprehension also comes in two forms: receptive and productive. Receptive vocabulary contains words that when we hear or see them, we

understand. Words that we use when we speak or write include productive vocabulary. Usually, receptive vocabulary is greater than efficient vocabulary, which can contain several words that we give some importance to, even though we do not know their complete meanings and definitions. Connotations, or always use them when we talk and write ourselves (Kamil, 2001).

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign (E-Murcia, 2001). So, vocabulary is the knowledge of understands of words. Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances (Coxhead, 2006).

Vocabulary is basic of language which is important in learning language because vocabulary can help to understand all words which is use in communication.

b. Types of Vocabulary

Two forms of vocabulary exist; they are vocabulary that is active and passive (Read, 2000). Therefore, active and passive vocabularies are two big

classes of people's vocabulary. Active (productive vocabulary is used in speech or writing and is made up of words that immediately appear in the mind of the person when he or she needs to create a spoken or written sentence. Passive vocabulary (receptive) is on the other hand, understood but not used by a human. When it is heard or read, people comprehend it. Both forms of vocabulary obviously fit together. In communication, the active vocabulary may seem more significant, but the purpose of teaching foreign languages is to broaden the passive and active vocabulary of both students and learn all four basic language skills; speaking, writing, reading and listening.

C. Translation

a. Definition of Translation

For everyone including students, translation is really necessary because we need to translate certain texts in order to understand the content of the document. Therefore some books are written in English without strong English competence, including translation skills students will have difficulty reading English texts to enrich their knowledge. There are many theories that are defined by specialists who worked in the study of translation. Catford (Hatim, 2001) states that translation is the placement in another language of textual material in one language by equivalent textual material. Translation is rendering the meaning of a text into another language in the way the author intended the text (Peter, 1988). Translation is the replacement in one language (source language) of textual material by

equivalent textual material in one language (target language) (Catford, 1965). This implies that translation is an operation of rewriting a text from the source language into the target language without altering or altering the meaning so that the reader can understand the content of the text (Hariyanto, 2019).

Newmark notes that translation is an art consisting of attempting to substitute another language with a written message and/or declaration. This means that translation is applying the skill of someone by translating both written and oral the meaning of the source language into the receptor language or the target language (Newmark, 2001). Translation translates the sense of the language of the source into the language of the receptor. By way of semantic structure, this is achieved by going from the form of the first language to the form of the second language. It is a term that is being passed on and must be kept constant. This means that translation is a process by which texts, feelings, concepts, interpretations or knowledge are substituted or transferred from the source language to the target language, and the essential point in the translation process is that the translator does not modify the meaning of the original text message (Larson, 1984). Therefore it is essential that translators translate the source text as close as possible to what the author intends to convey, without altering the characteristics or style of the original text, into the target text. However because of the differences between the two languages, the literary translator

often finds it difficult to keep the meaning and writing style unchanged (Ria Aresta, 2018).

b. Types of Translation

According to Larson Translation is divided into two primary kinds, namely form-based and meaning-based translation. Form-based translation seeks to follow the Source Language form and is referred to as literal translation, while meaning-based translation makes every effort to convey in the natural forms of the receptor language the meaning of the single language text. Idiomatic translation is the name of such a translation.

Certain types of translation have been proposed by some theorists, such as:

a) Roman Jakobson

1. Intralingual translation

Which may require rewording or paraphrase, translation within the same language.

2. Interlingual translation

From one language to another

3. Intersemiotic translation

Translation by a non-verbal symbol, such as music or picture, of the verbal sign.

b) Rudolf Nababan

1. Translation Word-for-word

   Basically, it is the kind of translation that only concerns the word level. In this form, the equivalence of the word is found by the translator in the target language.

2. Free translation.

   The equivalence of terms or sentences is not always dealt with by free translation. Rather the equivalence of the paragraph or discourse level is dealt with. In this type, the translator transfers the message at the level of the paragraph or of the discourse, but it is not unusual for any translator to use this type of translation at the level of words or sentences, for example, when translating an idiomatic expression or proverb.

3. Literal translation

   Somewhere in word-for-word translation and free translation, literal translation is the translator first converts the source language into word-for-word translation in order to use this form, and then openly changes the word order to the target language. In the event that there are variations in the sentence structure between the source language and the target language, this form of translation is carried out.

4. Dynamic translation

It's called natural translation, too. The source language message is translated to a generic phrase which is used in the target language. The particularity of the source language really pays attention to this form of translation.

5. Pragmatic Translation

It refers to the transfer of messages by prioritizing the quality of the transmission to the target language of the information found in the target language. Here the language esthetics of the source language is not necessary.

6. Esthetic-poetic translation

It's the opposite of translating pragmatically. In this type of translation, not only does the translator transfers the specific details, but also exposes the impression, sentiment, and feeling by preserving the source language's esthetic. Literary translation is sometimes called it.

7. Ethnographic translation

The social context of the source language is clarified by the translator in this form of translation. If the equivalence of such terms found in the source language does not exist, such terms are kept in their own way.

8. Linguistic translation

Linguistic translation is characterized as a translation containing, in the source language, some implicit linguistic information which is made explicit in the target language. In particular, it is typically used to solve such issues as uncertainty in the source language.

9. Communicative translation

Basically, communicative translation concerns the transmission of messages. What separates it from other forms of translation is that the influence of the translation on the readers or listeners is also dealt with. The form, context, and purpose of the translation are needed.

10. Semantic translation

It is almost equivalent to communicative translation, but the emphasis is actually different. By preserving the cultural element of the source language, semantic translation relies on word equivalence. This method of translation aims to move the contextual meaning of the source language as closely as possible to the target language's syntactic and semantic structure. (Fajria, 2015)

c) Richard W Brislin

1. The Pragmatic Translation

This form refers to the translation of the message with an interest in the accuracy of the information that was intended to be transmitted in the form of the source language. Other aspects of the

original language version (e.g. the aesthetic form) that would be considered part of the other three ends of the translation are not covered by the pragmatic translation.

2. Aesthetic Poetic Translation

   The effect emotion and feelings of the original language version, the aesthetic form (e.g. sonnet, heroic couplet, dramatic dialogue and novel) used by the original author, as well as a lot of information in the message are taken into account by the translator in this type. In literature translation, the clearest examples are.

3. Ethnography Translation

   Its aim is to explicate the cultural context of the source and the second language versions. As their objective interpreter, they must be sensitive to the way words are used and must consider how the words blend into the communities that use the source and the target languages.

4. Linguistics Translation

   This concerns analogous definitions of the constituent morphemes of the source language and grammatical form, such as computer program language and machine translation language (Brislin, 1976).

D. Text Categories

Language has three primary functions. The role is expressive, informative and vocative function (Peter, 1988). These three language functions are the

basis of grouping and classify text into the following text categories and text types.

The first language function is expressive function. The speaker, the writer, and the intention of the author in utterances. Depending on the function, there are three types of classify text:

1. Serious imaginative literature involving poetry, short stories, novels and plays. These texts, despite denotative ones, have the personal stamp of their authors.

2. An authoritative declaration consisting of political speeches, reports, legal documents and scholarly papers.

3. Form of text is autobiography, essays and personal correspondence. If they are personal effusions, they are known as expressive.

The second language function is informative. External situation, the facts of a topic, reality outside language, including recorded ideas or theories, is the main function of the informative text. Typical insightful texts concentrate on the subject of information and literary topics for translation purposes, as they convey value judgment against expressiveness. Generally, the format of this text is common, such as textbook, as a technical study, as a journal article, and as a thesis.

The third language function is vocative. The main aspect of vocative text is the readership or the addressee. The word 'vocative' refers to the readership that it behaves, thinks, and sounds. The standard vocative text concerns orders,

advertisements, propaganda, convincing prose, and fiction for the purposes of translation. (Teti Apriyanti, 2016).

E. Related Study

The first previous study from Hariyanto and Fariska Wulandari (Politeknik Tonggak Equator Pontianak, 2019) entitled "An Analysis of Students' English Vocabulary mastery And Translation Ability in Senior High School". The purpose of this research is to identify the skill of students in Mastery of English vocabulary and the ability to translate and to find out the challenges students face in learning English. The result from this research is from the vocabulary test that students have low-frequency vocabulary difficulties, whereas synonym and antonym type questions did not affect their ranking. Student translation potential is poor, the translation test score of 20 (60, 61 percent) students is <75, which indicates that students still have word-for-word translation difficulties.

The second previous study from Rekha Asmara (UNISKI Kayuagung, 2016) entitled "The Correlation between vocabulary score and Translation toward the First Year Students of SMP Shailendra Palembang". The aim of this study was to find out whether or not there was significant correlation between vocabulary score and translation toward the first year students of SMP Shailendra Palembang. The result indicates that the value of r-obtained was 0.964, while the value of r-table was 0.235 with degree of freedom (DF) of 70 at the level of significance 0.05 for two-tailed test. Since the value of r-obtained was higher than the value of r-table. It showed that there was a

significant correlation between vocabulary score and translation toward the first year students of smp shailendra palembang.

The third previous from Eko Yunius Setiawan dan Lilis Sholihah, M.Pd (Muhammadiyah University of Metro, 2017) entitled "The Correlation between Students' Vocabulary and Their Ability in Translating English Text at the Sixth Semester Students of Um Metro". The research aims to find out how the correlation between student's mastery in vocabulary and student's ability in translating English text. The above statement is confirmed by the results of the present analysis which shows that r-observed= 0,507 with r-table= 0,13 at the significant stage. *R-observed* can be shown to be higher than r-table, suggesting a positive link between mastery of vocabulary and capacity for translation. In addition, the significant test shows that t = 3,622 then compared to t-table 5 percent for the degree of error and dk = n-2 = 38, achieving t-table = 2.02439. Because of $\mu \neq 0$, it can be said that there is a significant correlation between vocabulary master and translation ability.

Dealing with the previous study, the researcher goes to try and do the similarity analysis with the different scope that the topic is the first year students of SMAN 4 Kota Kediri.