

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Translation played a crucial role in language. Language is a tool of communication that express thoughts, feelings, attitudes, and experiences to our fellow people through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. Without language, people cannot interact and communicate with others. People must learn not only their mother tongue which only roles in the area when they lives. Language that was used by most people around the world is English.

English is an international language. Today, most people speak English when they meet foreigner. The reasons why English used as an international language are because it had become the language of business, the language of product, and the language that used in the educational system. In Indonesian, English had been regarded as the foreign language that must be learned by the students from kindergarten until university level.

As an international language, English had become one of the important subject in Indonesian. Since English was regarded as the foreign language in Indonesian, it was become important thing in daily life in all sectors. As the result, to understand the foreign language, people must learn and try to understand it. One country was not able to understand the language of another without translation.

Talking about language skills, people often normally think about the four basic skills, such as listening, speaking, reading, and writing. However, there was another important skill in learning the foreign language, namely translation. It cannot be neglected when studying about another language.

Translation was important for spreading information because it can help people, who did not understand a source language, to absorb the information from certain materials. It means that translation was the name of process to translated one language to another language. It also a process to transfer message and information from the source language (SL) into target language (TL).

Students as the future development human resources were expected to have an ability on applying transposition and modulation procedure to translate English texts into Indonesian. Text is one of the language form that is often used by people to communicate. However, the vast number of languages made it difficult for people to interact. One of the objects that can be translated was a text. There were many kinds of text that taught in school and learn by the students. One of the types of text which is taught is description so it was important to learn and translated description, especially descriptive text. Descriptive text is a text that describes the features of someone, something, or a certain place. It used the details to capture a scene setting, person, or moment. That's why transposition and modulation play an important roles.

Based on research's preliminary visit, when doing observation at SMK N 11 Medan the writer found out that translation was a real challenge. The researcher was also encouraged to know more what are translation procedures used by the students in translating descriptive text "My mother". There were several kinds of English translation text that can be translated, but in this research the writer chose what are translation procedures used by the students in translating descriptive text in the appendix as the object to be translated upon consideration to find out whether or not the students have different perspective of knowledge in translating descriptive text.

Table 1.1 Students' Score on Observation Eleventh Grade of SMK N 11 Medan

No	Name of the	Number of Sentences	The Correct	Score
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	Students		Number	
1	RUTH	20	5	25
2	BAGAS	20	7	35
3	ADELIA	20	8	40
4	YAKOBUS	20	5	25
5	IIN	20	6	30
6	GUNAWAN	20	11	55
7	NEHEMIA	20	12	60
8	ESTER	20	11	55
9	SILVIA	20	13	65
10	SAMUEL	20	10	50
11	LUKAS	20	10	50
12	ROTUA	20	6	30
13	ROSPELITA	20	12	60
14	INDAH	20	13	65
15	JOHANNES	20	8	40
16	TIARA	20	11	55
17	AYAN	20	10	50
18	TIODORIK	20	13	65
19	IKA	20	13	65
20	DIO	20	10	50
	TOTAL			$\Sigma = 970$
	MEAN			X = 48.5

The writer found some mistakes from students' answer sheet as follows:

Table 1.2 Students mistakes in translating descriptive text

No	Source Text	Students' answer	The Correct Answer
1	She has a black and shiny curly hair	Dia mempunyai rambut hitam dan keriting yang berkilau.	Dia memiliki rambut keriting yang berwarna hitam dan berkilau.
2	Her red lips and white teeth combine to form a beautiful smile.	Bibir merahnya dan gigi putih berpadu dalam senyum indah.	Bibirnya yang merah dan giginya yang putih memberikan perpaduan sebuah senyuman yang indah.
3	My mother has a light brown skin color like most common women in Indonesia.	Ibuku mempunyai kulit coklat terang seperti wanita Indonesia pada umumnya.	Ibuku mempunyai warna kulit coklat muda seperti kebanyakan wanita-wanita Indonesia pada umumnya.
4	She is a very nice, friendly, and patient woman.	Dia adalah orang baik, ramah, dan wanita sabar.	Dia adalah seorang wanita yang baik, ramah, dan sabar.

From the analysis of students' text, their skill on using transposition and modulation procedures in translating descriptive text still lack.

The Students' Mean Score

In the test, the total score of students was 970 and the number of the students took the test were 20, so the mean of students' score was:

$$\begin{aligned} X &= \sum x / N \\ &= 970 / 20 \\ &= 48.5 \end{aligned}$$

Note: X = Mean

$\sum x$ = All total students' score

N = The number of students

Based on the average value at school which was 70, the mean of students score in translating descriptive text was 48, 5. This proves that they need for new procedures in translating a text. Based on the reasons mentioned above, the writer decided to write a research entitled: An analysis students' transposition and modulation procedure in translation by eleventh grade students at SMK N 11 Medan.

1.2 The Problem of the Study

Based on the background above, problem of this study can be stated as follow: What are translation procedures used by the students in translating descriptive text?

1.3 The Objective of the Study

Based on the problem stated, objective of this study was to find out what are translation procedures used by the students in translating descriptive text.

1.4 The Scope of the Study

There were many theories about translation procedures like Molina and Albir (2002), Newmark (1998), Catford (1961). How were this research was limited on the theories of Rochaya Machali (2000) there were five translation procedures namely, transposition, modulation, adaptation, contextual equivalence and note fitting equivalence. The writer only focused on transposition and modulation procedure. Rochaya Machali (2000:64-68) classifies transposition into four types. Transposition type 1, transposition type 2, transposition type 3, transposition type 4. But the writer only focused on types 1 and type 2. Rochaya Machali (2000:69-71) classifies modulation into two types, namely mandatory modulation and free modulation. But the writer only focused on free modulation. The research was limited at the descriptive text. Descriptive text is a piece of text that describes a particular person, place, or thing. The scope of this study was focused on students' transposition and modulation procedure in translating descriptive text.

1.5 The Significances of the Study

The results of this study were expected to give useful information about analysis of students' transposition and modulation in translating descriptive text from English into Indonesian. There were two kinds of significance of this study, they are:

1.5.1 Theoretically

- 1) The finding of the study was expected to be useful for the readers to enrich their knowledge about translation by using transposition and modulation in translating descriptive text.

1.5.2 Practically

The findings of the study are expected to be useful for:

- 1) For the students, helped them to know about their procedure in translating descriptive text.
- 2) For the English teacher, it can be one of guidance for them to develop their strategies and materials in teaching students in translating descriptive text by using transposition and modulation procedure.
- 3) For the other researcher, this finding can be used as a basic information or as a reference and also a comparison in conducting similar research about the translation by using transposition and modulation procedure.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting the research, theories are needed to explain the relationship between terms that are used. The terms are ability and translation.

2.2 Definition of Translation

Before people translate a text they should know about the definition of translation. Translation is both sciences and an art. It means of an international co-operation and nation integration. It is through translation that we can bridge the distance of culture and geography. Translation has a central role to play in a vast subcontinent like India, with fifteen major regional languages, each proud of its distinct culture and tradition- and countless dialects some of which are as creatively as vibrant as any of our developed languages its translator. There are some definitions of translation from some experts and sources. Jeremy Munday (2004:5) says that translation is the communication of the meaning of source language text by means of target language text. Besides that, translation is a process that is performed in language, a process of changing a text in source language. Translation consists of giving the meaning of source language into target language. The form of language is called source language and which is changed is called target language. Translation is a completed process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed even though it may be very different from the source language form.

Translation consists of changing from one state or form to another, to turn into one's own or another's language translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. It

is the structural part of language which is actually seen in print or heard in speech. In translation the form of the source language is replaced by the form of the receptor target language.

Translation is a process that performed in language, a process changing a text in source language. Translations consist of giving the meaning of the source language into target language. The form of language is called source language and which is to change is called target language. Translation is complicated process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed even though it may be very different from the source language form.

From the explanation above, it can be conclude that translation is the changes of the text from the source language text into the target language and produce the similar meaning of the message. Translation can be done by changing words, phrases, sentences, paragraphs, etc. from source language into target language.

Basil Hatim and Jeremy Munday (2004:3) claim that translation is a phenomenon that has a huge effect on everyday life.” The first of these two senses relates to translations as a *process*, and the second to the *product*. The first sense focuses on the role of the translator in taking the origin or *source text* (ST) and turning it into a text in another language the *target text* (TT). The second sense centers on the concrete translation on the *product* produced by the translator.

From the explanation above, it can be conclude that translation has a lot of function in social life. Because language is one tool of communication that has the relation between source language into target language. And also when someone speaking in English we need someone to translate it into target language so we know what the meaning of that message.

The definition of translation also mentioned by Catford (1965:1) who says that “translation is an operation performed on languages: a process of substituting a text in one language for a text

in another “. Furthermore, Catford (1965: 20), translation may be defined as there placement of textual material in one language (source language) by equivalent textual material in another language (target language).

From the explanation above, it can be conclude that translation is the transfer of text from the source language to the equivalent text in the target language. The term translation can be defined as the action of interpretation of the meaning of a text, and product an equivalent text that communities the same message in another language.

Basnett (1991:13) adds translation involves transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves a whole set extra linguistic criterion. The good translations should be accurate, natural and communicative in meaning.

From the explanation above, it can be conclude that translation is a process of changing the source language to the target language without changing the slightest meaning of the text, so that they still have a strong and sturdy language structure. And also when we translate a text, it doesn't seem to be translated.

Roger T. Bell (1991:5) states translation is the expression in another language (or target language) of what has been expressed in another. Sources language, preserving semantic and stylistic equivalences.

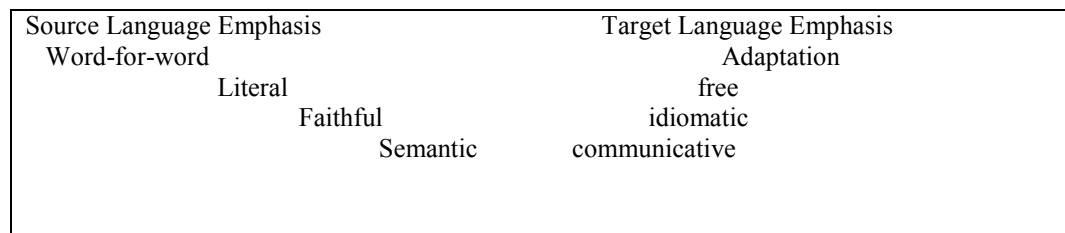
From the explanation above, it can be conclude that translation is a form of transfer of meaning from one language to another. And also translation is a process of transferring message in terms of thoughts and ideas from source language then reproducing the similarity meaning of the message from source language into target language and the structure of the source language must be kept as strong as possible but not to damage the structure of the target language itself.

In addition, all the statements above about translation have the same ideas in the sense that translation is a process of replacing or transferring messages, thought, ideas, meaning, or information from the source language to the target language. The main point of the translation is that a translator may not change the meaning of the message of the original text.

2.2.1 The Kinds of Translation

There are some kinds of translation according to many experts of translation. To make the process on translation easier, the experts of translation give some method of translation as Peter Newmark (1988: 45-47) elaborates the methods, they are word of word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, communicative translation. The explanations about the method of translation are explained below. Those methods describes in V diagram below (Newmark; 1988).

Figure 2.1 The kinds of translation (Newmark: 1988)



1. Word of Word Translation

Newmark (1988: 45) states that the word-for-word translation method in the target text (TT) placed directly under the version of the source text (ST). This translation method is also called translation between lines or interlinear translation. Translation method is highly dependent on the level of words, so that the wording is very maintained. In performing its duties, the translator is just looking for a synonym of the source language (SL) into the target language (TL). The wording of the translation sentence is identical to the wording in the source language sentence (SL). Every word is translated one-on-one based on common sense or out of context, whereas

words are associated with a culture translated literally. This method is generally used on the stage of pre-translation on which the translator is difficult to translate the text to understand the mechanism or the source language and are typically used in the analysis phase or the early stages of the transfer.

From the explanation above,, it can be conclude that word-for-word translation is one by one of the words are translated in sequence, without regard to context. This method can be applied well if the source language structure is the same as the target language structure, or source language contains or source language text which only contains single words not constructed into phrases, clauses or sentences so that the meaning is not interrelated. And also this method also used when dealing with a difficult phrase, namely by doing word-for-word initial translation, then reconstructed into an appropriate translation of the phrase.

Here are a few examples of translation using the example of translation methods word by word:

1. ST : Look, little guy, you-all shouldn't be doing that.
TT :Lihat, kecil anak, kamu semua harus tidak melakukan ini.
2. ST : I like that clever student.
TT :Saya menyukai itu pintar anak.

2. Literal Translation

Literal translation or also known as a straight translation (Linear Translation) is among the translation of the word-by-word translation and free translation (Newmark, 1988: 46). In the process of translation, the translator seeks grammatical constructions of the source language (SL) equivalent or close to the target language (TT). The literal translation is regardless of the context. This translation originally is done as translating word-for-word, but the translator then adjusts the

wording in accordance with the grammar of the target language. Some of the main issues of translation are linked to the strategies of literal and free, from and content.

From the explanation above, it can be conclude that literal translation method is still the same as the previous method word-for-word translation, namely matching is still out of context. This method can also used as a first step in doing a translation. The difference lies in the construction of grammar of source language which attempts to be changed near the grammatical construction of target language.

Example are follows:

1. ST : Look, little guy, you-all shouldn't be doing that.

TT :Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.

2. ST : It's raining cats and dogs.

TT :Hujan kucing dan anjing

3. Faithful Translation

In translation faithful, a translator seeks to produce the contextual meaning of the original text to the right within the limits of the grammatical structure of the target text (Newmark, 1988:46). Here the words are translated based on cultural contents, but deviations of grammar and choice of words are still left. This translation is sticking to the intent and purpose of ST, so the translation sometimes still seems stiff and often foreign. By using this method of translation, the translator retains the formal aspects (especially in the texts of the law or legal documents), aspects of form (in the poems), the form of metaphor (in the translation of literary texts), the form of the term (in the text informatics), so that the readers fully see the loyalty in terms of shape in TT, although the translation is not commonly known. This translation is often called the "Translationese" (Hoed, 2006: 57).

From the explanation above, it can be conclude that faithful translation tries to form contextual meanings but still remains tied the grammatical structure of source language. This translation tries as closely as possible to source language. This raises a discrepancy with target language rules, so the translation results often stiff.

Consider the following examples of translation:

1. ST : Amir is a broker in Bursa Efek Jakarta.

TT : Amir seorang pialang di Bursa Efek Jakarta.

2. ST : The government opened a bonded zone.

TT :Pemerintah sudah membuka sebuah kawasan berikat.

4. Semantic Translation

Semantic translation is more flexible than faithful translation. Faithful translation is more rigid and does not compromise to the principle of target language (TT) or more bound by language resources, while the semantic translation is more flexible in the target language (Newmark, 1988: 46; Machali, 2000: 52). Unlike the faithful translation, semantic translation should consider aesthetics of the source text as a way of compromising meaning to reasonable limits.

From the explanation above, it can be conclude that semantic translation method is more flexible than method of loyal translation. The term translated culture becomes easier for the reader to understand.

Consider the following example:

ST : He is a book-worm.

TT :Dia (laki-laki) adalah seorang yang suka sekali membaca.

5. Adaptation Translation

Newmark (1988: 46) called that adaptation is the most free translation method or the freest form of translation and closest to target language (TL). The term adaptation is acceptable here, as long as no sacrifice or declination of the theme, characters or plot in ST. Indeed, the adaptation method is widely used to translate poetry and drama. In this case there is a shift in the culture of the source text (ST) to target text (TT). It means that the source text (ST) is rewritten and adapted to the target text (TT). If a poet is adapting a play to play, he should retain all the characters in the original script and storyline also must be retained, but the dialogue of ST can be adapted and tailored to the culture of TT. Examples of this adaptation is the translation of a play by Shakespeare called "Machbeth" adapted by the poet W.S. Rendra. He kept all the characters in the original script and the plot of story was also well maintained, but the dialogue was adapted and tailored to the culture of Indonesia (Machali, 2000: 53).

From the explanation above, it can be conclude that adaption translation method is the most free method translation. That is, the attachment of language and culture to source language is very thin, almost non-existent, the attachment is even closer to target language. This method is often used in the translation of drama or poetry texts.

6. Free Translation

Free translation is a translation method that is more about the content of the source text form (Newmark, 1988: 46; Machali, 2000: 53). This method is usually in the form of paraphrasing longer than its original shape, intended to fill or clearer message received by users of target language. Translation is pedantic and long-winded, even the translation looks like not a translation.

From the explanation above, it can be conclude that free translation method prioritize source language content. Freedom in this method is still limited to expressing meaning to target

language, so that it is still limited in purpose or content of source language even though source language text form has not been reappeared. Furthermore, the search for equivalents also tends to be at level of the text, not words, phrases, clauses or sentences, so it will look like paraphrasing source language.

Soemarno (2001: 33-37) gave the following example:

1. ST : The flowers in the garden.

TT : Bunga-bunga yang tumbuh di kebun.

2. ST : How they live on what he makes?

TT : Bagaimana mereka dapat hidup dengan penghasilannya?

7. Idiomatic Translation

Larson and Choliludin (2006: 23) says that the idiomatic translation uses natural forms in the target language, according to the grammatical constructions and lexical choice. A truly idiomatic translation does not seem like the translation. The translation is as if writing results directly from native speakers. Then a good translator will try to translate idiomatic text.

From the explanation above, it can be conclude that idiomatic translation reproduces message from source language but tends to distort the nuances of meaning. The idiomatic expressions in source language are translated as ordinary expressions either. This is due to the absence of the same idiomatic expression found in target language, so that nuance distortion cannot be avoided.

Newmark (1988: 47) adds that idiomatic translation reproduces the text message with the phrase of target language that is more natural and familiar than the source text.

1. ST : Excuse me, Salina!

TT : Permisi, Salina!

2. ST : I can relate to that.

TT : Aku mengerti maksudnya.

8. Communicative Translation

Newmark (1988: 47) elaborates communicative translation attempts to translate the contextual meaning in the source language (ST), both aspects of language and aspects of its contents, to be accepted and understood by readers of the target language (TL).

From the explanation above, it can be conclude that communicative translation method seeks in such a way as to produce contextual meaning appropriately, so that aspects of language can be accepted and content can be directly understood by the reader.

Machali (2000: 55) adds that this method is observing the principles of communication, namely the pulpit readers and translation purposes. This method is very concerned by readers or listeners of TT but not expected to have any difficulties and ambiguities in the text of the translation. This method is also very tended to the effectiveness of language translation. The phrase —Awas Anjing Galak! can be translated into Beware of the dog! instead Beware of the vicious dog! Because the translation of the sentence has already hinted that the dog was vicious.

From the explanation above, it can be conclude that communicative translation method is the idea or the ability to use language to communicate and the goal must be achieved in language learning. It appears that language is not only seen as a set of rules but more broadly, namely as a mean to communicate. It means that language is placed in accordance with its function.

2.2.2 Translation procedures

Translation procedure or translation shift are defined as the smallest linguistic changes occurring in translation of SL (Source Language) to TL (Target Language). Translation is a field of various procedures. Translation procedures are used to get equivalence between source language and target language in translation process.

Rochaya Machali (2000:62-73) classifies five procedures of translation:

1. Transposition

The first procedure will be discussed here is a shift in form or transposition by Catford (1965) called “shift”. Form shift is a translation procedure that involves changing grammatical forms from source language into target language. There are four types of transposition:

1. Mandatory and automatic form shifts
2. Shifts made when a grammatical structure in source language is not in the target language.
3. Shifts made due to reasoning reasons. Sometimes, even though there is a possibility of literal translation according to the grammatical structure, the equivalent is unnatural or rigid in the target language.
4. Shifts that are carried out to fill vocabulary gaps (including textual devices such as / -pun / in Indonesian) using grammatical structures.

2. Modulation

There are times when a structural shift such as what occurs in the transposition procedure involves changes that involve shifting meaning because there are also changes in perspective, perspective or other meaningful aspects. Such a shift in meaning is called modulation.

3. Adaptation

Adaptation is the cultural equivalent of two specific situations. Some cultural expressions whose concepts are not the same between source language and target language require adaptation, for example, the official greeting letter opening *Dear sir* in English translated into *Dengan hormat* not *Tuan yang terhormat* (Hoed, 1976).

4. Contextual equivalence

Giving context or contextual conditioning is the placement of information in a context, so that its meaning is clear to the recipient of information / news (see Nida 1982).

In translation, it is also important to note the principle of communication that the more the context of a story (which is manifested in a sentence), the less likely it is to misinform (see Jakobson 1966). The following example can show that translation activities need to pay attention to the context.

- a. Expression *selamat malam* in Indonesia does not always translate *good night*. The equivalent in English depends on the context: when spoken when meeting, the equivalent is good evening. But if it's parted the equivalent is good night.

- b. Expressions that are closely related to local culture

Example:

1. Sentence *The mustang was fastest in the race* better translated by including the context that "mustang" is a type of horse, and translated as *Kuda mustang itu adalah yang tercepat dalam pacuan tersebut*.
2. Translation of conversations about the salvation of people dying

Example:

A: *Mengapa banyak orang dirumah Bu Mina?*

B: *Hari ini adalah empat puluh harinya ibunya.*

Underlined phrases cannot simply be translated as *the fortieth day* without including the context, which is *of her mother's death*.

5. Note-fitting equivalence

If all of the aforementioned translation procedures cannot produce the expected equivalent, then the steps that can be taken is recorded matching. this applies, for example in the translation of words or expressions whose lexical equivalent is completely absent in the target language such as the word sarung, batik, gado-gado. Then the translation can be done by giving a note (both as a footnote or as a final note).

Example:

SL: Doodgeridoo is a traditional musical instrument used by the Aborigines.

TL: Doodgeridoo adalah alat musik tradisional yang digunakan oleh orang Abirijin.

2.3 Transposition

The method called transposition involves replacing one word class with another without changing the meaning of the message. (Catford, 1965: 77-79) says transposition is a shift in translation units; for example, a shift from word to phrase. Then, a structural shift is a shift that occurs in the preparation of sentences, clauses, or phrases. This happens because the structure of source language and target language are different.

Transposition is defined by Kusfajarini (2013) in the following way: It involves a change in the grammar from SL to TL, for instance, change from singular to plural, the change required when a specific SL structure does not exist in the TL, change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth (Newmark, 1988b:86).

Baker (2000:226) mentions that the term shifts is used in the literature to refer to changes which occur or may occur in the process of translating.

Rochaya Machali (2000:64-68) classifies transposition into four types, namely:

1. Transposition type 1

In the search for equivalent the following expressions, an interpreter from English to Indonesian or vice versa, is obliged to shift the form of transposition:

- a. Some plural nouns in English become singular in Indonesian

Examples:

English	Indonesia
A pair of trousers	Sebuah celana
A pair of glasses	Sebuah kacamata
A pair of scissors	Sebuah gunting

- b. Adjective repetition or adjective in Indonesian whose meaning shows the implicit variation in adjectives to be the nomenclature of noun in English.

Example:

SL: The houses in Jakarta are built beautifully

TL: Rumah di Jakarta bagus-bagus

However, there are different nuances of meaning here, the phrase "built beautifully" is more specific than the "bagus-bagus" in target language version.

- c. Adjectives + nouns + properties

Example:

SL: Beautiful woman

TL: Wanita (yang) cantik

Also if the adjectives are formed from verbs like in the phrase 'living cells' = sel-sel yang hidup or a phrase whose adjective is a combination as in the word 'long deceased people' =

orang yang sudah lama meninggal. However, if the nominal phrase contains a series of adjectives and number words, what happens is that the translation starts from the adjective closest to noun and moves forward (i.e. to the left) (see also Hoed, 1993).

Example:

SL: Two splendid ancient electric trains

1 2 3 4

TL: Dua (buah) kreta api listrik kuno yang bagus sekali

4 3 2 1

All examples of shifts in form or transposition above are procedures that must be carried out in translation involving English and Indonesian. Thus, an interpreter does not make mistakes, such as football field = *sepak bola lapangan which is usually done by beginner translators. If the language involved in the translation involves other languages, of course the necessary shift will be different too.

2. Transposition type 2

This second type of shift is carried out if a grammatical structure in the source language does not exist in the target language, as in the example below. This type of shift always implies choice (the acceptable language version of the target can be more than one).

- a. The laying of the object on the front screen in Indonesian is not in the concept of special grammatical structure of English, so that there is a shift in form into the structure of ordinary sentences.

Example:

SL: We must bring the book

TL: Buku itu harus kita bawa

- b. Laying verbs in the foreground in Indonesian is not unusual in the grammatical structure of English, except in imperative sentences. hence, the equivalent uses the structure of ordinary sentences.

Example:

SL: The explanation differs

TL: Berbeda penjelasannya

SL: Its usage has been approved

TL: Telah disahkan penggunaannya

3. Transposition type 3

The third type of shift occurs when an expression in the source language can be translated literally into the target language through grammatical means, but the equivalent is rigid in the target language, as in the following examples.

- a. Nouns / noun phrases in the target language become verbs in the target language.

Example:

SL:to train intellectual men for the pursuits of an intellectual life.

TL: Untuk melatih para intelektual untuk mengejar kehidupan Intelektual.

If the above phrase is literally translated, then it will become 'melatih para intelektual untuk pengejaran kehidupan intelektual'. But this phrase seems stiff in Indonesian.

- b. The combination of adjectives formed by nouns or nominal phrases in the source language becomes the noun + noun in the target language.

Example:

English

Indonesia

Adjective + noun

noun+noun

Engineering technique	teknik (pe) rekayasa(an)
medical student	mahasiswa kedokteran

- c. Clauses in the form of participles (underlined> in source languages are expressed fully and explicitly in terms of objectives.

Example:

SL: The approval signed by the doctor is valid

TL: Persetujuan yang ditanda tangani oleh....

SL: The cells carrying the germ are dangerous

TL: Sel-sel yang membawa/mengandung...

- d. Noun phrases with formative adjectives from transitive (non) verbs in source languages in nouns + clauses in the target language.

Example:

Ajjective+noun	noun+clause
Lending bank	bank yang memberikan pinjaman
Thinking person	orang yang berfikir

- e. All structures by Carford (1965) called class shifts are transpositions or shifts in the shape of this third type.

Example:

SL: I disavow any knowledge of their plot

TL: Saya menyangkal mengetahui apapun tentang persekongkolan mereka (noun →verb)

SL: The neighbors were hostile to the family

TL: Para tetangga itu memusuhi keluarga tersebut

(Adjective → verb)

SL: It was an arduous climb up the mountain

TL: Sungguh sukar mendaki gunung itu (noun → verb)

4. Transposition type 4

This type of shift is carried out in order to fill the lexical gap (including grammatical devices that have textual functions, such as /lah/, /pun/) in the target language using a grammatical structure.

Here are some examples:

- a. A textual marker of focus in the target language expressed by grammatical construction in the source language

Example:

SL: It is this agreement which is referred to' (not anything else)

TL: Perjanjian inilah yang diacu

- b. Unit shifts in Catford's terms (1965) are included in transpositions or shifts in this type of form, namely for example from words to clauses, phrases to clauses, and so on that we often encounter in the translation of off-language words as exemplified below.

Examples of words become phrases

Adept = sangat terampil

Amenity = sikap ramah tamah, tata krama, sopan santun

Deliberate = dengan sengaja, tenang dan berhati-hati.

Interchangeability = keadaan dapat saling dipertukarkan

2.4 Modulation

Modulation is a translation procedure that is usually used to transfer the point of view, focus or cognitive category in relation to the source language; it can be lexical or structural.

Vinay and Darbelnet in Hatim and Munday (2001: 150) state that modulation is a variation of the form of the message obtained by a change in the point of view. In other words, modulation means restructuring a message of source language text in a target language text in different structure but the meaning is not different.

Hoed (2006: 74) says that modulation is an equivalent given by a translator with different meaningful points of view and meaning, but in a context that gives the same message / intent.

According to Suryawinata and Hariyanto (2003: 75) modulation is a strategy for translating words, phrases or sentences. This matter done if the translation of words with literal meanings is not produce reasonable and flexible translations.

Rochaya Machali (2000:69-71) dividing modulation into two: mandatory modulation and free modulation.

Mandatory modulation must be done if a word, phrase or structure has no equivalent in the target language so that it needs to be raised. Here are some examples:

- a. Pairs of words in the source language, one of which has a view in the target language.

Example: lessor and lessee in English

Usually the word *lessee* is translated as a tenant but the equivalent for the word *lessor* does not exist. Then, the equivalent can be searched by changing its perspective or looking for the opposite. 'Person/party that rents or leases'.

- b. Active structures in the source language become passive in the target language and vice versa.

Example:

- (i) Infinitive of purpose in English

SL: The problem is hard to solve

TL: Masalah itu sukar (untuk) dipecahkan

- (ii) Zero passive construction in Indonesian is an active construction in English.

SL: I will submit the report tomorrow morning

TL: Laporan itu akan saya sampaikan besok pagi

- c. The structure of the subject split in Indonesian needs modulation by uniting it in English.

Example:

- (i) SL: The use of the book has been approved by Dikti

TL: Buku tersebut telah disahkan penggunaannya oleh Dikti

- (ii) SL: The role of the non-aligned Movement has been pursued

TL: Gerakan nonblok dituntut peranannya.

Mandatory modulation also occurs in the translation of words which only part of the meaning aspect in the source language can be expressed in the target language, that is, from specific nuanced meanings to the public, as in the following examples.

Example:

Society = masyarakat (hubungan sosialnya, dan sebagainya)

Community = masyarakat (kelompok orangnya)

So special nuanced words in English are translated into general nuanced words in Indonesian.

Free modulation is a translation procedure carried out for nonlinguistic reasons, for example to clarify meaning, lead to loyalty in the target language, look natural equivalent in the target language, and so on. Some example:

- a. Express in the target language what is implied in the source language but can happen otherwise.

Example:

SL: Environmental degradation

TL: Penurunan mutu lingkungan (the concept of quality is implied in the source language)

In the world of translation, these symptoms are called symptoms of exploitation, which clarifies what is implied in meaning. However, symptoms of exploitation like this can occur otherwise, for example:

SL: These conflicts, which *more often than not* have reoriginal causes...?’

TL: Konflik-konflik ini, yang lebih sering disebabkan oleh sebab-sebab regional’... (note that the translator does not translate words “than not”)

- b. Prepositional phrases of cause and effect in source languages become cause and effect clauses in the target language.

Example:

SL: *We all suffer from the consequences of environmental Degradation*

TL: Kita semua menderita karena (adanya) penurunan mutu lingkungan

- c. Plural negative forms in the source language become positive in the target language.

Example:

SL: Conflicts are bound to occur

TL: Konflik militer tak urung terjadi juga.

2.5 Text

Text is any unit of language or linguistic form that is functional in text. According Pardiyo (2012:2) text is a form of communication expression in the form of writing, speech, image, or symbol, which is made with the purpose of conveying certain messages to others.

The writer concluded, descriptive text is a text which says what a person or thin is like. Its purpose is to describe and reveal a particular person, place, or thing. So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose off descriptive text is clear, that is describes, represent or reveal a person or an object, either abstract or concrete.

Some people argue that the understanding of a text as a media or a way for someone to express an event communicatively. Text is divided into several types and each type has characteristics, sentence structure and certain criteria that differ from one text to another. Text criteria are objective in adjusting to one's observations. To distinguish the first and most prominent types of text is to look at the structure of the sentence.

2.5.1 Kinds of Text-type (Genre)

There are many kinds of text type. Pardiyo (2012:3) text are divided into ten types of genre. They are:

1. Recount

Telling or informing others about past activities or events.

Effect on the reader: to get the information about past activities or event.

Examples:

- a. All day activities yesterday
- b. Activity last week
- c. Last vacation activity
- d. Stories about elementary school friends
- e. About school activities during elementary school

2. Spoof

Entertaining others so laughing by telling funny events in the past.

Effect on the reader: laugh after hearing or reading the text.

Example:

An event that describes a school principal or old man who is senile. One day he was lazy to go to school, on lazy grounds. Then he was made aware of by his wife, that he had to leave because he was the principal not a student anymore.

3. Anecdote

Telling silly events, stupid events, with the intention of sharing feelings: funny feelings, amusement, and so on.

Effect on the reader: the reader laugh after knowing the stupid event written in the text.

Example:

For the sake of calling Abil walking, a student splits into a sewer that makes him very embarrassed and laugh at by other people.

4. Narrative

To narrate a story of a problematic event in order to arouse emotions in the readers, to make them to think, to get a lesson of moral value.

Effect on the reader: after reading to the story, the reader will think an take essence of the story to be a good lesson on his life.

Example:

A novel is a form of narrative text, legend stories, stories of one's life or oneself, family, and so on.

5. Descriptive

Provide information to others about the description of an object. The picture can be physical appearance, size, color, quality, amount.

Effect on the reader: get a picture of something or object so that it can imagine the shape, size, color, etc. of the object.

Example:

Text that describes the beauty of a city, village, tourist place, home, school, and so on.

6. Procedure

Provide information to others about the steps or procedures in completing a job or problem.

Effect on the reader: get to know, get knowledge about the steps to solve a problem or job.

Example:

The text explain how to make a dish (food recipe), how to take the right medicine, how to treat the right hair, how to keep the body healthy, how to success in the national final exam, and so on.

7. Explanation

To explain how a phenomenon or an event forms or occurs to explain the process of a formation or an occurrence.

Effect on the reader: obtain knowledge about the process behind the occurrence of a thing or phenomenon.

Example:

Text that describes the processes of rain, earthquakes, lunar eclipses, floods, landslides, photosynthesis, combustion in vehicle engines, food digestion, the process of capturing light in the eyes, and so on.

8. Information-Report

To define, to describe, to give example, to classify, to tell, more about an object, phenomenon, event etc. in order to transfer knowledge, etc.

Effect on the reader: obtain general knowledge about a matter, which includes definitions, descriptions, functions, examples, and so on.

Example:

All the texts that contain an explanation of thing in terms of definition, description, function, classification, example and so on.

Teacher who explain plants and animals, use text information report.

Student textbooks are basically a form of information report text that seeks to transfer knowledge to students.

9. Exposition

To expose arguments or opinions in response to a problem or event in order to judge or to persuade.

Effect on the reader: become more aware of a problem or thing so that the problem becomes clearer.

Example:

- a. The argument describing the ruling of speaking to elementary students are very important
- b. Arguments that explain that snacks make children unable to concentrate
- c. Argument that explain that internet cafes have brought students to fall into negative things and become forgetful about learning
- d. Argument that explain the importance of absorption for students, and so on.

All form of the text that try to maintain an idea that “a thing is true” including in the text exposition.

10. Discussion

To discuss an issue in two points of view; to show the strength and the weakness, to describe the positive points and negative points.

Effect on the reader: obtain a picture of the positive side and the negative side of a thing or problem, and get advice about things to do.

Example:

- a. Text which describes the positive and negative sides of a person
- b. The positive and negative sides of having a sophisticated cell phone for students
- c. The positive and negative sides of internet café services in the community
- d. The positive and negative sides of instant food, and so on.
- e. Positive and negative sides about the effects of drinking coffee, drinking milk, and so on.

2.5.2 Descriptive Text

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005). The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

Wishon and Burks (1980:379) say that descriptive writing reproduces the way things look, smell, taste, or sound or it may also evoke moods, such as happiness, loneliness, or fear.

Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called *identification* or *general statement* and *description*. *Identification* is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. *Description*, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities (Butt, Fahey, Feez, Spinks, & Yallop, 2000; Derewianka, 1990; Gerot & Wignel, 1994 ; Knapp & Watkins, 2005).

The following of generic structure of descriptive text:

1. Identification: Identifies phenomena or objects or certain objects that want to be described.

Usually this is located at the beginning of a paragraph.

2. Description: describe how the features and the characteristics of the things being describe.

The benchmark for this type of text description is the parts of the object, the object quality, or the characteristics.

My Mother

My mother is a very beautiful woman. Her tall is about 165 cm and her weight is about 55 kg. She has a black and shiny curly hair. She also has a pointed nose and a dimple that makes her beautiful. Her eyes are brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beautiful smile. My mom is not fat and skinny too. I think her body is pretty proportional.

She is a very nice, a friendly, and a patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a tasty food. I loved food made by her especially her fried chicken.

2.6 Previous Related Research

The writer took the review of literature from other journals as the principles or comparison with this research. There were several studies related to this research which were useful in their existences as data for supporting the writers' thesis. The studies that were explained that were explained below have relationship with this theses.

Many researchers had done researches about translation. A study of analyzing a text had been done by Wiwik Mariana 2004. Her study focused on *teknik transposisi dan modulasi: kesepadanan dan pergeseran dalam penerjemahan cerpen berjudul "my beloved edith"*. There were several similarities with the study which was conducted by the writer. First, they were similar in procedure that she used in translating the text, namely transposition and modulation procedure. Second, similar in translating the text from source language (English) into target language (Indonesia). Third, similar in method, namely descriptive qualitative method. In other side, it had the differences namely different in kind of the text. She translated cerpen but the writer translated the descriptive text.

Another researcher had done by Roswani Siregar 2016. She studied about *translation procedures analysis English- Indonesia motivational book*. In translating motivational book from English into Indonesia, the writer found some similarities. First, similar in translating the text from English (SL) into Indonesia (TL). Second, the writer found she used translation procedure to translate the motivational book. Third, the writer found she used descriptive qualitative method to collect the data. In other side, the writer found some differences. First, she analyzed English-Indonesia motivational book while the writer analyze descriptive text. Second, she used nine translation procedures, namely literal translation, calque, borrowing, addition, omission, modulation, transposition, equivalence and adaptation while the writer only used transposition and modulation procedure.

Based on these previous researches, the writer found some theories that was helped the writer to do the research in analysis students' transposition and modulation procedure in translation by eleventh grade students at SMK N 11 MEDAN.

2.7 Conceptual Framework

In conducting a research, it was important to present some theories related to this study to get the same perception on every variable between the writer and the reader. Translation is an activity that aims at conveying meaning or meanings of a given linguistic discourse from one language to another. Translation can be defined in terms of sameness of meaning across languages. According to some researchers, there can be no absolute correspondence between languages and hence no fully exact translations. Translation at some levels is always possible, however, there were times when interlocutors were aware that they did not mean the same by

particular phrases. Meaning is formed occasion of linguistic interaction and is therefore unique and not replicable. Therefore, a translation can never mean the same as the source text. But this did not matter, because practice ensures that translators' get away with translating sufficiently well sufficiently often.

This study was intended about what are translation procedures used by the students in translating descriptive text. Some students have different way or procedure in translating a text. The procedures in translating text such as transposition, modulation, adaptation, contextual equivalence, and note-fitting equivalence.

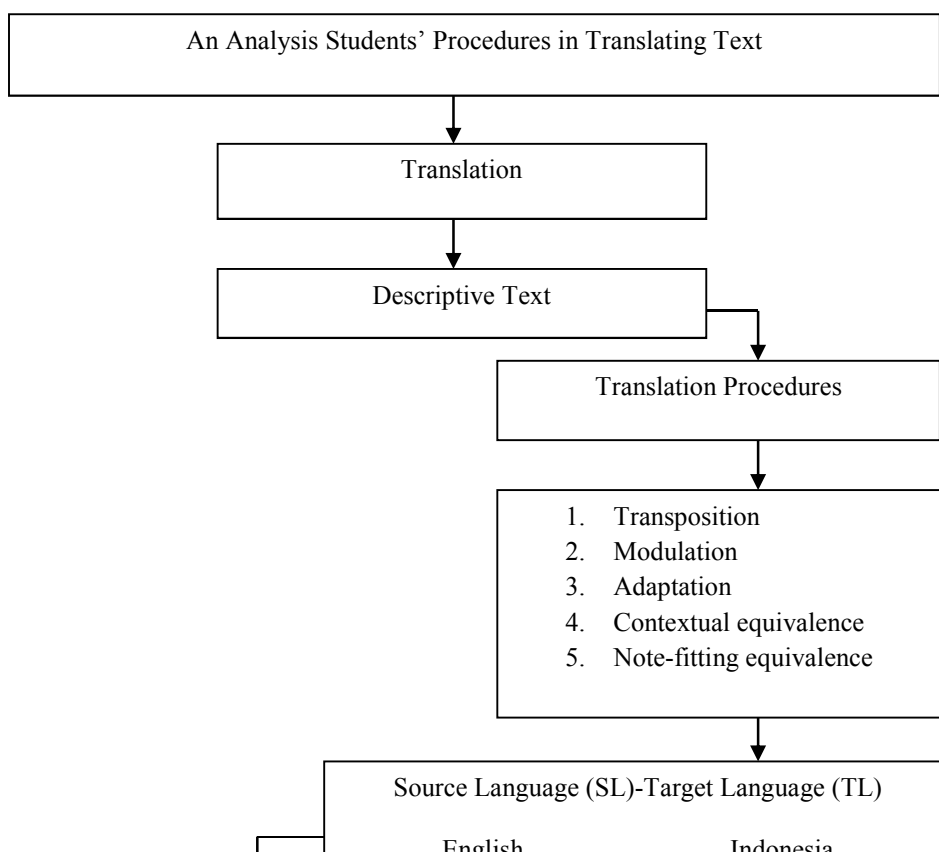


Figure 2.7.1 An Analysis Students' Transposition and Modulation Procedure in Translation by Eleventh Grade Students at SMK N 11 MEDAN

CHAPTER III

RESEARCH METHODOLOGY

The set of rules and procedures or and approach to solve the problem systematically, and the process of study to collect information and data was the meaning of research methodology.

3.1 Research design

This study was conducted by using descriptive qualitative method. This research was a descriptive qualitative research since it described the translation procedures used by students.

The data was described and analyzed based on Rochaya Machali's theory of the translation procedures.

Gay and Airasian (2000: 27) add descriptive qualitative research involves collecting data in order to answer concerning current status of the object of the study and the research question. Descriptive research tried to present the problem clearly based on the accurate data, explaining and describing the topic of a problem based on theory used. Qualitative methods involved the collection and analysis of primarily non numerical data obtained from observation, interviews, tape recordings, document, and the like. This method was mostly associated with words, language and experience rather than measurements, statistic and numerical figures. Research was not simply gathering the data but it was the process of selecting, organizing, analyzing, interpreting and evaluating the data so that valid statements can make about some aspects of reality. Therefore, this study focused on analyzing the data in order to find out what are translation procedures used by the students in translating descriptive text at SMK N 11 Medan.

3.2 The Subject of Research

The subject of this research was eleventh grade students at SMK N 11 Medan. There were four classes of eleventh grade students that consist of 117 students. In XI A there were 27 students, in XI B there were 25 students, in XI C there were 30 students, and XI D there are 35 students. Arikunto (2006:38) stated that sample is a group of individual who represent the whole individual in the population. The subject of this research was gained by using random sampling. From that, the writer chose 20 students as sample from XI D and they consist of 15 girls and 5 boys. The writer chose them because the writer wanted to analyzed what are translation procedures used by the students in translating descriptive text from English into Indonesian.

3.3 The Object of the Research

The object on this research was students' transposition and modulation. It was found from students answer sheet of the eleventh grade at SMK N 11 MEDAN. Then the writer classified the transposition and modulation procedure. Rochaya Machali (2000:62-73) stated that there were some procedures of translation use in translating the text, namely: Transposition, modulation, adaptation, contextual equivalence, and note-fitting equivalence. Here, the writer choose transposition and modulation procedure.

3.4 Instrument of collecting Data

The data was taken by doing observation. And the writer gave a text to the students to get the data from the students answer sheet that the text has been translated into Indonesia. In this research, the writer employed total sampling technique.

3.5 Technique of Collecting the Data

The data of this study was collected by applying documentary technique because the source of this study was the students' answer sheet in the translating descriptive text.

1. The writer gave the students a text and the text is a descriptive text.
2. The number of sentence was 20 sentences.
3. The time allocation that the writer gave to the students was 60 minutes.
4. After students did the text, the writer collected the students' answer sheet.
5. And the last, the writer checked the students' answer sheet, tried to find out what are translation procedures used by the students in translating that descriptive text.

3.6 Technique of Analyzing the Data

1. After collecting the data from the students, the writer conducted reduction data into transposition and modulation

2. Then the writer classifying the students' answer sheet into how many data to transposition type 1, how many data to transposition type 2. And also classifying how many data into free modulation.
3. The writer analyzing the data based on Rochaya Machali theory
4. The writer clarifying the data to make the findings