

## CHAPTER II

### THEORETICAL FOUNDATION

This chapter contains theoretical foundation of the research that will discuss translation, untranslatability, factors of untranslatable words, and the strategies used to produce a proper translation. Then, in this chapter, the researcher explains some other related theories that will be used to analyze the data. The first part will discuss translation in general.

#### 2.1 Translation

As social beings, humans cannot possibly live alone but live together with other humans. In terms of socializing and communicating humans do and use various ways, namely through pictures or paintings, behavior, signs and language itself. Language as a means of communication is of course various. Translation has an important role in helping communication today. By understanding the differences in language and cultures, humans can obtain knowledge, retain information, and increased their insight. In Islamic times, translation has an extremely important role in advancing science and technology, as explained in Al-Qur'an Surah Ar-Rum Ayah 22.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلاَفُ اَلْسِنَتِكُمْ وَالْوَاوَاكُمُ

اِنَّ فِي ذٰلِكَ لَايٰتٍ لِّلْعٰلَمِيْنَ

And of His signs is the creation of the Heavens and the earth and diversity of your language and your colors. Indeed in that are signs for those of knowledge. (Noble Al-Qur'an)

This verse tells us that Allah SWT created humans in this world with different ways, and Allah SWT creates them in tribes, colors, and different language to make them recognize and understand each other. Language becomes one of the important device and also helps humans interact more easily, express their feeling, and adapt to their social life. This is the reason why people with different languages need the general language to understand each other, and here does translation become one of the ways to prevent communication from being failed and misunderstood.

Translating activities are often carried out daily, the aim is to divert a message, with the aim of clarifying the message intended by someone as a speaker to others, as the recipient, with the aim of the recipient being able to understand the speaker's intent.

Translation is rendering the meaning of a text into another language in the way that the author intended the text. on the one hand, translation must be made easy so that the interlocutor can grasp the meaning of the source language. on the other hand, translation can be said to be complicated because a translator is required to known the target language (Newmark, 1988). Apart from that, translation has been instrumental in transmitting culture, sometimes under

unequal conditions responsible for distorted and biased translations, ever since countries and languages have been in contact with each other (Newmark, 1988).

Besides that, the same opinion is by Moentaha (2006) which states that translation is the process of replacing text in the source language (BSu) with the text in the target language (BSa) without changing the level of the text content. The notion of the level of content is not only related to the basic meaning, idea or conception contained in the text, but all the information contained in the TL text, namely all language norms, such as lexical meaning, grammatical meaning, stylistic nuances / expressive power. In other words, translation is an assessment of lexicons, grammatical structures, communication situations, and cultural contact between two languages which is carried out through analysis to determine meaning (Amalia, 2006).

Furthermore, Larson (1989) provides a definition of translation by saying that translation means re-expressing the same meaning by using lexicons and appropriate grammatical structures in the target language and cultural context.

Larson's definition relates meaning to cultural contexts. The transfer of the same meaning from the source language into the target language must be linked to the cultural context. Larson proposed the concept of translation based on meaning. According to him, translation is a transfer of meaning from SL to TL. The meaning is more important, because it cannot be changed, while the form is allowed to change. Larson continued, explaining that to determine the meaning expressed, a translator not only analyzes the formal structure of the Target Text

(ST) but also the aspects of meaning that are packaged in the formal structure of the language. The results of the analysis in the form of the meaning that is in the translator's mind are reconstructed with a formal TL structure that is suitable to become TT (Hasyim, 2015).

Then Beekman and Callow also define that translation is communicating a message from one language to another. Translation can also be interpreted as an effort to replace the source language text with an equivalent text in the target language, and what is translated is the meaning as intended by the author (Mutia, 2018).

The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written or verbal languages involves the translator changing an original written text or verbal in a different verbal language (the target language or TL), communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original (Munday, 2010).

On his other work Newmark (2001) says translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. Each exercise involves some kind of loss meaning, due to a number of factors.

The definition and description above regarding translation refers to the importance of disclosing the meaning or message referred to in the original discourse. In translation, the message from the original text must be maintained and well communicated to the translator's readers, the content of the original text must remain the same so that the message in question can be understood even though the form may be different. Equal to what is meant in the definition of translation does not mean that it must be the same, but it contains the same message.

From the description above, it can be concluded that translation is not something simple, it is not limited to translating from one language to another and is not a job that anyone can do without being studied. As stated by Luther in Simatupang (2000) that "Translation is not everybody's art", which means, for Luther, translating is not an easy thing. It requires complex skills. In other words, translation requires skills and knowledge of language norms such as lexical meaning, grammatical meaning, stylistic nuances / expressive nuances of both languages and also culture which is carried out through analysis to determine accurate meaning (Munday, 2010).

## **2.2 Untranslatability**

Translation fails—or untranslatability occurs—when it is impossible to build functionally relevant features of the situation into the contextual meaning of the TL text. Broadly speaking, the cases where this happens fall into two

categories. Those where the difficulty is linguistic, and those where it is cultural (Catford, 1978).

Interpretation in this study refers to the translation of daily conversation words where the word or phrase in the form of the source language does not have a natural equivalent in the dictionary and also assistance in applications such as google translate the intended word or phrase does not have a natural equivalent in the target language.

In the field of linguistics, the reason for translation can occur is when the language or word is included in the informal or informal features of the source language. The inability to translate language usually occurs in cases where there is a characteristic ambiguity in the source text (Catford, 1978). In addition, Nababan (2008) also states that sometimes the equivalent that we are familiar with is when we look more deeply into the semantic area, so there will be different concepts (Ngamelubun, 2016).

Translation activities are used as a technique for learning a foreign language, translation is a double-edged instrument: it has a specific purpose to demonstrate knowledge of a foreign language, either as a form of control or to train one's intelligence to develop its competence. This is a strong point in foreign language classes, which must be sharply distinguished from their normal use in transferring meaning and conveying messages (Newmark, 1988). A study of the translated text also needs to be carried out to reveal how accurate the

message is in the source language text and to find out the type, strategy and approach of translation applied by the translator.

In addition, Jakobson raised the issue of equality in the meaning between words in various languages. He (1959/2004) stated ‘There is ordinarily no full equivalence between code-units.’ In Jakobson’s description, interlingual translation involves ‘substitut[ing] messages in one language not for separate code-units but for entire messages in some other language’: The translation recodes and transmits a message received from another source. Thus translation involves two equivalent messages in two different codes (Munday, 2010).

Robinson (2005) states that translation is a series of learning processes that move continuously through three stages, namely instinct, experience, and habit. These three stages are actually the thoughts of an American philosopher and inventor of semiotics, Charles Sanders Peirce, which is simplified by Robinson as a basis for translating. Peirce states that the relationship between experience and habit is a triad framework that starts with instinct through experience and eventually becomes a habit.

In this process instinct or general, unguarded readiness ranks first; second is experience which is based on life events and activities that affect individuals from outside; and thirdly, habits are more important than the difference between general readiness and external experience because they combine the two processes, namely into the accuracy of actions, especially to act in a certain way

in certain conditions formed by experience, for example translating certain texts in a particular way (Amalia, 2006).

This precision of action is what Piaget called intelligence. According to Piaget, intelligence is what we use when we don't know what to do. If someone manages to find the right answer to a life problem with many answer choices, then he is a smart person. But there is more that is needed to be smart, namely the creative aspect as a means of finding something new (Amalia, 2006).

Many scholars believe that there are many non-substitutable elements present in different languages, such as cultural traditions, customs, social, emotional, and some unique words and syntactic structures. Usually the factors causing the problem not to be translated are classified as language barriers. In this sense, a loss of meaning cannot be avoided during the translation process.

The majority of the texts should be translatable with only a little untranslatable part. (Liu, 2000) J. C. Catford also said that the problem of translatability and untranslatability is not “dichotomy”, it’s more like the variate between the absolute translatability and absolute untranslatability. Translatability and untranslatability are just like the two sides of one coin, contrary but coexisting and correlated, which can thus be unified and even converted along with the development of languages and the increasing intercultural communication (Wang & Sunihan, 2014).



## **2.3 Factors of Untranslatability**

Language has a tremendous influence on the development and thinking of the people who use the language. In the process of translating, language is an important element, the diversity of languages in each country makes the translation process an activity that is classified as not easy, as for words or phrases that cannot be translated directly into the target language, the cause of such a thing is due to several factors.

Each language has its own specific grammatical system and lexical system. Each language has its own grammatical structure and lexical composition which is different from the grammatical structure and lexical composition of other languages. Every language is a very complex system and has its own characteristics. The difference in this system does not only exist in languages that are not related, but also occurs in related languages (Sari, 2012).

The differences between the source language and the target language system can cause language difficulties in the translation process. In order to produce an accurate translation, the translator must have knowledge of the factors that can lead to untranslatability in the language. Moentaha (2006) mentions in (Sari, 2012) that there are factors that can cause language to be difficult to translate, namely:

### **2.3.1 Lexical Means**

Kridalaksana, (2008) states that the lexical is related to the lexeme, is related to the word and is related to the lexicon, and not grammatically. The

lexeme is a meaningful unit that forms words, while the lexicon is a language component that contains all information about the meaning and usage of words in the language. Based on this opinion, the lexical ingredients consist of:

### **2.3.1.1 Meanings of Differences**

The difference between the source language system and the target language system is also shown by differences in structure both at the level of words, phrases, clauses, and sentences. The lexical composition units of language (words) usually contain multiple meanings (polysemous words) and the system of word meanings in one language is usually not completely the same as the equivalent word meaning system in other languages.

### **2.3.1.2 Differentiation / Non-differentiation**

What is meant by non-differentiation is that one word from a particular language, which contains a broader (non-differential) meaning, may be translated into another language with several words (two or more), each of which contains a narrower (differential).

Both the symptom of multiple meanings, as well as the differential / non-differential phenomenon can invite difficulties in the translation process. Making a choice between words which have a differential meaning is the only way of translation. In general, the possibility of making the correct choice of translation is guaranteed by the context of the sentence.

### **2.3.1.3 Semantic Field**

The semantic field is the most complicated field because the problem of meaning is very broad in scope and tends to be subjective. The problem of the meaning of a word or sentence is usually closely related to the socio-culture of the language user. The difference between the socio-culture of one ethnic group and the socio-culture of other ethnic groups results in different ways of expressing the meaning of a word or sentence in a particular language. So that this will cause very complicated problems for a translator, especially if he is not familiar with the source culture and target language (Cahyadi, 2010).

This is important for the translator, when looking for equivalent sentences in translation, perceptual sentences or qualitative / evaluative sentences in the Source Language should be translated into the Target Language with sentences expressing the same semantic field.

### **2.3.2 Grammatical Means**

Grammatical according to Kridalaksana (2008) is related to the grammar of a language or in accordance with the grammatical rules of a language. In accordance with this opinion, the grammatical means consist of:

#### **2.3.2.1 Plural and Singular**

What makes language difficult in translation is also the difference in the grammatical systems of the two languages. Both in Indonesian and in English, nouns have a singular and plural form. In general, the plural form of nouns in

Indonesian is expressed by a system of repeating all basic nouns, namely the *dwilingga* (*rumah-rumah*) or with the help of the word, '*para*'. Meanwhile in English, the plural of English nouns is to add /s/ to the singular form (boy-boys, apple-apples). However, this rule is complicated because of many exception. In addition, sometimes, the plural form changes from the singular form (Mustaidah, 2004).

### 2.3.2.2 Genus Category

Language difficulties in translation related to differences in the grammatical systems of the two languages also concern genus categories. Various languages have genus categories in their grammatical system. For example, in Indonesian the pair , '*wan*'- '*wati*', -*a*, *i*.

Thus, differences in the source and target language grammatical systems as a whole can be a source of difficulty in translation, particularly if the grammatical categories in one language are different or not clearly expressed in another language. However, in some cases the meanings conveyed in one language through grammatical means, in other languages are usually conveyed using lexical means.

However, grammatical meanings must be conveyed in the language, even if it is not concretized in the Source Language text, because there is a belief that the differences between languages lie not in the ability of the languages to convey one meaning or another, but in the necessity for the translator to convey it meaning in one language, which might be concretized in another.

### 2.3.3 Stylistic Means

The stylistic complexity is also one of the factors causing the difficulty in translating. Literary texts such as poetry, prose and drama are expressed in a different style from scientific texts such as papers or reports because the culture of the source language and the culture of the target language is different from one another, likewise in daily conversation language differences in formal and informal language can be the cause of difficulty in translating well. So the language styles used by the two languages are of course different so that it will be difficult for the translator. Every language has a functional system related to style / stylistics.

However, the collection of distinguishing signs characterized by one functional system or another in different languages is often incompatible. Although the translation is not reprehensible from the point of view of grammatical and lexical norms, it can be reprehensible because it violates the stylistic norms of the Target Language (Moentaha, 2006).

In translation, it is important to follow the rules, not only related to lexical and grammatical norms, but also stylistic norms of Source Language and Target Language. Systems of functional style, which are the same or nearly simultaneously in different languages, are often characterized by different signs. Simply transferring the stylistic features of the Source Language into the Target Language structure will not result in an accurate translation.

## 2.4 Strategies Used in Untranslatability

Translation as a process implies that a series of activities in translation are carried out through stages. The stages of the translation process discussed here are the stages that are generally passed by the translator. In translation the desired result is a good translation. Meanwhile, the characteristic of a good translation is an accurate, precise and reasonable translation in the target language. Thus it can be said that the translation process is a series of steps taken deliberately to produce an accurate, precise and reasonable translation. In order to produce such a quality translation, translation experts have tried to formulate various steps that can be taken by translators (Ma'mur, 2007).

In general, the translation process begins with reviewing the entire text before starting to translate. After obtaining an overview of the contents of the text message, in the process the translator can break the text into small parts, coordinate the words depending on their nature and so on.

In this research, the translation process used is the translation process of the Nida and Taber (1974) models. This process is stated by the researcher as a translation model that can help make translation acceptable and can become a translation strategy in daily conversation words that cannot be translated directly into the target language.

Nida's translation process, which was then developed with Taber, went through the translation process, namely analyzing the message of the source language until it reached its simplest and clearest structurally clear form,

transferring the language, and then restructuring the language so that it was acceptable to the intended readers (Ma'mur, 2007).

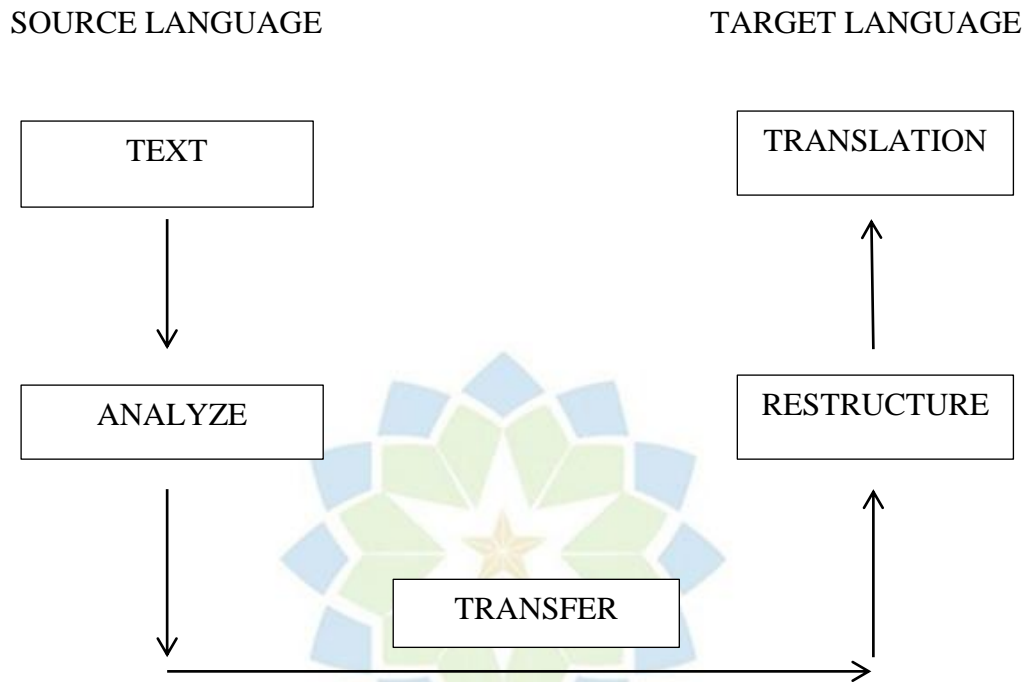
In "The Theory and Practice of Translation", Nida and Taber explain in more detail the three stages of the translation process that a translator must do.

First, analyzing the source language text (SL) which consists of: `

- a) Grammatical relationship analysis.
- b) Analysis of the meaning of each word and word combination. Second, is the transfer stage, namely the material that has been analyzed in the first stage, transferred in the mind of the translator from the source language (SL) into the target language (TL).
- c) Restructuring of the material that has been transferred is such that it is fully acceptable in the target language or the receiving language.<sup>9</sup> The table of Nida and Taber's translation model can be seen in the following image.



Diagram 2.1: Translation Strategies from Nida and Taber (*Ma'mur, Proses Penerjemahan: Deskripsi Teoretik, 2007*)



Furthermore, Nida defines translation as the process of reproducing equivalent messages in the target language, first in terms of meaning and second in terms of form. These reproduced equivalents are natural equivalents that have the same message or are closest to the target language. Therefore, the main objective of translation is to achieve the equivalent effect of the message on the reader between the target language text and the source language. In other words, the effect felt by the reader must be commensurate with the effect experienced by the reader. This concept of equivalence is called dynamic equivalent.

For example, the phrase “It's very hot” that someone says to a friend who sits by the window on a very hot day, can be translated as, “*Maaf, bisakah kamu membuka jendelanya?*”. When translated by the following translation, it is



called dynamic equivalent. However, if translated with, "*Udaranya panas sekali.*" Then it is form correspondence. Dynamic equivalence emphasizes the effects experienced by the reader, while form equivalence emphasizes the form and content of the message of the text to be translated (Nida, 1964). With this theory, Nida drew attention with a greater emphasis on the effect of translation on readers. Instead of translating word for word, Nida puts forward the translation of meaning for meaning (Sugeng, 2013).

