CHAPTER II

REVIW OF LITERATURE

A. Theoretical of the Framework

This chapter will explain the theory would use to analyse the data in this study. The theory would be needed to explain some concepts and terms would apply in research concern. This section also contains source of reference of research would connect to the topic in this study would use by the research as the framework of this study. In order words, they are essential to be explain, so that the reader would get the point clearly.

1. Translation

a. Definition of the Translation

Some experts decant their though on translation by presenting theory. The theory would use to be handbook of doing this study. The definition of translation explain below:

Hatim and Munday, (2004: 3) explain that translation is a phenomenon that has a huge effect on everyday life. This can range from the translation of key international treaty to the following multilingual poster that welcomes customers to a small restaurant near to the home of one of the authors.

According to Raswinta and Farida (2017: 4) Translation is not merely changing a word to word. It is much more complex activity that every translator works through. Simply, translation means to render a text written in one language into another language. The transference of information should be accurate, acceptable, and readable enough to represent the original document in the target language.

Ardi, Havid (2015) explain that translation is one of the applied linguistics that is quite developed today. Several universities have prepared students of foreign language study programs to be able to become translators as one of the desired learning outcomes. However,

there are also universities that make translation a concentration for foreign language undergraduate students so that students are prepared as professional translators or as translation researchers. Both have differences. In America alone, translators are mostly prepared at the graduate level. This is because the translator must be a person who knows a foreign language well.

Sundari and Rina (2016) translation in general can be defined as the process of translating from the source text into the target language either meaning or form. The role of translation in foreign language learning cannot be ignored. Several studies and researches have proven that translation helps the learners on adding their vocabularies and comprehends reading text.

Fitria (2018) said that translation had an important role in communication. Translation is a medium would be transfer the knowledge or information it could be a bridge which connects the people from the different language and cultures. By using translation, people could learn and understand each other's language and cultures. Translation was not merely at changing words, but also transferring of cultural equivalence with the culture of the original language and the recipient of the language as well as possible. The better translation must be accepted by all people in logic and based on fact; thus, the message which would contain in the source language (SL) could satisfy the target language (TL) reader with the information within.

Wilss (1997) in House (2016) explain that translation is a text-processing and text-re-verbalisation process which leads from a source text target text that is as equivalent as possible and presupposes an understanding of the original text in terms of content and style. Translating was thus a process which consists of two main phases, a phase of text comprehension in which the translator analyses the source language text with reference to its meaning and style, and a phase of linguistic reconstruction, in which the translator reproduce the source

language text which he had analysed in term of content and style, under optimal consideration of communicative equivalence.

Brislin (1976) in Ardi (2015) defines translation as "the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf". This definition of Brislin (1976) explains that translation was a general term which was an activity of transferring thoughts and ideas from a source language to a target language both in writing and orally, either through language or signs. This definition is broader because it includes spoken and written language but does not explain the process and standards.

According to Fitriani et.al (2019) descriptive text is a kind of text which is used to describe the real object (person, place, and things). It would help the reader more understand clearly about the real object. Then descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. Then, the description is a process on how to describe the object. Descriptive text is a sort of text used by every writer or incident to a reader or listener (knapp and Watkins, 2005).

Herdawan (2020) said that the translation is by no means an easy task. It is far from the simple work of substituting word for word of language to another. McGuire (1980: 2); Bassnett-McGuire (1991:2) in Havid Ardi (2015) "Translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structure will be seriously distorted ".

b. Characteristics of the Translation

Talk about translation, a writer had made explicit statement about translation. Meanwhile (Hatim and Munday: 2004) in Ria Aresta, M.R Nababan and Djatmika of journal Humaniora said that translation is the process of transferring a written text from a source language to a target language. It covers all dimensions of the source target text, including linguistic organization, culture, intentions, feelings, style and time and should reproduce the entire text naturally, smoothly and as close to the original as possible in the target text (Zhonggang: 2006).

Therefore, it is essential for translator to translate the source text into the target text as close as possible to what the author intends to convey, without changing the characteristics or the style of the original text. However, it is often difficult for the literary translator to preserve the meaning and the writing style unchanged, due to the differences between the two languages.

c. Function of the Translation

Duff says, "As a process of communication, translation functions as the medium 'across the linguistic and cultural barriers' in conveying the messages written in the foreign language'. In the other words, the function of translation is a bridge to carry the meaning from source language to target language. Translation is very helpful for people to understanding the text.

Nida said "Translation means communication because it has three essential elements to form a process of communication. The three essential elements are source, message, and receptor, and these elements must be found in all communication activities". It's all means that translation means inter-lingual communication by involving two different languages.

d. Types of the Translation

Some theorists have proposed some types of translation in Fajria, such as:

Rudolf Nababan proposes more complete types of translation as follow:

1) Word-for-word translation

   Basically, it is the type of translation which only concern the level of words. In this type, translator finds the equivalence of the word in the target language.

2) Free translation

   Free translation does not always deal with the equivalence of words or sentence. Rather, it deals with the equivalence in the level of paragraph or discourse. In this type, the translator transfers the message in the level of paragraph or discourse, but it is not rare that any translator applies this type of translation in the level of words or sentence, such as in translating idiomatic expression of proverb.

3) Literal translation

   Literal translation is somewhere between word-for-word translation and free translation. To use this type, translation firstly translate the source language in word-for-word translation, and then he freely adjusts the word order in the target language. This type of translation is conducted in the case there are differences in the sentence structure between the source language and the target language.

4) Dynamic translation

   It is also called normal translation. The message of the source language is transferred into common expression used in target language. This type of translation really pays attention to the particularity of the source language.

5) Pragmatic translation

It refers to the transfer of message by prioritizing the accuracy in delivering the information contained in the target language. Language aesthetics of the source language is not important here.

6) Aesthetic-poetic translation

It is the opposite of pragmatic translation. In this type translation, translator not only transferring the accurate information, but also disclosing the impression, emotion, and feeling by maintaining the aesthetic of the source language. It is also called literary translation.

7) Ethnographic translation

In this type of translation, the translator explains the social context of the source language. In case there is no equivalence of some terms contained in the source language, those terms are kept in their way.

8) Linguistic translation

Linguistic translation defined as translation that contains some implicit linguistic information in the source language, which is made explicit in the target language. It is usually used especially to overcome such problems as ambiguity in the source language.

9) Communicative translation

Communicative translation, basically, concern with the transfer of message. What distinguishes it from other types of translation is that is also deals with the effect resulted from the translation toward the readers or hearers. It require form, meaning, and function of the translation.

10) Semantic translation

It is almost similar to communicative translation, but they are actually different in the emphasize. Semantic translation focuses on the word equivalence by maintaining the cultural aspect of
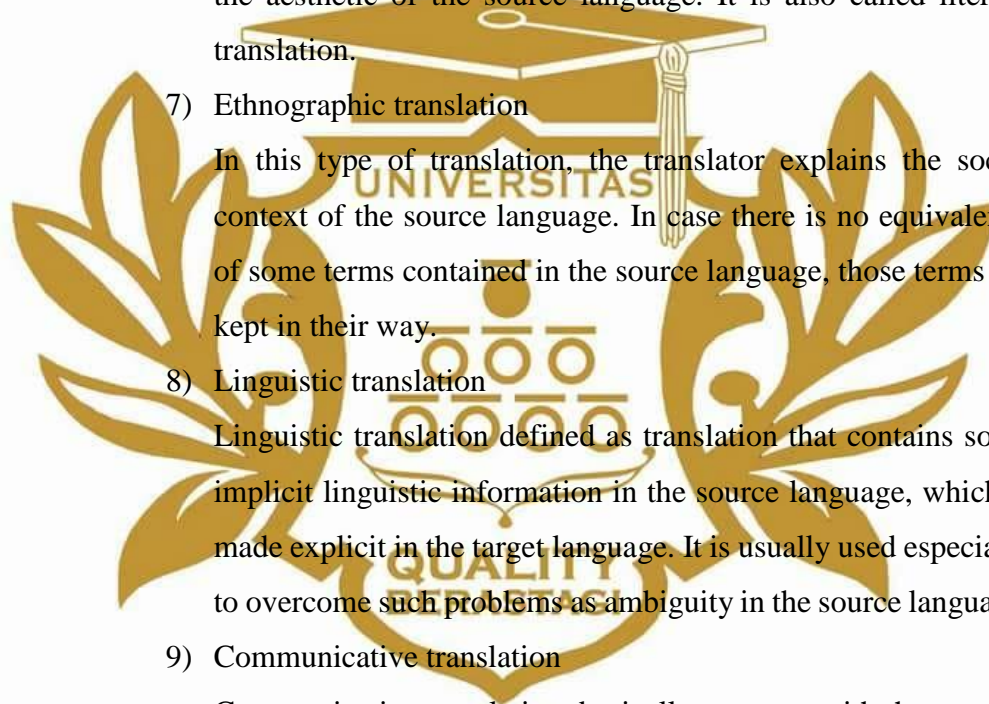
the source language. This type of translation tries to transfer the contextual meaning of the source language as close as possible with the syntactic and semantic structure the target language.

e. Translation Technique

Translation technique is the way used to transfer messages from the SL into the TL, applied at the level of word, phrase, clauses or sentences. As a good translator, he must know the technique of translation. According to Molina and Albir (2002) in Fritria (2018), translation technique has eighteen types, as follows:

1. Adaptation

   Adaptation replace the cultural elements of a type in the SL with cultural elements that exist within the TL. This technique can be used if the element or elements of those cultures have equivalents in the TL.

   SL: the film swept the world

   TL: film ini merambah dunia

2. Amplification (Addition)

   Addition adds of information that basically does not exist in the source sentence. The presence of additional information in the target sentence is intended to further clarify the concept conveyed the original authors to the readers. This technique is only the information that is used to assist in delivering message to the readers. These addition may not modify message in the source language.

   SL: the girl came late

   TL: wanita muda itu dating terlambat

3. Borrowing

   Borrowing uses words or phrases when translates the source language into the target language. Borrowing can be pure borrowing without making any changes, for example, where the word "setting", or in the form of a natural borrowing (naturalized borrowing), where

the words of the SL were matched with the spelling of the TL, as the word "panic" which comes from the word "panic".

4. Calque

Calque technique is a literal translation of a word or phrase in translating the source language into the target language into the target language.

SL: he is the new teacher

TL: dia adalah guru yang baru

5. Compensation

Compensation replaces the item information or position effects in the SL in other parts of the TL because it cannot be realized in the same section in the SL.

SL: a pair of trousers

TL: sebuah celana

6. Description

Description replaces the term in the source language with the description in the target language. This technique is used when a term in the source language does not have a term in the target language.

SL: I like gethuk.

TL: saya suka gethuk, makanan tradisional jawa terbuat dari singkong.

7. Discursive Creation

Discursive Creation uses of equivalent translation techniques while away from their original context. These techniques often appear in the translation of titles of movies, books, and novels.

SL: The Godfather

TL: Sang Godfather

8. Established Equivalence

Established Equivalence translate terms in the source language term that is already prevalent in the target language. The
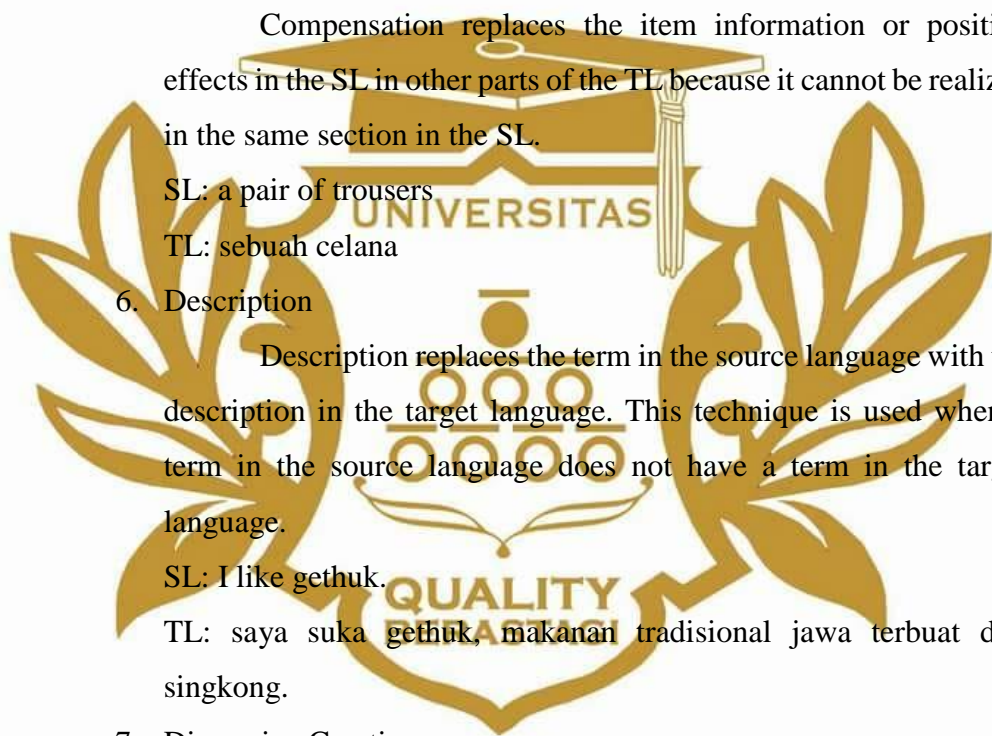
term in the source language is generally based on a dictionary or phrase daily.

SL: Sincerely yours

TL: Hormat kami

9. Generalization

Generalization translates a term with the term that is already well known in public and known to the wider community. This technique is used when a term in source language refers to a specific section. Example: bajai translated to vehicle.

10. Linguistic Amplification

Linguistic amplification adds elements of linguistic from SL into the TL. This technique is often used in interpreting or dubbing.

SL: everything is up to you!

TL: semuanya terserah anda sendiri!

11. Linguistic Compression

Linguistic compression unites or collects the linguistic elements that exist in the SL. This technique is often used in interpreting or dubbing.

SL: are you hungry?

TL: lapar?

12. Literal Translation

Literal translation translate an expression in SL in the words into the TL.

SL: I will love you

TL: aku akan mencintai mu

13. Modulation

Modulation replaces focus the point of view or the cognitive aspect that exist in the SL, either lexical or structural.

SL: nobody doesn't like it

TL: semua orang menyukainya

14. Particularization

        Particularization uses terms that are more concrete and specific. The technique contrasts with the technique of generalization.

SL: the girl likes to collect jewelry

TL: gadi itu senang mengoleksi kalung emas

15. Reduction

        Reduction condenses the information conteined in the source language into the target language. Compacting of information should not alter the text of the message in the source language.

SL: the boy got a car accident

TL: lelaki itu mengalami kecelakaan

16. Substitution

        Substitution replaces the linguistic elements into paralinguistic (such as intonation and gesture) or vice versa.

Example: nodding head in Indonesia translated "yes!"

17. Transposition

        Transposition replaces the grammatical categories of the source of the source language into the target language, for example, replacing the words to become phrases. This technique is usually used because of a different grammar between SL and TL.

SL: I have no control over this condition

TL: saya tidak dapat mengendalikan kondisi ini

18. Variation

        Variation replaces linguistic elements or paralinguistic which influence the linguistic variable. For example, a textual change of tone, style, geographical dialect, dialect and social.

SL: give it to me now!

TL: berikan buku itu ke gue sekarang!

f. Strategies of the Translation

Whatever method is chosen, the translator may encounter problems in the translation process, either because of a particularly difficult unit, or because there may be a gap in the translator's knowledge or skills. This is when translation strategies activated. Strategies are the procedures used by translator to solve problems that emerge when carrying out the translation process with a particular objective in mind. Because strategies play to make up translation competence, Silalahi and Kembaren (2017: 13).

From the problems of non-equivalence at the word level, Baker (2011) highlighted several approaches that professional translators have used to address translation. Owji (2013) called this set of translation technique the taxonomy of Baker. Baker's translation strategy taxonomy provides the most appropriate set of strategies, because it displays the techniques used by experienced translators. Here, this definition indicates the applicability of these strategies. The translation strategies in it are as follows:

a. Translation by a More General Word (Superordinate)

In translation, it is one of the most used strategies and works well in most languages. Using this strategy, the translator simply translates the source language specific word into a general word in the target language. For example, leap, vault, spring, bounce which can be represented by the general word jump can be translated into *lompat* in Bahasa Indonesia.

b. Translation by a Neutral/ Less Expressive Word

In translation, a translator can also decrease the expressive meaning of a word if it is necessary. Translation by a less expressive word is a way to solve the non-equivalence problem by decreasing the expressive meaning of the word or making it sound more neutral/common. In English, the word skyscraper's

expressive meaning can be downgraded by using a word like a tall building.

c. Translation by Cultural Substitution

Translation by cultural substitution allows the translator to replace the culture specific item or expression with the target language item, which could impact the reader. The main advantage of using this strategy is that it provides the reader with a concept that could be identified as something familiar. Using this strategy, the translator's decision will largely depend on the authority given, the purpose of the translation and the translator's judgment.

d. Translation Using a Loan Word plus Explanation

In translation, it is possible to translate a word just by adding the explanation after the word. Translation using a loan word is a translation technique in which the translator may leave the word just as it is in the source language text but accompanied by the target language description. When explained, it is possible to use the loan word alone. There is no need to re-explain the word because its length of description can distract the reader. For example, *katana* (a sword originated from japan used by a samurai).

e. Translation by Paraphrase Using a Related Word

The translator applies translation by paraphrase using a related word by choosing a different form to lexicalize the concept expressed by the source-language. This strategy is simply replacing the source-language word with the synonyms in the target language. For example, terraced can be translated to the target language to an item that stands for "created in a terrace". It also works for the word creamy which can be translated as "that resembles cream". Both of them are still related to each other.

f. Translation by Paraphrase Using Unrelated Word

Translation by paraphrase using unrelated word is used when the source item is not lexicalized at all in the target-language. This strategy is bit awkward to use since one slot of a word from the source-language will be filled by explanation consisting of several words in the target language. For example, (…… the areas most accessible to and disturbed by Man) translated into (…… the places where human beings enter most easily and interference most).

g. Translation by Omission

Translation by omission is a translation strategy where the translator can omit particular item or expression which is not vital enough in delivering the meaning to the target language. When this strategy applied, the translation product will likely become very smooth. However, it might be less expressive. Moreover, there is possibility that there will be a loss of meaning in the translation process. Therefore, this strategy is advised to be used as the last resort.

h. Translation by Illustration

Translation by illustration helps the translator to solve the no-equivalence problem regarding a physical entity. The word is simply replaced with an illustration in the form of the picture. For example, the word tagged as in tagged teabag can be used instead of paraphrase.

g. Translation Method

Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affect the whole text. There are several translation methods that may be chosen, depending on the aim of the translation: interpretative –

communicative, free, and philological. Each solution the translator chooses when translating a text responds on the aim of translation. The translation method affects the way micro – units of the text are translated: the translation techniques. Thus, we should distinguish between method chosen by the translation, e.g., literal or adaptation, which affect the whole text, and the translation technique, e.g., literal translation or adaptation, that affect micro units of the text. For example, if the aim of a translation method is to produce a foreignising version, then borrowing will be one of the most frequently used translation techniques.

According to Peter Newmark there are some methods in translation, the translation methods in it are as follows:

a. Word-for-word translation

This often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literal. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

b. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

c. Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from

SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

d. Semantic translation

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 sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. 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.

e. Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase mush longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

g. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original. (Authorities as diverse as Selskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation.

h. Communicative translation

        Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to readership.

h. Quality in Translation

    Aresta et.al (2018) A "high quality of translation indicate a translation product that meets certain standarts and criteria (Akhiroh: 2013). There are three criteria used for translation quality assessment: namely accuracy, acceptability and readability (Nababan: 2003). This study employed two criteria in evaluating translation quality: accuracy and acceptability. Accuracy relates to the precise understanding of tne source language message and the transfer of the message as accurately as possible into the target language (Larson: 1998). This criterion covers the idea that good translation should completely convey the information contained in the source text. As part of a culture, language is regarded as acceptable if it accomplishes a natural expression (Nuraeni et al.: 2016). Thus, it can be concluded that acceptability denotes a translated text being relevant and accepted by the reader.

    The quality of translation also influence by the equivalent of the translation. The quality in translation there are some kinds in journal Ria Aresta, M.R Nababan, and Djatmika as follows:

a. Accuracy

    Accuracy is a term used to evaluate the translation. It is meant to indicate an equivalence between the two texts. The concept of equivalence refer to the similarity of content in both texts (Nababan et al.: 2012).

b. Accurate

Based on the assessment conducted through focus group discussion, it was found that there are 166 pieces of data (84.45%) belonging to this category.

c. Less Accurate

There are 21 items of data (15.11%) categorized as less accurate. This data is considered less accurate if the content in the source text is conveyed less appropriately to the target text.

d. Inaccurate

A text is categorized as inaccurate if the meaning in the source text is inaccurately transfer or omitted in the target text.

e. Acceptability

Translation equivalence two characteristics, "equivalent" which refers to the source language (SL) message, and "natural", which refers to the receptor language.

f. Acceptable

There are 131 pieces of data (94.24%) classified as accepted, where the translation is natural, the cultural aspects for example e.g. the choices of word or diction are familiar to the reader and structure of the phrases, clauses or sentence are suitable to the principles in the target language.

g. Less Acceptable

The less acceptable translation is the result of the employment of the pure borrowing and literal translation technique.

i. Translation Quality Assessment (TQA)

Silalahi and Kembaren (2017: 105-107) explain assessment is not part of the translation production process. It consists in identifying (but not correcting) problems in one or more randomly selected passages of a text in order to determine the degree to which it meets professional's

standards and the standards of the translating organization. Quality assessment may be done on a single text, to assist with hiring of promotion for example. It may also take the form of the quality auditing: a sample of text produced by a translation service is assessed on order to determine how well the service as a whole is doing. The purpose may be to identify areas that are weak so that training can be provided, or it nay to report to the senior body which funds the translation service.

Assessment of a team of translators. Or even the whole translator department, nay be done in order to report on quality a senior organization or I order to determine which if any types of training are required. The result of quality assessment will also tell an organization whether its quality control system is working: if the assessment reveals less than the desired quality, then something is wrong is either with the quality control procedures themselves or whit their application. Quality assessment should not be lengthy process in which a complex system of criteria used. Quality assessment is performed by randomly selecting one or more passages of the translation, adding up errors of various kinds, and expressing the result as a numerical or alphabetic score or a descriptive ranking. For example; more than x minor mistranslations in a 400 word passage may make it 'unacceptable'. The rankings are devised in such a way that the result is interpretable in operational terms. For example A (or 90%, or superior) may mean 'deliverable without further revisions'; B may mean 'deliverable with just a few minor revisions'; C 'requires major revision work'; and D 'undeliverable; needs retranslation'. The rankings have obvious financial implications; in the case of contracted work, an in-house reviser will have to spend more time on a 'C' text than on a 'B' text; if a staff translator often does 'C' work, that again is going to call for many hours of work by a highly paid reviser.

Nowdays, the relevance of, and justification for, translation quality assessment (TQA) is stronger than ever; professional translators, their

clients, translatological researchers and trainee translators all rely on TQA for different reasons. Yet whereas there is general agreement about the need for a translation to be "good", "satisfactory" or "acceptable", the definition of acceptability and of the means of determining it are matters of ongoing debate. In the professional world, national and international translation standards have come to exist, but there are no generally accepted objective criteria for evaluating the quality of translations. In fact, Rega (1999) affirms that "a certain degree of subjectivity can intervene in....revision if we assume that writing is always individual". As we learn from House's words, then, speaking about quality in translation means speaking about the ways to assess it, where assessing quality corresponds to evaluating the strenghts and weaknesses of a translation as well as judging its acceptability and appropriateness. There are maybe different approaches to translation quality assessment. According to House, approaches to translation quality assessment fall into three distinct categories – namely, "anecdotal and subjective approaches..., response-oriented approaches, and tex-based approaches" (House: 1998) – from the latter group she developed her functional-pragmatic model that, together with her successor's contributions, represents the most interesting study for our research as it is an experimental analysis with observable response. Nevertheless, as it will be later demonstrated, all of these approaches are, to some extent, ineffective as they fail to take into account many practical aspects and thus to determine a quantitative evaluation.

j. Translation Process

Bell (1993: 20) there are probably as many definitions of 'translation' as there are of 'sentence' (and probably no more revealing). One which is not totally unattractive (and which we have already used) is: 'the replacement of a representation of a text in one language by a representation of an equivalent text in a second language.

The model shows, in extremely simplified form, the transformation of a source language text into a target language text by means of processes which take place, within memory: (1) the analysis of one language-specific text (the source language text, the SLT) into a universal (non-language-specific) semantic representation and (2) the synthesis of that semantic representation into a second language-specific text (the target language text, the TLT).

Translation requires special skills and continuous practices to produce satisfactory translation products. People who speak two languages proficiently may not find translating an easy job. To understand why this may happen, we need to know the translation process and the challenges that may appear at each stage. The following figure illustrates Nida's model of translation process.
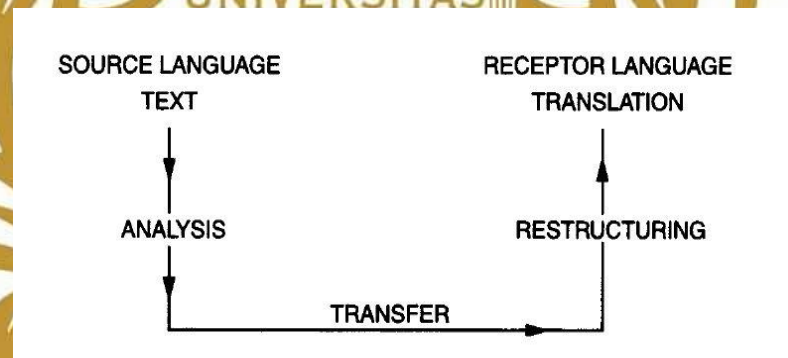

Figure. 1 Nida's model of translation process

Translation process starts with **analysis** the source language text (SLT). At stage, linguistic capability to correctly interpret and understand the source language text is highly needed. The researcher knowledge about the subject matter ill support our work at this stage. One among the challenges that we as translators may encounter at this initial step is perhaps lack of clarity of the SLT and the issue of untranslatability. Lack of clarity in the SLT may be found in unedited text. In this case, the researcher need to work harder in comprehending and analysing the meaning of the source text to know what exactly the

intention of the author is. If necessary, we may need to consult the author/client in person to ask for clarification.

In addition to the possibility of lack of clarity in an unedited SLT, cultural gaps may result in the issues of untranslatability. When we come across this problem, the researcher may use the internet as a one-stop solution to this problem. We can search and learn about a particular term related to a certain culture. However, we should equip ourselves with skills to formulate keywords, otherwise, we may not find the information that we seek. In addition to being skilful in making keywords, we should also be selective in determining which source of information to trust.

The second stage in translation process is **transferring** the message into the target language text (TLT). Here, the researcher can use dictionary, thesaurus, and any other relevant supporting materials/sources. The ability to choose the appropriate equivalent in the TLT is must to have to ensure that the message is correctly presented in the TLT, for example, when translating a text from English into Indonesian, we may find it difficult to find an equivalent in the TLT for certain cultural term. As English is richer in vocabulary compared to the Indonesian language, we may find it easier to find equivalents in English rather than Indonesian. In this case, we can use more than one word to compensate the meaning components that are not covered by a single word. There a number of translation strategies that can be applied depending on the context, the target readers and the nature of the text to be translated.

The third stages is the **restructuring** process. As every language has its own system, shift in translation are unavoidable. This is acceptable so long as the meaning or the message in the SLT is correctly presented in the TLT. This stage can also be regarded as an editing stage that involves decision making. At his stage the researcher will need to decide which equivalent to use or which strategy to apply, whether to make the

translation faithful as in legal translation or to produce a dynamic translation like in translating a literary work. Apart being required to be linguistically capable in understanding the source language, the researcher must be able to express ourselves in the target language. The researcher have to be aware of the pragmatic context and minimize the occurrences of grammatical mistakes in the TLT. As for instance, in translating text from Indonesian into English, the researcher must understand the correct use of tenses, article, preposition, phrasal, verbs, etc.

In order to produce a natural translation, the researcher have to know the **idiomatic expression** in the receptor language. The researcher can search whether translation (a phrase or expression) is the common or idiomatic expression in the TL by feeding it to the search engine. If there are very few or even no result at all, that may indicate that the phrase is not common/idiomatic in the TL and thus, the researcher have to find another one that is more commonly used by native speakers of the TL. Reading the text in SLT especially the texts written by native speakers will essentially help the researcher in improving the quality of our translation products. Last but not least is the **proofreading** process. Sometimes, we already edited our work several times yet we do not realize that we make a mistake or even some. Here, the role of a proof-reader is needed to check our work so that we can confidently submit our work to our clients.

B. Genre

1. Definition of Genre

Knapp and Watkins (2005: 21) say that genre is an organising concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is place occasion, function, behaviour and interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle for any

genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift

Hyland (2007) Genre refers to abstract, socially recognised ways of using language. It is based on the idea that members of community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily. Knowledge of genre has an important consciousness-raising potential for teachers, with significant implications for both their understanding of writing and their professional development. By categorising and analysing the texts they ask their students to write, teachers become more attuned to the ways meanings are created and more sensitive to the specific communicative needs of their students. Teachers are thus in a better position to reflect on their own writing and that of their students, offering them a means to understand, deconstruct, and challenge texts. A reflective teacher is therefore also a more effective teacher. A person who understands how texts are typically structured, understood, and used is in a better position to intervene successfully in the writing of his or her students, to provide more informed feedback on writing, to make decisions about the teaching methods and materials to use, and to approach current instructional paradigms with a more critical eye.

Beck and Jeffery (2009) Certain genres, such as the genre of analytic exposition that students talked about in the study we describe here, are endowed by their social context with the status of "genres of power" (Lemke, 1988), which means that proficiency in their use provides students with certain privileges such as access to elite postsecondary institutions and success with writing-intensive coursework once they have matriculated at these institutions. Indeed, a recent study of writing tasks on state high-school exit English assessments from across the United States revealed that tasks requiring students to support a position

with evidence (argument and analysis) constituted 31% of the prompts analysed from these high stakes exams—second by a slim margin to persuasive tasks, which constituted 35% of prompts (Jeffery, 2009). It is therefore important to examine students' understandings of the genre conventions of analytic exposition and to explore what insights the difficulties they describe may lend to our understanding of how to improve instruction in these important genres. Genre-based approaches to teaching writing have made important strides in heightening students' awareness of audience and purpose but have paid less attention to the ways in which expectations for written performance in school context are embedded in expectations for certain kinds of discipline-based thinking.

2. Genre of Text

In order to differentiate the type of text, the following will explain the function of each type of text. Knapp and Watkins (2005: p96, 125, 153, 187, 220):

1. The Genre of Describing

The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. It is also one of the most widely used genres across all of the learning areas, K-6 and beyond. Description enables the categorisation or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Anggun (2016) Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Gerot and Wignell, 1994). According to Oshima and Hogue (1997:50 cited in Utami, 2014, p.29), Descriptive writing appeals to the senses, so it

tells how something looks, feels, smells, tastes, and/ or sounds. In additon, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. Regarding explanation above, in order to achieve its purpose, Descriptive text has its own schematic structure and linguistic features, which will be discussed below.

Anggun (2016) The elaboration of schematic structure of descriptive text is discussed below:

- Identification: the identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the Descriptive text (Gerot & Wignell, 1994; Knapp & Watkins, 2005; Nafisah and Kurniawan, 2007, p.15; Emilia and Christie, 2013, p.36)

- Description: the description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities (Gerot & Wignell, 1994; Knapp & Watkins, 2005; Nafisah and Kurniawan, 2007, p.15; Emilia and Christie, 2013, p.36).

Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) state that descriptive text employs some linguistics features as summarized below:

a. Focus on specific participants as the main character;

b. Use present tense as dominant tenses;

c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);

d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;

e. Use mental verb or mental process when describing feelings;

f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;

g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances

2. The Genre of Explanation

The genre of explaining is a fundamental language function for understanding the world and how it operates. The process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. Consequently, explaining is a language process that young children are exposed to from an early age.

3. The Genre of Instruction

The genre of instructing, whether spoken or written, pervades our experience of the world. To bake a cake, program a VCR, or find our way to a new and unfamiliar destination, we need to be competent in this genre. However, instructing involves much more than simple, sequential or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it, this could be achieved through a range of textual forms.

4. The Genre of Arguing

The genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It was a process that

involves reasoning, evaluation and persuasion. In the past the skill of writing an effective argument was generally taught in the later years of school when the most common form of written argument, the essay, tends to dominate school writing. However, more recently, state syllabus documents appear to be challenging this notion. They acknowledge that the genre of arguing is a fundamental language process for teaching/learning in the learning areas in the infants and primary years.

5. The Genre of Narrative

The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language. Narrative does not have, for example, a singular generic purpose as do some of the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs.

B. Conceptual of the Framework

Based on the theories above, the researcher explain that translation is the process of changing language to another language without changing the true meaning. Translation process has same techniques there are: adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification,

compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation. Low translation ability is worse for other student's ability, such writing skill, reading skill, listening and speaking skill.

In Nida's model of translation, translation process start with analysing, transferring and the third is restructuring process.. The quandary in translation process will make the student in trouble doing the translating the text or speaking with foreigner. The student will be quandary in translating text or paragraph even word if cannot understand about translation process.