CHAPTER II
REVIEW OF THE RELATED LITERATURE

2.1 Review of the Previous Studies

There are some previous studies which related to this research. One of the studies was conducted by Rudi Hartono on his article *Translating Metaphors from English into Indonesian: Problems and Solutions (2010).* The focus of the paper is on the problem and solution in translating metaphor from English into Indonesian which is not as simple as translating other ordinary expressions or utterances. Just like idiomatic expressions, metaphor represents hidden messages that have to be examined thoroughly. The translation of figurative language like metaphor and idiomatic expressions as well should be culturally and contextually accepted.

Another research is from Mezmaz Meryem entitled *Problems of Idioms in Translation*. She said that students of English find some important problems in translating idiom because of the unfamiliarity of the expression, and also the variation of idiom that the meaning can be unpredictable. Hence, students should rely on the context in which idiomatic expression attached to guess the meaning. In addition, the social and cultural background of students may influence their understanding of idiomatic expressions.

A research about translation accuracy assessment in 2013 entitled *Accuracy Level of Students' English-Indonesian Translation of Idiomatic Expressions* by Anif Maghfur concluded that only less than half of the translation

results were successfully translated. It revealed that the students still have several difficulties in translating the meaning the English idioms into Indonesian. The subject of the research was English Education students, who had taken English Idiom and English – Indonesia Translation on their courses. In addition, the rubric used in the translation quality assessment was Holistic Method C Rubric of Accuracy by Waddington.

The previous researches above give some useful information to the researcher in conducting the research about students' accuracy in translating idiomatic expressions, and further the difficulties during the translating process.

2.2 Review of the Theoretical Studies

2.2.1 Translation Definitions

Catford cited in As-Safi (2011: 9) defines translation as the act of substituting any written material in source language with the equivalent form in the target language. In line with Catford, Hatim and Munday (2004:6) also define translation as a process of transferring written text from SL to TL in specific context. Whereas Larson (in Suwardi 2013:1) states translation in broaden way, that translation is basically a change of form. Form he means was referring to unit of language from word into the larger form like paragraph, not only textual, but also oral from one language to the other language.

If Larson talks about the change of form, it is different with Newmark who highlights translation from the meaning point of view. Robinson (2003:142) mentions that Newmark is one of the theorists who placed translation as an

operation to language. Newmark consoles a definition that translation is a process transferring the meaning of a material from one language to another language according to the translator's intentions. Newmark tends to underline the meaning of text; no matter about the language unit that being translated the main purpose is to convey the intended meaning.

In line with Newmark, as mentioned in As-Safi (2011:10), Wills also underlines definition of translation related to the meaning. He assumes that translation is a process to reproduce message from source language to make native speaker in the target language understand the meaning in target language. Whereas Nida and Taber see translation process not merely about transferring meaning, but also give spotlight in term of style. Therefore, they conclude that translation is a transfer of meaning, message, and style from one source language to the target language.

From the definition above, it can be concluded that translation is basically the process of re-expressing message from one language into another language and keeping the meaning accurately in order to make the target understands the message clearly whether it is in spoken or written form. However, the process of translating may be influenced by some aspects such as individual and also cultural background.

2.2.2 Translation quality assessment

A good translation product may change the form of the source language into target language. However, the information contained should be exactly the

same. Therefore, translation quality assessment is needed to check the quality of translation products. Zainurrahman (2009:89) stated that in quality assessment of a translation product, the most important point is delivery and accuracy which also represents the equivalence of the two texts. Accuracy is very important in the process of translation which emphasizes on the transfer of meaning, just like the process of translating idiomatic expressions. After the process of translation, the form or the grammatical structure might be changed, but not for the meaning.

Translation quality assessment can also be used as a tool to identify whether the process of translation still meet some difficulties or not. For instance, we can say that there are still a lot of difficulties during the translation process, if the translation product cannot meet the good quality criteria. As stated by Larson (in Siregar 2016: 232), there are two main reasons of conducting translation quality assessment, as follows:

1. Checking the equivalence. It is to make sure whether the transfer of information from SL into TL meets the proper form or not.

2. After the information conveyed properly, the translator should identify the other problem to be considered or even find the solutions. In this step, translators have to be objective and strict. Strict here means that the translator may not change, reduce or add any detail to the translation product.

To conduct translation quality assessment, we should refer to some rubrics. Many rubrics of translation quality assessment have been proposed by some linguist. One of them is a rubric proposed by Waddington (2001:315) in his article

Different Methods of Evaluating Student Translations: the Question of Validity which is called holistic method C. This rubric proposed five levels in measuring the quality of translation.

Table 2.1

Translation Quality Assessment Rubric

	Accuracy level	Indicator	Mark
Level 1	Inadequate transfer of ST content. Not worth revision	Total lack of ability in transferring message	1 – 2
Level 2	Serious inaccuracies in transferring the message. Need thorough revision.	Almost the entire text reads like a translation. Continual errors	3 – 4
Level 3	Succeed transfer of the general idea but with a number of inaccuracies. Considerable revision	Certain parts read like an originally written in TL, but other like translation. Considerable errors	5 – 6
Level 4	Almost complete transfer, one or two inaccuracies. Little revision	Large section read like originally written in TL. Number of errors.	7 – 8
Level 5	Complete information transfer. Minor revision	Completely read like originally written in TL. Minor errors	9 – 10

2.2.3 Difficulties in translation

During the process of translation, there are some difficulties that might be encountered by translator. Those difficulties are classified as follows:

2.2.3.1 Lexical difficulties

Lexical difficulties usually appear when the translator is unable to understand, misunderstand, or barely do not know about the meaning of a word or an expression (Meryem, 2009:20). This case may relate to the background knowledge of the translator. The background knowledge involves the knowledge

about the idiom itself, vocabulary mastery, and familiarity with the context. In this case, translator should set their perception to any possible context of translation. In line with Baker (cited in Shojaei, 2012), there are big possibility in misinterpreting idiomatic expressions when idiom in source language may have very close counterpart in the target language which seems similar but actually has a different meaning. The translation failure may happen when an idiomatic expression were intepreted as a group of literal words. And in some cases, the translation result is still readable, although the form of the sentence might be little bit awkward. This kind of difficulty is one of the lexical difficulties which are frequently happen during the translation process. The difference may depend on the context, and also the sense of idiomatic or literal.

On the other hand, Moentaha in Hartono (2009:66) states that there are three problems in translation related to lexical category. The first is the polysemous meaning which may result difficulty for translator in term of choosing the most proper words. Therefore, to cope with the difficulty, the translator should be critical in choosing e lexical category of a word during the process of translation. The second is differential and non-differential of a word. It means a word that might have larger or narrower meaning in the target language. For example, the word 'rice' in Indonesian can be translated as *'padi', 'beras'*, and *'nasi'*. It means that the word 'rice' has the narrower meaning when it is translated in *Bahasa Indonesia*, since it is translated into the more specific words as mention above. In the other words, we can say that 'rice' is non-differential, since it has larger meaning, meanwhile *'padi', 'beras'*, and *'nasi'* is the

differential since they have the narrower meaning than 'rice'. Some other words ma have the same thing, such as 'house' which might be translated into the narrower counterparts *'rumah', 'gedung', 'graha'*. The third is the semantic area of the context of the word. Related to the semantic area, translator should get the right perception toward the related context. In case of the translator is unable to find the meaning a word, it is possible to the translator to guess the meaning of the idiomatic expression by seeing through the context and replace the idiomatic expressions with the suitable word according to the given context. However, when the translator encounters lexical difficulty in this stage, the translator or student might accidentally put the equivalence from the other context. This kind of thing will create some problem of translation such as awkward translation, or further the misinterpretation of the message.

2.2.3.2 Stylistic difficulties

Stylistic difficulties are the difficulties of translation which relate to any styles of language that might be in a form of, utterances, collocations, writing style and figurative language. This is the area where the difficulties of translating idiomatic expression may appear, since idiom belongs to figurative language along with metaphor, simile, etc. In a matter of style, the difficulties may come up relate to the utterance meaning which might be different depends on the context and the intention (Hartono 2009:71). A phrase or an utterance may have the same form. However in different context and intention, it may have different role whether it is figurative or literal, connotative or denotative.

Moreover, to resist the style of the language, the translator should transfer the message without changing the style or the aesthetic value of the language. Such as in using idiomatic expressions, it is usually used in a matter of style. Thus, trying to find idiomatic expressions in the target language as the replacement of SL idiomatic expression will not only transfer the meaning, yet also successfully convey the carried style. In spite of the difficulty, it is an important issue for English department students who are also intended to have good translating ability (Akbari 2013:40). Since translation might be inseparable from foreign language learning, English department students should also set their concern into translation. Therefore, the translation result of English department student should be different from the common students' translation. In the other word, when the common students translation are able to properly convey the meaning, the English department students should be able to convey the message properly and beautifully when it is come to figurative language translation. In order to do so, the students should cope with the stylistic difficulty of translation.

2.2.3.3 Grammatical difficulties

Budiarti (2013) states that English and *Bahasa Indonesia* are derived from different roots which deliver different language element, such as grammar. Grammatical structure difference can also be one of the problems in translation. Not only different, but sometimes the grammatical structure in the source language does not exist in the target language and vice versa. The main differences are in the pattern of phrases, structure of passive voice, and the

absence of article *the, be*, and '*s* which is possible in generating difficulty in translation.

Moentaha cited in Hartono (2009:62) also explains some difficulties that might occur because of some grammatical issues in English – Indonesian translation. The first is singular and plural form of nouns. In English we can find plural form indicator easily, in most of the nouns for example *–s* in *books, parents* or *–es* in words like *foxes, boxes*, etc. In Indonesian, there is no suffix as plural or singular form indicator. However, the difference mentioned above may lead to the error in translation, since Indonesians are not acustomed with the suffixes for the noun in plural form. As the result, the translator, in this case student will encounter the grammatical difficulty. The error which is frequently found as the result of grammatical difficulty is:

(1) ST: mother cooks dinner for her children.

TT: *Ibu memasak makan malam untuk* **anaknya**.

(2) ST: *Anne mempunyai empat saudara laki – laki*.

TT: Anne has four **brother**.

The second is the problem of aspect. Aspect is the grammatical category used to explain whether an event is still in progress, habitual, repeated, or have done. It is usually marked by prefixes, suffixes, and auxiliary verbs which attached on a verb. For example the form *write, wrote, have written, is writing*. What make them difficult are because those kinds of things do not exist in Indonesian grammatical system. Instead of using *prefixes* and *suffixes*, *Bahasa Indonesia* employs adverb of time as the indicator.

The last problem related to grammatical structure is the difficulty in translating genus. Genus indicator in Indonesia is different from genus in English. English has more varied indicator, for example *hero – heroine, waiter – waitress, aviator – aviatrix* and the other irregular form like *jack ass – jenny ass, tom cat – tabby cat, billy goat – nanny goat*. In the other hand, *Bahasa Indonesia* only have *-wan* and *–wati*, *-a* and *–i*, *pria – wanita, jantan – betina*. The fact that English has more varied genus indicator create a difficulty for Indonesian students, since they might be unfamiliar with those genus involved words.

2.2.3.4 Cultural difficulties

Culture holds a significant role when it comes to translation, since it will always involve more than one cultural element on it. Meanwhile, language is one of the culture's elements, since vocabulary of a language may derive meaning from its culture (Mares, 2016). Therefore, the difference between the elements exists in the two cultures is the main factor of cultural difficulties in translation. As we know, there are so many presentation of language which involves language. It means there are also so many differences which may lead into the difficulty in translation, in this case between English and *Bahasa Indonesia*.

Cultural knowledge and difference is one of the biggest concern in translation from the very beginning, especially in terms or expressions that exclusively ground in one culture so that it is almost impossible to translate (Douglas 2003:186). Therefore, besides the cultural differences, the translator's background knowledge about the target language culture will also influence the

translating process. It also happens on the process idiomatic expressions translation. Sometimes, there are expressions that exclusively ground in one culture and do not exist in their culture. As proposed by Davies in Akbari (2013:34), the cultural problem may result recognition difficulty. It is obvious how we can recognize something that even does not exist in our culture. We know that the key of recognizing something is when we are accustomed to that thing. For example, students who use English as a means of communication, and never study about the culture will not recognize the culture which is in a form of langue, such as idiomatic expressions.

Despite of those problems, the result of idiomatic expressions translation should not only properly translated into the target language, but also should be culturally accepted. It is because a culture may have different agreement compared to the other culture. One of the examples is the expression *loose-tongued* which means unrestrained or irresponsible in speech given to gossiping. In western culture, they use tongue to express the manner of irresponsible speech. In other hand, Indonesian which belongs to east culture uses *mouth* instead of *tongue* for the expressions which is related to speech in its culture. Hence, the equivalence of *loose-tongued* in Indonesian is *besar mulut*, not *besar lidah*.

2.2.4 Definition of Idiom

Idiom itself is a form of language which usually has fixed pattern and meaning that cannot be reduced and reformed, as stated by Baker in Strakšien (2009: 13). Since idiom has fixed pattern, the reduction and reformation are nearly cannot be done, since it will definitely change the meaning contained in the

expressions. In line with Baker, McCarthy and O'Dell (2003:9) also define idioms as fixed words arrangement with unpredictable meaning either as a whole or as a single word. It means that the meaning of idioms is difficult to guess since it cannot be literally translated word by word. Idioms should be translated and understood by its fixed pattern as a unit. However, it can be simply summarized that idiom is group of words which contains meaning, and presented in a form of figurative language.

Since the idiomatic expressions may use different language which stands far from its intended meaning, it is difficult to translate the idiomatic expression without understanding the meaning. Larson in Akbari (2013: 36) emphasizes that translating idiom literally could be risky, since the translation result will definitely be awkward in the target language. Therefore, some procedures should be applied in order to meet the equivalent form, avoid the awkwardness and solve the difficulties during the translation process.

2.2.5 Types of idiom

McCarthy and O'Dell (2003:06) classify idiom by focusing on its form as follows:

Table 2.2

Types of idioms

Form	Example
Greeting and good wishes	Hi there! See you! Good luck!
Prepositional phrases	At the back of your mind ; At your back ; In a blink of an eyes

- **Saying**	No pain, no gain ; Better late than never	
- **Proverb**	One apple a day keeps the doctor away	
- **Questions**	To be or not to be	
Compounds	loosed-tongue ; big-headed	
Phrasal verbs	Churned out ; go belly up ; bent out	
Collocations	Black box ; blonde hair	

To be able in identifying idiomatic expressions, recognizing the types of idioms is important. In addition, the types of idiom also helps the researcher classifies the idioms which are going to be used as translation test to gain the data about translation difficulties. Besides the syllabus which is used by English Idioms lecturer in University of Muhammadiyah Semarang, the types of idioms above will help the researcher in arranging the instrument. Therefore, the result of the data is expected to be more varied.

2.3 Theoretical framework

In the previous section, it has been outlined that there are some difficulties that may be encountered by students in translating idiomatic expressions. Therefore, the framework of thinking based on the theories presented above is showed in the diagram below:

Source text → Idiom → Target text → Translation quality assessment → Difficulties in translation

This research is about finding students' difficulties in translating idiomatic expressions. In order to do so, the researcher would like to measure the quality of

the translation product first by applying the rubric of measuring accuracy level from Waddington. After that, the result would imply the difficulties encountered by the students.