

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Translation is a process of transferring and producing message of a source language to a target language. It is a tool which acts as a bridge to interact with people. By this fact, translation plays important roles in social community such as communication exchange, development of knowledge, and socio-cultural interchanges. In translation, a translator does not only transfer the message but also culture from the source language into target language. It can be said that people around the world can share their cultural values to other by translation. But, the problem occurs when the culture of the source language is not the same as that of the target language. Translator has to discover an appropriate way to transfer the message from the source language to the target language.

Hartono (2009:15) states that translation was a kind of activity which inevitably involved at least two languages and two cultural traditions. Based on that statement translation deals with the complexity of language, which means many problems come up when people want to translate an idea or information. The general problems when people want to translate are the ability of choosing appropriate words which have more than one meaning (ambiguous), and the ability to find the equivalent meaning of expression from source language into target language when it does not have the concept of certain word from the source language. Those problems might appear in the process of analyzing translation one of them is translating collocations.

Globalization has affected the world of translation. With the media revolution and its string of intangible exchanges, translators suddenly find themselves involved in every aspect of intercultural communication. The movement of people around the globe can be seen to mirror the process of translation. It resulted the translation product in the form of books, audios, films, etc. In addition to its critical role in transfer of knowledge and information for nation building, Murtisari (2015) proposed that translation is paramount in the development of national languages by enlarging their capacities as a medium of communication, be it in vocabulary and organization of ideas. As an act of mediated interlingual communication, however, translation is far beyond “a pure linguistic transfer”. With language manifested itself with social, political and cultural values, translation is often positioned at the very frontier in constant negotiation with the other.

Dealing with translation, it means that how to transfer the message from Source Language (SL) into Target Language (TL), which is understandable by the target reader without ever changing the original message. The needs of translated books become wider in order to support the progress in developing country such as Indonesia. Literary works are translated from foreign languages into Indonesian or vice versa especially into English such as poetry, short stories, novels, biographies, comics, etc. And many books that have been translated into Indonesian language that spread everywhere, whether in book shop or book market. For instance, the translator translates not only the scientific. Those translation of technology, scientific and literary books prove that translation in Indonesia is growing more.

Translation is a communication activity that involves language. People who do not have the same language can be connected by translation. Through translation they can understand any text that they read. Therefore, translation is important because it is a type of communication.

However, there are often cases where translation contains errors and if there are errors in translation, the real message of the text is not communicated well. There could be misunderstanding because of an error in translation. According to Simatupang (2000), "Translation is transferring the meaning of source language into the target language and expressing it in the target language with the form which is proper based on valid rules in the target language". So, in translation, the aim is to transfer the meaning of source language in the form which is proper in the target language.

From the above explanation about translation the researcher gets the point that translation is a matter of transferring the message not the meaning from the source language to the target language and also the message which would be transferred must follow the rules of the target language in order to avoid the misunderstanding from a reader of the translation and the one that which is most importantly here is when the translator is going to recreate or reproduce the meaning of the to the target language the translator has to know not only the matter of meaning but also the matter of cultural values, if not the translation product may not be comprehended by the readers.

Translation procedures belong to some ways that deal with these problems that often occur in the translation process so that translator can avoid mistranslation and misunderstanding. The following are the translation procedures

often used by translator in facing translation difficulties proposed by Vinay-Darbelnet. Those procedures are as follows, (1) Borrowing, (2) Calque, (3) Literal translation, (4) Transposition, (5) Modulation, (6) Equivalence, (7) Adaptation.

To spread information provided in many foreign languages, the role of translator is surely essential. In doing translation, the translator has some strategies to make his/her translation as natural as possible to the target language, this way is conducted in order to obtain the acceptable meaning for the reader in the target language.

From the above statement it can be said that the translation is a process to transfer the meaning not the form, for instance: Indonesian translation of this following sentence (SL *students have their breakfast every 06.30 (six thirty) in the morning.* This underlined phrase is not translated into (TL) *murid murid memiliki sarapan pagi setiap pukul 06.30 (enam tigapuluh)* but its translated into *murid murid sarapan pagi setiap pukul 06.30 (enam tigapuluh).*

The above example shows that the translation of collocation appropriately is really needed we can see the word *have* collocates with *breakfast*, if the above sentence is translated into word for word translation it would lead to misunderstanding and could cause that the translation target could not be obtained as it is wanted or hoped. Simatupang (2000) states that the naturalness according to the target language must be attempted to make the readers do not realize that they are reading translation.

Translation of prose fiction text starts from carefully reading the source language text. Landers (2001:45) states that a through reading of the source language text and familiarity with its crucial importance. It is absolutely essential

that the translator has a comprehensive overall picture as well as deep understanding and interpretation of the source text before the researcher start translating it. The translator should have a profound comprehension of the text as a whole, after which the researcher may move on to analyze the individual elements of the text.

One of the obstacles might be found by translator is translating English words combination into Indonesian. For instance in translating collocations. Collocations play an essential role in the language, they are considered to be the mechanism that provides cohesion or textuality to the text. Besides, it is vital organizing principle in terminology of any language. Sarika (2006) states that collocations are important combinations of words that endow the language with the natural sounding speech and writing.

Collocation have many functions in language, Sarika (2006) states that;one function is that collocation 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 adjective are used in with which noun and vice versa), one develops one's learning of linguistic rules as well as improves one's linguistic ability and skills.

Sometimes in conversation, collocation could be a problem and sign whether a speaker of that language is native or foreign to collocations have been recognized as one of the ways that differentiate native speakers and second language learners. If a non-native speaker wants to help someone, she/he will say, "Can I help you?" whereas a native speaker will say, "Can I give you a hand?" (Salkauskiene,2002). English is full of collocations, recurrent combinations of

words that co-occur more often than expected by chance. Why do we say 'last year' and not 'last hour'? And why do we go somewhere 'by car' or 'by train' but 'on foot'? The reason is 'collocation'. " Knowing the meaning of a word not only requires knowing its dictionary definition; one must also know the type of words with which it is often associated. Collocations, either fixed or more flexible, are the result of many years of habitual use by fluent speakers of the English" (Prodromou,2004).

It is believed that automation of collocations helps native speakers to express themselves fluently since it provides 'chunks' of English that are ready to use. Second and foreign language learners, however, because of lacking this automation, may make non-native errors when producing utterances. In order to achieve native-like competence and fluency, second and foreign language learners need to be aware that an important part of language acquisition is the ability to comprehend and produce collocations as unanalyzed chunks. Both learners and teachers of the English realize how complicated the area of collocation is.

Martynska (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 it 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 areas of a vocabulary especially for second language learners.

Said (2012) mentions that in Oxford Collocations Dictionary for Students (2002: vii), collocation is a group of words combined in a language to produce a natural-sounding speech and writing. In learning foreign language, collocation is

very important to generate a good and reasonable speech and writing as the native language speakers. A good speech and writing contains of collocation which is natural for communication. Nevertheless, translating collocation words is a problem for most foreign language learners. They feel difficult to predict whether the collocation that they use is natural or not. They also tend to translate the source language collocation into target language literally, using direct translational equivalence.

One of the researches conducted by Omar, Shed and Nik (2016) about the difficulty of translating collocations from Arabic into English encountered by a Sample of Arab Students. The researchers attempted to identify the reasons behind such a difficulty and find practical solutions to this difficulty. They followed an experimental descriptive method in the study. The research data and findings revealed that the majority of the students could not translate collocations correctly because they adopted literal translation, used bilingual dictionaries and had very little knowledge of the concept of collocations in both languages.

Collocation is the tendency of a number of words that can be used together or combined on a regular basis (Bateni, 2010). As the example provided by Achmad (2010), in Indonesian we say angin kencang means strong wind in English. It would not be normal to say heavy wind or fast wind.

It is also challenging to analyze English collocation in novel "The Ghost Writer" into Bahasa Indonesia by Robert Harriss. The following are examples taken as the preliminary data from the novel "The Ghost Writer".

For examples:

1. Mc.Ara had *caught the last ferry* from Woods Hole, Massachusetts, to Martha's Vineyard two Sundays earlier. (p.11). This type of collocation belongs to lexical collocation.

This sentence was translated into *Mc.Ara mengejar feri terakhir* dari Woodshole,Massachusettss ke Martha's Vineyard dua hari minggu sebelum kami bertemu.(p.11).Jenis padan kata ini masuk ke jenis padan kata lexical.

From the first preliminary data, the researcher found that the translator translated this type of collocation (*caught the last ferry*) into (*mengejar feri terakhir*). From this phrase, it can be seen that the word *caught* collocates with *ferry*. If this phrase is translated into literal translation this phrase should be translated into *menangkap/menaiki ferry* but the translator translated into *mengejar ferry* this type of Collocation catagorized as lexical collocation. It is named lexical collocation because the researcher proved it based on the theory of Benson (1997) states that collocation fall into two major group: Grammatical Collocation and Lexical Collocation. While the translation procedure of the word (*caught the last ferry*) belongs to Equivalence because the researcher proved based the theory of Vinay and Darbelnet (2000) use this term to refer to the cases where languages describe the same situation by the different stylistic or structural means. The classical example of equivalence is given by a reaction of an amateur who accidentally hits his finger with hammer: if he were a French, his cry of pain would be transcribed as, *aie*, but he is an English, and the expression would be interpreted as *ouch*, and if he were an Indonesian, he would say *aduh*. The translation does not need to make any change other than the obvious one.

2. I *worked out* afterward it must have been January the twelfth.(p.11)
 This type of collocation belong to grammatical collocation.
 This sentence was translated into sesudahnya aku *menghitung hitung* bahwa itu pastilah tanggal 12 januari.(p.11).

From the second preliminary data, the researcher found that the translator translated the word (*worked out*) into (*menghitung hitung*) so if the researcher translated this word based on oxford dictionary, the meaning of *menghitung hitung* was not found in the original meaning of the word work out. The word work out based on oxford dictionary means (1). *Develop in specific way ;to turn out* (2). *To train the body by vigorous physical exercise* (3). *To be capable of being solved*.

Therefore ; the translator translated this word (*menghitung hitung*) by using equivalence, because that is the only procedure that match this translation. Based on the theory Vinay and Darbelnet (2000) use this term to refer to the cases where languages describe the same situation by the different stylistic or structural means. The classical example of equivalence is given by a reaction of an amateur who accidentally hits his finger with hammer: if he were a French, his cry of pain would be transcribed as, *aie*, but he is an English, and the expression would be interpreted as *ouch*, and if he were an Indonesian, he would say *aduh*. and this word is categorized as the type of grammatical collocation. It is categorized as grammatical collocation because the researcher based it on the theory of Benson (1997) states that collocation fall into two major groups: grammatical collocation and lexical collocation.

1.2.The Problems of the Study

Based on the backround of the study above, the problems are formulated in questions as the following.

1. What types of translation procedures of collocations are used in novel The Ghost Writer?
2. How are the translation procedures of collocation realized in the Ghost Writer?
3. Why are the translation procedures of collocations realized in the ways they are?

1.3.The objectives of the Study

In relation to the problems of the study, the objectives of the study are as the following.

1. To analyze the types of translation procedures of collocations in the Ghost Writer.
2. To describe the translation procedures of collocations realized in the Ghost Writer.
3. To explain why translation procedures of collocations are realized in the Ghost Writer in the ways they are.

1.4.The Scope of the Study

This study attempts to describe and explain the translation procedures of lexical and grammatical collocations in the ghost writer into Bahasa Indonesia, to avoid the scope gets wider the researcher will focus his research on translation procedures of lexical collocations based on the theory of Vinay and Darbelnet (2000).

1.5.The Significance of the Study

The findings of this study are expected to contribute theoretically and practically. Theoretically, the findings are expected to be useful for those who are interested in translation work, a review of literature of the coming researchers, the guiding information for the students of translation studies concerning translation procedures, the guidance of the readers of material and understanding the types of translation procedures. Particularly the translation of English collocations. Practically, the findings are expected to be useful for the translators especially those who are interested in translation.