

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the related literature and studies after the thorough and in-depth search which is done by the researcher. This will also present the synthesis of the terms and theoretical framework to understand completely.

2.1. Previous Studies

There are some similar studies that have been conducted towards translation in bilingual book and about the process type of verb. The first, research from Farah Vidyasari (2012), "*An analyze the translation of Children's story Bilingual book entitled, "Masarasenani and The Sun" by Murti Bunanta*". She focused on to analyze method related with translation process in that book and to analyze form and meaning shifts that may happen in the translation process in that book. The second, research from M. Khairun Nazhirin (2013), about "*A Transitivity Analysis of Genres in the Tenth Grade Senior High School Textbook Developing English Competencies*". He focused on to analyze the transitivity of genres in senior high school textbook Developing English competencies for Grade 10 based on Halliday's theory of systemic functional linguistics, and to find out the factors affecting the analysis result and the benefit that can be gained.

The previous study so clearly different from the present study since the study analyzes the translation strategies of Process type of verb in Bilingual Children's Story Books.

2.2. Translation

There are a number of definitions of translation offered by experts and theorists. One of them is Newmark (1998:5), Translation is rendering the meaning of a text into another language in the way that the author intended the text.

According to the quotation above, Newmark's definition of translation covers a quite broad area.

Meanwhile, according to Larson (1998: 3), translation is a process that consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constantly.

Thus, it can be concluded that translation is a process of transferring a text from SL to TL by prioritizing the equivalence of meaning and the intention of the author. In this study, the source language is English and the target language is Indonesian.

2.2.1. Strategies of translator to solve non-equivalence

Strategy is used in many contexts. In translation studies many theorists have used the term translation strategy widely but with some considerable differences in the meaning and the perspective from which they look at it.

A translator uses a strategy when s/he encounters a problem while translating a text, when they translate word for word and use a dictionary, beginners in the area of translation think they have made a good translation. They do not understand that a problem still exists and changes must be made at some levels of the translation. Therefore, problem-solving is the most important function of the strategies.

According to Mona Baker (1992 : 26-42), list of eight strategies, which have been used by professional translators, to cope with the problematic issues while doing a translation task :

1. Translation by a more general word (superordinate)
one of the most common strategies for dealing many types of non-equivalence, especially in the area of propositional meaning. it works well in most, but not in all languages, because of the hierarchical structure of semantic fields rather than language specifics
2. Translation by a more neutral/ less expressive word
The translator avoid conveying the wrong expressive meaning.
3. Translation by cultural substitution
The strategy involves replacing a culture-specific item or expression with a target language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader.
4. Translation using a loan word or loan word plus explanation
The strategy is particularly common in dealing with culture-specific items, modern concepts, and buzz words. Following the loan word with explanation is very useful when the word in question us repeated several times in text. Once explained, the loan word can then be used on its own ; the reader can understand it and is not distracted by further lengthy explanations.
5. Translation by paraphrase using a related word
The strategy tends be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the

- frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language.
6. Translation by paraphrase using unrelated words
If the concept expressed by source item is not lexicalized at all in the target language, the paraphrase strategy can still be used in some contexts. Instead of a related word, the paraphrase may be based on modifying a superordinate or simply on unpacking the meaning of the source item, particularly if the item in question is semantically complex.
 7. Translation by Omission
The strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with the lengthy explanation, translators can and often do simply omit translating the word or expression.
 8. Translation by Illustration
This is useful option if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated.

2.3. Process Type of Verb

According to Halliday (1994:106) : “reality is made up of processes of going on, happening, doing, sensing, meaning, being and becoming”. The process is realized by a verb and it is the central part of situation.

A verb is one the main parts of a sentence or question in English. In fact, we can not have a sentence or a question without a verb, that’s how important these “action” parts of speech are. The verb corresponds to the process, which denotes an action, in other words, the verb has a dual function to denote a process. The process is one of dialectic engagement between the nominal group and the clause. It is a continuous process, moving across the boundary between different languages ; it began in ancient Greek and later transmitted into English and the other languages of modern Europe (Hallidah, 2002 : 170). Halliday (1985 : 102) explained there are types of process, as follow :

1. **Material Process : doing (bodily, physically, materially)**

Material process is a process that describes a process of doing an activity. They express the notion that some entity does something which may be done to some other entity. Actor is the one that does the act or performs the action. The goal is one that suffers or undergoes the process. The actor can be probed by asking a question like

“*What did (do, does, etc) X do?*”

X will be the actor.

Whereas, if X will be the goal, it also can be probed by asking a question like, “What happened (happens, etc) to X?” If there is a goal of the process, as well as an actor, the clause may have two forms, i.e. active and passive.

Sometimes, material processes have two other participants’ functions which are range and the beneficiary. Halliday (1994: 146) writes that in material process, the range expresses the domain over which the process takes place, or expresses the process itself. The beneficiary is the one to whom or for whom the process is said to take place. In material process, there are two kinds of beneficiary, they are recipient and client. Recipient is one that goods are given to, whereas client is one that services are done for.

2. Mental process : sensing (emotionally, intellectually, sensorily).

Mental process is a process of sensing, such as feeling, thinking, and seeing. The participants in a mental process are a senser and phenomenon. Senser is the conscious being that feels, thinks, or perceives. Phenomenon is that which is felt, thought and perceived. There are four subtypes of mental processes, they are:

1. Perceptive (*feel, hear, see*)
2. Cognitive (*know, understand, believe*)
3. Desiderative (*hope, want, wish*)
4. Emotive (*like, love*)

The category of mental process clauses turns out to be grammatically distinct from that of the material process clauses on the basis of the five main criteria (Halliday, 1985: 108).

- a) There is always one participant who is human; who ‘senses’-feels, thinks, or perceives, like in ‘John enjoyed the class’.
- b) The position is in a sense reversed. It may be not a ‘thing’ but also a fact.
- c) The tense of mental process is not clearly bounded time which is associated with the less focused tense form, the simple present. The unmarked tense is the simple present as that in

She likes the gift	(not she is liking the gift)
Do you know the city?	(not are you knowing the city)
I see the stars	(not I am seeing the stars)

- d) It is brought earlier that mental process is represented in the language as two way processes
- e) It also refers above to the fact that material processes are ‘doing’ processes which can be probed and substituted by the verb do such as those in;

What did John do?	He ran away
What did Mary do with the gift?	She sold it

3. Relational process : being (equal to, or some attribute of)

The process type occurs outside and inside human being. Relational processes are typically realized by the verb “be” or some verbs of the same class (known as copular verbs), for examples, seem, become appear, or sometime by verbs such as have, own, possess.

Relational process construes being and relating among entities through attribution and identification. As Halliday (2004) states that relational process is divided into two modes: attributive relational and identifying relational process. In the attributive relational process is the process which assigns a quality. ‘a is an attribute of x’. And in the identifying relational process is that something has an identity assigned to it. It means that one entity is being used to identify another ‘x is identified by a’ or ‘a serves to define the identity x’ (Halliday, 2004). The English system operates with three main types of relation, they are: intensive, possessive, and circumstantial and each of these comes in two distinct modes of being attributive and identifying (Halliday, 2004: 216).

4. Behavioural process : behaving (physiologically and psychologically)

Gerot and Wignel, (1994:60), “*The process of physiological and psychological behaviour, like breathing, dreaming, snoring, smiling, hiccupping, looking watching, listening, and pondering*”.

Behavioral processes are processes of physiological and psychological behavior. The majority of behavior processes of clauses have one participant only. The participant is behaving called behavior, is typically a conscious being like senser, but the process functions more like one of doing.

5. Verbal process : saying (lingually, signalling)

Speaking is certainly a kind of action, and to some extent it would not be unreasonable to treat it as material process. The other hand, it has some features of mental process, especially if we believe that verbalization of thoughts is a kind of inner speech.

Verbal processes are clauses of saying which functioned as sayer (Halliday, 2004: 252). There are three further participant functions based on Halliday (2004: 255-256), they are:

a) The receiver

The receiver is the one to whom the saying is directed

- b) **The Verbiage**
The verbiage is the function that corresponds to what is said, representing it as a class of thing rather than as a report or quote.
- c) **The target**
The target occurs only in a sub-type of 'verbal' clause; this function construes the entity that is targeted by the process of saying.

6. Existential process : existing (there exist)

This process is processes of existence. These represent that something exists or happens (Halliday, 2004: 256). Normally, this process recognizable because it is signaled by "there". The word 'there' is needed as subject, but it has no experiential meaning in a sense, its function is to avoid the need for, or the possibility of, a second participant in the clause, because there is only one participant inside.

They typically have the verb 'be' or some other expressing existence, such as exist, arise, come that followed by nominal group functioning as existence.

