CHAPTER II
THEORETICAL FRAMEWORK

2.3 Translation

2.3.1 Definitions of Translation

Basically, 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) (Munday, 2001:5). Nevertheless, the definition of translation is not that simple. Further elaboration is needed to make it obvious. Many experts in translation theory define translation in different ways.

Etymologically, “translation is carrying across or bringing across”: the Latin translatio derives from transfere (trans = across + fere = to carry or to bring) (Translation 2005:1)

Catford (1965:20) states that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

Levy as cited in Venuti (2000:148) explains two definitions of translation based on the teleological and pragmatic point of view. From the teleological point of view, translation is a process of communication: the objective of translating is to impart the knowledge of the original to the foreign reader. From the point of view of the working situation of the translator at any moment of his work (that is form the pragmatic point of view), translation is a decision process: a series of a certain number of consecutive situations imposing on the translator the necessity
of choosing among a certain (and very often exactly definable) number of alternatives.

Moreover, translation also deals with semantic and culture aspects. Hatim and Mason (1997:1) say, “Translating … as an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purpose and different readers/ listeners)”

2.3.2 Function of Translation

Translation is attempted to be used to overcome barriers in international communication (Haugen 2001:17). It means that translation is expected to overcome the obstacle faced in the international communication caused by the variety of language.

Translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. (Larson 1984:3). It means that the translation functions as the bridge of human’s communication in order to keep the communication going on, especially in the international communication.
2.3.3 Types of Translation

Jakobson (1959/2000: 114) formulates categories of translation into three parts, namely intralingual, interlingual and intersemiotic translation.

a. Intralingual translation (or ‘rewording’) is an interpretation of verbal signs by means of other signs of the same language. It would occur, for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written.

b. Interlingual translation (or ‘translation proper’) is an interpretation of verbal signs by means of some other language. It would occur if written text were translated, for example, into music, film or painting.

c. Intersemiotic translation (or ‘transmutation’) is an interpretation of verbal signs by means of a sign of non-verbal sign systems. It would occur if we translate a text from one language to another language, such as English into Bahasa Indonesia.

2.3.4 Process of Translation

The process of translation involves the translator changing an original text (the source text or ST) in the original verbal language (the source language or SL) into a target text (TT) in a different verbal language (the target language or TL).

Nida and Taber (1969:33) cited in Munday (2001:6) divide the process of translation into three stages: analysis of the source language, transferring the message of the source language, and restructuring of the transferred message in the receptor language.
a. The analysis stage is the process in which grammatical relationship and the meaning of words or its combination are analyzed.

b. The transfer stage is the process in which the analyzed material in stage 1 are transferred in the translator’s mind from source language into target language.

c. The restructuring stage is the process in which the writer rewrite or re-express the material in such a way that the translation product is readable and acceptable in terms of rules and style in the target language.

2.3.5 Method of Translation

There are two general translation methods identified by Vinay and Dalbernaet (2000:84-93): direct and oblique translation. The two methods comprise seven procedures of translation, of which direct translation covers three: borrowing, calque and literal translation. Oblique translation covers four: transposition, modulation, equivalence and adaptation.
a. Borrowing

The SL word is transferred directly to the TL. Sometimes it is employed to add local color.

e.g.

SL : durian ; orangutan (Bahasa Indonesia)
TL : durian ; orangutan (English)

b. Calque

This is ‘a special kind of borrowing’ where the SL expression or structure is transferred in a literal translation.

e.g.

SL : ambition ; cell (English)
TL : ambisi ; sel (Bahasa Indonesia)

c. Literal translation

This is ‘word – for – word’ translation, which is described as being most common between languages of the same family and culture.

e.g.

SL : I go to school every day (English)
TL : Saya pergi ke sekolah setiap hari (Bahasa Indonesia)

d. Transposition

This is a change of one part of speech for another without changing the sense.

e.g.

SL : My hobby is reading. (English)
TL : Hobi saya adalah membaca. (Bahasa Indonesia)
e. Modulation

The changes the semantics and point of view of the SL.

e.g.

SL :  I left my purse in the bus.  (English)
TL :  Dompet saya tertinggal di bus.  (Bahasa Indonesia)

f. Equivalence

It refers to cases where language describes the same situation by different stylistic or structural means. It is particularly useful in translating idioms and proverbs.

e.g.

SL :  She looks for her purse.  (English)
TL :  Dia mencari dompetnya.  (Bahasa Indonesia)

g. Adaptation

It involves the changing the cultural reference when a situation in the source culture does not exist in the target culture.

e.g.

SL :  Elisabeth will marry with John  (English)
TL :  John akan menikahi Elisabeth.  (Bahasa Indonesia)

2.1 Phrasal Verbs

2.1.1 Definitions of Phrasal Verbs

In spoken language, most speakers of English use phrasal verbs. Consequently, phrasal verbs form a very important part of English. They are used to give life and richness to the language by enabling it to absorb new concepts which need to be expressed linguistically in a new way. Phrasal verbs take the existing words, combine them in a new sense, and bring new expression.
The question is what the phrasal verb is? To give the exact understanding of Phrasal Verbs, the writer would like to give some definitions of phrasal verb given by some linguists.

Basically, the term phrasal verb refers to a verb and preposition which together have a special meaning (Azar, 1989:A26).

Phrasal verbs are lexical verbs which consist of more than just the verb word itself (Halliday, 1994:207).

Phrasal verb is a verb consisting of a simple verb plus one or more particles, the meaning is no generally predictable from the meaning of the component part (Warriner, 1982:88)

Phrasal verbs are combination of verbs plus particle that regularly occur together (Biber, 1999:407)

Phrasal verb is combination of a verb and a particle which together have a meaning different from the costumary meaning of the two words (Crowell, 1964:401)

Victoria Fromkin and Robert Rodman (1974:121) in An Introduction to Language explain that knowing a language obviously means knowing the morphemes, simple words, compound words, and their meanings. But in addition, there are fixed phrases, consisting of more than one word, which have meaning which cannot be inferred by knowing meaning of individual word. Such phrases are called phrasal verbs.

Phrasal verbs are traditional rather than logical. The meaning of a verb may be no clue to its meaning in an idiomatic verb-adverb combination. We will
notice that phrasal verbs are mostly made up of popular words. They are used by all classes of people and are common to both standard and non-standard speech. Often a particular phrasal verb may be categorized in various ways according to similarities or structure, image and content.

Since the general tendencies of present-day English are toward more idiomatic usage, phrasal verbs are not a spare part of language which one can choose either to use or to omit, but they form an essential part of the general vocabulary of the English. A description of how the vocabulary of the language is growing and changing will help to place phrasal verbs in perspective. We shall also consider some changing attitudes towards language, several different aspects of Phrasal verbs.

In simple way, it can be concluded that a phrasal verb is an expression that does not follow the normal pattern of the language or that has a total meaning not suggested by its separate words.

2.1.2 The Importance of Phrasal Verbs

a. Phrasal verbs are very common and widely used by English-speaking people, both in everyday speech and in writing. They are particularly common in the media – newspapers, magazines, etc.

b. Phrasal verbs are often a single verb, usually of classical origin, corresponding to a phrasal verb,

   e.g.
do without = economize on

give up = abandon

break in = interrupt

cut out = delete

leave out = omit

but the single word can often sound odd or much too formal in everyday speech.

e.g.

A: I am endeavouring to determine whether it would be more advisable to reduce my consumption or to abandon the habit altogether.

B: You mean you are trying to decide whether you should cut down or give up.

c. Phrasal verbs are dynamic, that is, we are constantly inventing (making up) new ones and giving new meanings to old ones – slang and the conversation of young people are full of such things

e.g.

It turns me on (excite me)

He's into meditation (deeply interested in)

He keeps plugging away at the same old arguments (repeating and insisting)
2.1.3 Kinds of Phrasal Verbs

There are two kinds of phrasal verbs: separable and nonseparable phrasal verbs.

- Separable phrasal verbs

A noun or pronoun may come either between the verb and the preposition or after the preposition

e.g.

SL: I handed my paper in yesterday.
Noun/ Pronoun

I handed in my paper yesterday.
Noun/ Pronoun

TL: Saya menyerahkan tugas saya kemarin.

- Nonseparable phrasal verbs

A noun or pronoun must follow the preposition.

e.g.

SL: I ran into an old friend yesterday
Noun/ Pronoun

TL: Saya tidak sengaja bertemu teman saya semalam.

2.1.4 Word Order in Phrasal Verbs

There are three word orders in phrasal verbs: verb + preposition, verb + adverb + preposition, verb + adverb.

a. Verb + Preposition
If the particle is a preposition, the phrasal verb will always have an object, which follows the preposition in the usual way:

**Verb + Preposition + Object**

e.g

Noun object : look after the dog
V Prep O

Pronoun object : look after it
V Prep O

b. **Verb + Adverb + Preposition**

If the phrasal verb has two particles (adverb + preposition) the pattern is the same:

**Verb + Adverb + Preposition + Object**

e.g

Noun object : look down on your enemies
V Adv Prep O

Pronoun object : look down on them
V Adv Prep O

The commonest two-particle combinations are:

up to
up for
up with
down on
down to
in for
in on
c. Verb + Adverb

If the particle is an adverb, the word order depends on:

(a) whether there is an object, and

(b) if there is an object, whether the object is a personal pronoun or a noun

e.g.

a. without an object:

Verb + Adverb

e.g.

\[
\begin{array}{c}
go \\
v \\
\text{V Adv}
\end{array}
\]

\[
\begin{array}{c}
set \\
v \\
\text{V Adv}
\end{array}
\]

b. with a personal pronoun as object:

Verb + Pronoun Object + Adverb

e.g.

\[
\begin{array}{c}
\text{put} \\
v \\
\text{V P.O Adv}
\end{array}
\]

\[
\begin{array}{c}
\text{bring} \\
v \\
\text{V P.O Adv}
\end{array}
\]

The pronoun must always come between the verb and the adverb.

c. with a noun as object:
When the object is a noun or an indefinite pronoun, there are two possible patterns.

1. When the object is a personal pronoun

   Verb + Noun Object + Adverb

   e.g.

   put your toys away
   V N.O Adv

   bring the matter up
   V N.O Adv

2. When the object follows

   Verb + Adverb + Noun Object

   e.g.

   put away your toys
   V Adv N.O

   Bring up the matter
   V Adv N.O

Unfortunately there are no simple rules to say which pattern is ‘correct’ in any particular situation – the choice may depend on a slight change of meaning, on the rhythm of the sentence, or sometimes on the personal preference of the speaker.

In general, the phrasal verb is more likely to have the literal meaning of its parts when the verb and adverb are kept together: and a transferred or changed meaning when they are separated.

The first pattern is commonly used

i) With short, simple nouns
e.g.

ST:  pay the money back
TL:  kembalikan uang itu

ii) With indefinite pronoun

e.g.

SL:  hand everything over
TL:  menangani semuanya sampai selesai

SL:  leave nothing out
TL:  tidak meninggalkan apapun

The second pattern are commonly used

i) When the object is a long one

e.g.

SL:  He tried to work out how 2+2 could be made to equal 5.
ii) When the object is followed by a contrast or a second object

e.g.

SL: *Pick up* John, but not Philip.

TL: *Jemput* John *bukan* Philip.