

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the thesis writer discusses some concepts that are relevant to the present study, including the concept of translation, types of translation, the method of translation, and English coordinative conjunctions and Indonesian coordinative conjunctions.

2.1. Translation

There have been a number of definitions of translation. According to Bell (1991:5-6) seems to have pursued the same line of emphasis on meaning and style in his translation of the definition given by the French theorist, Dubois (1974:8): Translation is the expression in another language (or the target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. According to Venuti (1999), translation theory can in fact be imagined as a set of changing relationships between the relative autonomy of the translated text, or the translator's actions, and two other concepts: equivalence and function. Equivalence has been understood as "accuracy," "adequacy," "correctness," "correspondence," "fidelity," or "identity"; while function means the ability of the translated text to release different effects, which begins by communicating information and producing a response comparable to the one produced by the foreign text in its own culture.

A crucial issue in translation is finding the equivalence of the language items of the source language in the target language. There are two concepts of equivalence: non-specific and mathematical or logical relation concepts.

Firstly, in non-specific definitions of the equivalence, as in dictionary definition, equivalence is defined as the state of being “equal or interchangeable in value, quantity, significance, etc.” or “having the same or a similar effect or meaning” (*Collins Dictionary of the English Language*, 1991: 526). Similarly, *Webster’s Ninth New Collegiate Dictionary* (1991:421) defines equivalence as the state of being “equal in force, amount or value” or “like in signification or import”. It becomes immediately clear, when considering these two definitions, that there are three main components to both: a pair (at least) between which the relationship exists, a concept of likeness/sameness/similarity/equality, and a set of qualities.

Secondly, equivalence is understood as a mathematical or logical relation. In order to appreciate the breadth of the debate on the concept within the field of translation studies, however, it is important to consider a much narrower definition of the concept whose currency within the field of machine translation, for example, must be taken into consideration. Equivalence as a mathematical relation is defined as “a relation which is reflexive, symmetrical and transitive” (*Collins English Dictionary*, 1991: 526).

2.1.1 Types of Translation

According to Peter Newmark (quoted in Haralambie Alina, 2011:5) there are two types of translation: communicative and semantic translation.

First, communicative translation involves attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original ~ *Nida's dynamic equivalence*. In theory, communicative translation addresses itself solely to the second reader who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary, communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under translate. Basically, communicative translation emphasizes the shift of messages. This method pays attention to the reader or listener of the target language and hopes there is no difficulty or unclear meaning in the text of the target language and also the effectiveness of the target language. For example:

(1) Awas anjing galak!

This sentence can be translated into:

(1) a. *Beware of dog!* (rather than *Beware of the vicious dog!*, because the first sentence was beckoned that the dog is vicious).

Another illustration of communicative translation is the following sentences:

(2) I would admit that I am wrong.

(3) I will admit that I am wrong.

For a native speaker, the two sentences above will have different effects, the difference is the use of words *would* and *will*, the first sentence indicates that someone desires to do something and the word *will* in second sentences indicates that the activity will be done by the subject of the sentence. Here, tenses do not influence the meaning of the sentence. So the two sentences above are translated into Indonesian language as follows:

(2).a. I would admit I am wrong (saya mau mengakui bahwa saya salah)

(3).b. I will admit that I am wrong (Saya akan mengakui bahwa saya akan salah)

In communicative translation, translation could repair the logic of the sentence in a source language by changing the words and structure that was problematic with the smoother and delete part of the sentences that is unclear in meaning. The translator needs to be able to do so in translation, and the translator's communicative competence would consist of four components:

1. Grammatical competence: knowledge of the rules of the code, including vocabulary and word formatting, pronunciation/spelling and sentence structure,
2. Sociolinguistic competence: knowledge of and ability to produce and understand utterances appropriately in context,
3. Discourse Competence: the ability to combine form and meaning to achieve unified spoken and written in different genre: this unity depends on cohesion in form and coherence in meaning,
4. Strategic Competence: the mastery of communication strategic which may be used to improve communication or to compensate for break downs.

Communicative translation is always concentrated on the reader, normally makes the text smoother, lighter, more idiomatic and easier to read, but the equivalent-effect element is in operant if that the text is out of target language space and time (<http://lailatulizza.blogspot.com/2010/12/communicative-and-semantic-translation.html>).

Second, Semantic translation involves attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original. This is also known as Nida's formal equivalence. Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - *une nonne repassant un corporal* may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100 % fidelity and allows for the translator's intuitive empathy with the original. (<http://www.beaugrande.com/TranslationSemantics.htm>).

In consequence, semantics has been permeated by the aspiration of define and describe 'meaning' in reference to some formal or logical system on a deep and abstract plane thoroughly removed and purified of the 'heterogeneous mass of

speech facts' that has intimidated linguists since Saussure. (<http://www.beaugrande.com/TranslationSemantics.htm>).

Their conception of 'language' was increasingly situated on a similar plane, e.g. in terms of a 'generative grammar'. And yet some influential linguists conjectured that set apart from language, meaning would be hopelessly indeterminate. For Saussure 1966 [1916]: 111), 'language takes shape between two shapeless masses', namely between 'the indefinite plane of jumbled ideas and the equally vague plane of sounds'; 'without the help of signs we would be unable to make a clear-cut consistent distinction between two ideas'. Yet how language does this was thoroughly obscured when Saussure insisted that 'the choice of a given slice of sound to name a given idea' is 'completely arbitrary', for there are no necessary relations between sound and meaning' (1966: 189, 113). This move didn't really satisfy him, as we can see from his gloomy conjecture that "the mechanism of language is but a partial correction of a system" that is by Nature Chaotic' (1966: 133) (<http://www.beaugrande.com/TranslationSemantics.htm>). So, in this thesis, the communicative translation is adopted.

2.2. English Conjunctions

A conjunction is a word that joins sentences, phrases, or words together. (https://www.superteacherworksheets.com/conjunctions/subordinating_conjunctions.pdf) There are two types of conjunction: coordinative and subordinative conjunctions. This study deals with coordinative conjunctions, subordinative conjunctions will not be discussed further.

Coordinating conjunction joins words that are equally important in a sentence. An example in English is:

(4) The pelican ate a fish *and* flew away.

In this example, the pelican did two things that are equally important, but not necessarily related. It ate a fish. It also flew away. The three most common coordinating conjunctions in English are: *and*, *but*, *or*. (<http://www.uni-giessen.de/~ga1070/conjunctions.pdf>).

Further examples of the use of English coordinate conjunctions:

(5) Your letter, *likewise*, had its weight; the bread was spent, the butter *too*; the window being open, *as well as* the room door.

(6) The assertion, *however*, serves but to show their ignorance. "Can this be so?" said Goodman Brown. "*Howbeit*, I have nothing to do with the governor and council.

(7) *Nevertheless*, in this mansion of gloom I now proposed to myself a sojourn of some weeks.

(8) While the earth bears a plant, *or* the sea rolls its waves.

(9) *Nor* mark'd they less, where in the air

(10) *Therefore* the poet is not any permissive potentate, but is emperor in his own right.

(11) *For* it is the rule of the universe that corn shall serve man, and not man corn.

Furthermore, English coordinate conjunctions are of four kinds:

1. Copulative, coupling or uniting words and expressions in the same line of thought; as *and*, *also*, *as well as*, *moreover*, etc.

2. Adversative, connecting words and expressions that are opposite in thought; as *but, yet, still, however, while, only*, etc.
3. Causal, introducing a reason or cause. The chief ones are, *for, therefore, hence, then*.
4. Alternative, expressing a choice, usually between two things. They are *or, either, else, nor, neither, whether*.

Some of these conjunctions go in pairs, answering to each other in the same sentence; as, *both. .. and; not only. .. but* (or *but also*); *either. .. or; whether. .. or; neither. .. nor; whether. .. or whether*. Some go in threes; as, *not only. .. but. .. and; either. .. or. .. or; neither. .. nor. .. nor*. For examples:

- 12) *Both Rudy and Nancy* are preparing their wedding for next year.
- 13) *Not only* Marilyn has a flower shop, *but (also)* Maya has it.
- 14) He will give you *either* a book *or* a pen.
- 15) Debra does not know *whether* it will rain today *or not*.
- 16) David *neither* eat *or* drink for 10 hours before taking general medical check-ups in the laboratory.
- 17) *Whether* Susan will go to the market *or whether* she will go to the beach.
- 18) Jane eats *not only* ice tart *but* pudding and pie.
- 19) *Either* you or she *or* he will visit the doctor.
- 20) *Neither* Ronny *nor* Donny *nor* Tommy chooses Lily as his soulmate.

However, the the present study limits itself on analyzing the English single coordinative conjunctions which consist of one conjunction word such as and, then, as, for, only and son on, and thus the combination conjunctions which

consist of more than one conjunction word such as as soon as, as well as, so that, and so, neither...nor, both...and, not only...but also and so on are not becoming the object of the present study.

2.3. Indonesian Coordinative Conjunctions

Co-ordinate conjunctions join similar words, phrases or clauses to each other (i.e., to join an adjective to an adjective or a noun to a noun). (<https://taniosutrisno.wordpress.com/2013/05/10/coordinate-conjunction/>).

The most common co-ordinate conjunctions in Indonesian are indicating some functions as follows:

a. showing cause and effect relation:

21) Siswa latihan tertawa *dan* menangis secara bersamaan. (The trainees laughed **and** cried simultaneously).

b. showing addition:

22) Vina dan Amel bangun jam 5 pagi *dan* mereka pergi ke sekolah jam setengah tujuh pagi. (Vina and Amel wake up at 5:00 am, **and** they go to school at 6:30am.)

c. showing contrast

23) Pria itu membantu dengan tulus, *namun* banyak orang berpikir negatif. (The man helped in sincerity, but many people thought negatively about him.)

d. showing alternative:

24) Apa yang lebih kamu suka, diam di rumah *atau* pergi ke bioskop akhir minggu ini? (What do you prefer to stay at home or go to the cinema on this weekend?)

e. showing result:

25) Tolong pertimbangkan kembali, *agar* kamu tidak menyesal suatu hari nanti. (Please reconsider, so you will not regret one day.)