

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Translation has an important role in transferring technology and literature in Indonesia. Because of the differences in structure and system in doing translation from Indonesian into English, it is not an easy thing. To make it easier, a translator should show the important of translation. Translation is useful in many aspects, they are: education, literary, trade, politic, entertainment, information, etc.

Many people need translation to do their activities in those aspects. Since there are many appliances used in English then Indonesian need its translation in order to get understands the meaning of its appliances. Therefore, highly qualified translators - who have good knowledge about the target language (TL) and the languages they have to transform as source language (SL) are required. To produce a good translation, a qualified translator has been able to understand ideas and thought including the message expressed in the SL and representing it in the TL.

A good translator should be able translate any kinds of translation. One kind of translation that can be found is literary works. Literary works have many kinds of types and Novel is one of them.

Novel is included into literary works, so literary translation is focused in this analysis. It is not easy to translate literary works, thus, to bridge two languages; the translators should have particular qualities.

There might be some potential problems appear in translating Novel from the source language into the target language. The problems are related to various types of nonequivalence required different strategies, some of them straight forward and others more involved and difficult to handle. In some contexts, strategies will help the translators to deal with non-equivalence. Thus, it attracts curiosity about what methods applied by the translator and in what situation the methods are used.

Nida and Taber in Hoed (1993:57) state that the processes of translation are:

1. Analysis (learning the source text).

It is the first step in which the content and the purpose in the source text is entirely be read and be understood.

2. Transfer (replacing the substance of source language with its equivalence substance of target language).

In this step, the message in the source text is transferred into the target text.

The message can be a content, idea or thought.

3. Restructure (adapted the translated text to the turn of reader). Restructure means rearrange. In other word, after transferring the message from source text into the target text, a translator has to rearrange

To spread extensively information provided in many foreign languages, the role of translator surely essential . In translation work, a translator does some strategies to make his/her translation as a natural product in target language. This way conducted in order the meaning acceptable for reader in the target language.

Nida and Taber (1982:12) state that “translating consists of reproducing in the

receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style". Based on this statement it can be clear that meaning of a source language text must be substituted by the closest natural equivalent in the target language.

From the statement above it can be said that translation is a process to transfer the meaning not the form. For example, Indonesian translation of *all students take bus* is not *semua siswa mengambil bis* but it is translated to *semua siswa naik bis*. The sentence is translated so in order to keep the naturalness of the meaning. This statement has been said by Simatupang in his book. Simatupang (2000) states that Naturalness according to the target language must be attempted to make the readers do not realize that they are reading a translation..

Translating the novel is not an easy work. If it is not done carefully, could slide into the interpreter translating sentence by sentence. As a result, though it looks nice and coherent, the resulting overall target text does not reveal messages such as those mandated by the original script and it is not readable. In order to translate the novel, the translator must master at least three things: linguistic aspects of the source text and the target text, cultural aspects contained in the novel, and the skills of storytelling. The third capability is necessary because the translation is the story. Without these skills, resulting target text will feel stiff and uncomfortable to read.

Reading a translation of a literary work is no more unusual in the circumstances of readership. One of literary works is novel. Besides popular, novel has become an interesting reading for many people around the world as a medium of entertainment.

To satisfy the reader, translator must make an effort to produce a good translation product. Larson (1984) states that the best translation is the one which (a) use the normal language forms of the receptor language, (b) communicates, as much as possible to the receptor language speakers the same meaning that was understood by the speaker of the source language, and (c) maintains the dynamic of the original source language text.

One of the obstacles that may be found by the translator is translating English words combination into Indonesian, for example, is in translating collocation. Collocations play a vital role in the language: they are considered to be the mechanism that provides cohesion or *textuality* to the text. In addition, collocations are an essential organizing principle in the terminology of any language. Sarikas states that Collocations are important combinations of words that endow the language with natural sounding speech and writing (2006: 36).

Collocations have many important functions in language, Sarikas (2006) states that; one function is that collocations help people talk and write about any topic and communicate effectively, which means that by going through the procedure of having a productive collocation (to know which adjectives are used with which nouns and vice versa), one develops one's learning of linguistic rules as well as improves one's linguistic ability and skills.

Martyńska (2004) in her study concludes that Although collocation has become the subject of a linguistic study only recently, it attracts a growing interest from numerous linguists and is defined in various ways. Accordingly, there is no exhaustive and uniform definition or categorization of collocation. Therefore, it

tends to be one of the most problematic and error-generating area of vocabulary, especially for second language learners.

Learning collocation is an important part of learning the vocabulary of a language. Then, the best way is by finding the words that often used in English. Michael McCarthy Felicity O'Dell (2005) states that A collocation is a pair or a group of words that are often used together. These combinations, sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess." Some combinations just sound 'wrong about native speakers of English. For example, the adjective *fast* collocates with *cars*, but not *a glance*. Some collocations are more open, where several different words may be used to give a similar meaning. For example, keep to/stick to the rules. Ghazali (2006) in his study Collocations and Word Combinations in English: Considerations, Classifications, and Pedagogic Implications state that Learning collocation is learning how to communicate idiomatically.

Lubis (2013) in his study Collocation as Source of Translation Unacceptability: Indonesian Students' Experiences. This paper discussed about wrong English collocations made by some Indonesian English learners and to find out the causes of the wrong collocations. After comparing the patterns of English collocations and the Indonesian collocations the writer found out that the erroneous English collocations are attributed to four causes: (1) learners' lack of knowledge of collocation, (2) differences of collocations between English and Bahasa Indonesia, (3) learners' low mastery of vocabulary and (4) strong interferences of the learners' native language.

Learning about collocation can be found by studying through the novel, film, newspaper, magazine, and others. Thus, the writer chooses a novel as a project of the material for analysis of English collocation. It is because by learning collocation can be improving our skills like giving us alternative ways of saying something in speaking and improving our style in writing with new words that the writer can find.

It is challenging to analyze the translation of English Collocation in Novel “Divergent Trilogy” into Bahasa Indonesia by Veronica Roth. This Sentence is taken from Novel “*Divergent Trilogy*” , “*I decide not to take the bus. If I get home early, my father will notice when he checks the house log at the end of the day.*” It translated to *kuputuskan tidak naik bus. Kalau aku pulang lebih cepat , ayah akan tahu saat ia memeriksa log rumah nanti.* Words ‘take’ and the ‘bus’ collocate each other and create meaning *i.e naik (menaiki)*, not translated to *mengambil bus*. Based on this example the translator should be concerned to find the equivalence of English collocation in Indonesian..

The writer wants to analyze the English collocation by analyzing the novel. The writer chooses the novel *Divergent Trilogy* . The novel *Divergent Trilogy* is the first series of the novel. The *Divergent Trilogy* by Veronica Roth which was published world wide by Harpercollins Publisher and has been published in 2011. The novel consists of 39 chapters. In additon the novel also has been filmed and it has been watched world wide, this novel is one of the best seller novels in New York, and there are many collocations inside the novel as the project of this research.

1.2. The Problems of the Study

1. What are the types of English collocations in the Divergent Trilogy?
2. How are the English Collocations in Divergent Trilogy translated into Indonesia?
3. What is the most dominant grammatical collocation used in translating Divergent Trilogy?

1.3. The Objectives of the Study

The objectives of the analysis in this study are concerned with the problem of the study. They are:

1. to find out the types of of English collocations in the Divergent Trilogy.
2. to describe How the English Collocations in the Divergent Trilogy translated into Indonesia .
3. to find outthe the most dominant grammatical collocations is used in translating Divergent Trilogy?

1.4. The Scope of the Study

Research limitation is needed to give a focus to this research. This research focused on the translation of English collocations in Divergent Trilogy Novel into Bahasa Indonesia by Anggun prameswari of the SL into TL after they are translated.

1.5. The Significance of the Study

Findings of the study are expected taken significant theoretical and practical. Theoretically, the findings of the present study are expected to be useful for those who are interested in translation work especially for the translation of

English Collocation. Practically, it is also hoped that it will be useful for translator who is concerned with translating and the writer hopes that this research will provide additional references for those who want to conduct studies in this field



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