

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theories and recent studies used for this translation project. The researcher reviews the theory of translation and the theory of psychology, followed by recent studies about several books that have been translated before.

2.1 Theoretical Framework

2.1.1 Theory of Translation

The following definitions are the excerpt from experts about translation theory. The following approaches are the guideline for the researcher in creating this translation project. The definitions are following below;

According to Hatim and Munday (2004 :6) define translation as “the process of transferring a written text from a source language (SL) to target language (TL)”. This process of transferring words from one language to another language, whether in the form of a text or oral form. As explained by Munday (2004: 3), translation captures two functions, translation as a product and as a process. Either the translation process is focusing on the product of translation or the role of which translation become the studies centre to convert the source text (ST) into another language (TL), which is outlined by Toury, cited by Munday (2004: 10). Crystal (1991) defined translation as a process where “*the meaning and expression in one*

language (source) is tuned with the meaning of another (target) whether the medium is spoken, written, or signed". Torop (2002) has argued that Translation is a process of transferring ideas from one language into another, was set in a specific setting's sociocultural language, and depicted the boundary-crossing between two distinctive languages. Clandinin and Connelly (2000) agree with the view of Lapadat and Lindsay (1999) that translation is primarily a conversational process of converting field texts to research texts through making decisions at different stages for obtaining equivalence in meanings and interpretations (Brislin 1970; Cauce, Coronado, & Watson, 1998). Newmark in Aveling (2010: 5) says that translation is a technique to replace a written message or an oral statement in one language to another language by adjusting the same idea. This definition exactly supports the idea that translation is a product. Another supporting information is by Margret Amman, cited by Aveling (2010: 5) that this statement is identical with the message of Machali (1998: 1) who says that "translating is an act of recreating meaning, not creating a new meaning. A good translation surely difficult to gain an absolute similarity for each language has its own uniqueness, either grammatical or cultural meaning. The one who translates any documents must consider on the limitation of deriving faithful translation in which an SL text must be the same as the TL text."

Based on the idea, translations can be in the form of written text or oral form. This technique transfers one language to another, inferring socio-

cultural settings to create meaning from source language to target language. To achieve the perfect result of translation is difficult. In translating the text or form, either the grammar or cultural understanding remains a different meaning and cannot be ultimately the same, not including a translation of any document.

A. Translation Technique

Based on J. P. Vinay and J. Darbelnet (1995) theory, the technique of translation is divided into two methods: direct translation and oblique translation technique. Direct translation is used when structural and conceptual elements of the source language can be transposed into the target language (Bosco, 2020). It includes borrowing, calque and literal translation. **Borrowing** is the technique of taking straight of a word from one language to another language. It can be a pure translation or conform/naturalized to the target language. The word or expression borrowed is usually written in italics. For example, the word '*computer*' translated into '*computer*' or '*komputer*'. Both translations are acceptable if the translator has decided to use the naturalized one or pure translation by considering the meaning and compatibility in the sentences. A **claque** technique, also known as loan translation it is creating or using a neologism in the target language. It uses the structure or manner from the source language that absorbed into the target language. For example, '*General*' translated into '*Jendral*'. And **Literal**

Translation is an expression of word-per-word translation. Used in some phrase and not for dependent sentence structure. For example, “*I drive a car*” translated to be “*Aku mengendarai sebuah mobil.*” So, the three techniques above actually resemble each other. Those aim to find similarities in phrases in the target language.

The second method is an oblique translation, and it is used when the structural or conceptual elements of the source language can't be interpreted without adjusting the meaning or upsetting the linguistic and stylistic components of the target language. This includes transposition, shift, modulation, adaptation, equivalence. **Transposition** is the process where changing the grammatical process, as the adverb for the verb. It is, in a sense, a shift of word class. There are two categories in translation shift: level shift and category shift. According to Catford (1965: 76), the category shift divided into four kinds: unit shift, structure shift, class shift, and intra-system shift. Where **Unit Shift** happen when translation equivalent to a source text unit at one position, it is a unit at an alternate position in the objective language. For example, ‘*playboys*’ translated into ‘*lelaki hidung belang.*’ **Structure Shift** is changing of words sequence in the sentence. For example, ‘*He raced out of the parking lot as though the devil was pursuing him*’ translated into ‘*Memacu mobil keluar lapangan parkir seperti dikejar setan.*’ **Class Shift** happens when the interpretation equivalence of an SL thing is an individual from a different class from the original thing. For example, ‘*curiosity*’

translated into '*aneh.*' **Intra-system Shift** used for those situations where the shift happens inside, inside a framework. For example, '*The sharks smell blood*' translated into '*Ikan hiu sudah mencium darah.*' **Level Shift** implies that a source language thing is at one etymological level have translation equivalents of the interpretation comparable at an alternate level. For example, '*He was hiding behind a facade of words, putting up a verbal smoke-screen to conceal his feelings*' translated into '*lelaki itu seolah-olah bersembunyi di balik kata-kata, menebar-kan tirai asap lisan untuk menutupi perasaannya.*' **Modulation** is about changing the form of the text by introducing a semantic change or perspective. For example, "*I broke my leg*" be "*Kakiku lelah*". **Adaptation** is a technique to replace one element in the source language to the same situation in the target language, which implies the cultural aspect that can be considered as an equivalent. This called a shift in the cultural environment or cultural substitution. For example, '*cinderella story*' was adapted into '*Bawang Putih dan Bawang Merah*'. Last from the theory of translation technique is **Equivalence**, and it is used to refer to SL events in the same situation that could be rendered in TL by completely different structures. For example, '*homicidal maniac*' translated into '*pembunuh haus darah*'.

B. Translation Method

Newmark (1988b) mentions the difference between translation methods and translation procedures. He writes that;

[w]hile translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language (p.81).

He goes on to refer to the following methods of translation:

1. **Word-for-word Translation:** Word-for-word translation is often translating the same order of the word from the source language to the target language. In which the source language word order is preserved. It became out of context because this method is neither to understand the mechanics of the source language or construe a difficult text as a pre-translation process.
2. **Literal Translation:** In literal translation, the SL converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
3. **Faithful Translation:** It attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
4. **Semantic Translation:** Which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

5. Adaptation: Which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture, and the text is rewritten.
6. Free Translation: It produces the TL text without the style, form, or content of the original.
7. Idiomatic Translation: It reproduces the original's 'message' but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
8. Communicative Translation: It 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 the readership (1988b: 45-47).

C. Strategies in Translation

Jaaskelainen (1999:71) considers strategy as “a series of competencies, a set of steps or processes that favour the acquisition, storage, and/or utilization of information.” He maintains that strategies are heuristic and flexible in nature, and their adoption implies a decision influenced by amendments in the translator's objectives. Seguinot (1989) believes that there are at least three global strategies employed by the translators. They are translating without interruption for as long as possible, correcting surface errors immediately and leaving the

monitoring for qualitative or stylistic errors in the text to the revision stage.

The following are the different translation procedures that Newmark (1988b) proposes:

1. Transference: It is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey (2000:5) named 'transcription'.
2. Naturalization: It adapts the SL word first to the normal pronunciation, then to the TL's normal morphology. (Newmark, 1988b:82)
3. Cultural Equivalent: It means replacing a cultural word in the SL with a TL one. However, 'they are not accurate'. (Newmark, 1988b:83)
4. Functional Equivalent: It requires the use of a culture-neutral word. (Newmark, 1988b:83)
5. Descriptive Equivalent: In this procedure, the meaning of the CBT is explained in several words. (Newmark, 1988b:83)
6. Componential Analysis: It means 'comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components.' (Newmark, 1988b:114)
7. Synonym: It is a "near TL equivalent." Here economy trumps accuracy. (Newmark, 1988b:84)

8. Through-translation: It is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation. (Newmark, 1988b:84)
9. Shifts or Transpositions: It involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth. (Newmark, 1988b:86)
10. Modulation: It occurs when the translator reproduces the original text's message in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective. (Newmark, 1988b:88)
11. Recognized Translation: It occurs when the translator 'normally uses the official or the generally accepted translation of any institutional term'. (Newmark, 1988b:89)
12. Compensation: It occurs when loss of meaning in one part of a sentence is compensated in another part. (Newmark, 1988b:90)
13. Paraphrase: In this procedure, the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent. (Newmark, 1988b:91)

14. Couplets: It occurs when the translator combines two different procedures. (Newmark, 1988b:91)
15. Notes: Notes are additional information in a translation. (Newmark, 1988b:91)

D. Quality in Translation

The resulting translation in order to have good quality should pay attention to some rules below, including (Munip, 2009):

- 1) The content of the news in terms takes precedence over the form.
- 2) To retain the content of the news, the news form can be changed.
- 3) The same in terms of the news is not the same in terms of its form, except in the translation of literary works.
- 4) More important than the meaning of the statutes, ordinances, word for word.
- 5) The results of the translation are prevalent.
- 6) The use of the word best-avoided weight translations.
- 7) The interests of the reader should take priority over the form of language.
- 8) Avoid using sentences that when combined, will cause a loss of consistency.

Based on Munip statements about the requirement of a good translation, in translating a text or a form, it also needs attention to create the informative result of a product. The work of translation

requires consistency, statutes, and ordinances about the content of the text. It's not only about the translator translating word-to-words but also about the aesthetic function and the content.

Larson (1984: 6), mentions the characteristic of a good translation as using a normal style of recipient language, communicating the same meaning to the recipient language, which is also understood by the speaker of the source language—maintaining the original text of the source language dynamics.

2.1.2 Theory of Psychology

Psychology is the study of mind and behaviour. It is a science and academic study to understand a person or a group of people—this study conducted by analysing their principle and specific events as data to be learned. According to Rod (2013: 6), Psychology is the study of the science that emerges from humans, for example, psyche and behaviour. It grasps all parts of the conscious and unconscious experience as pleasant it is. To get a person or group of people by setting up general principles and examining explicit cases. Psychology also refers to the application of such knowledge to various spheres of human activity, including problems of personal behaviour and the treatment. As the statement of David C. Edwards (1969) psychology is the science of behaviours. The essential point of psychology research is to discover the laws which relate practices to circumstances, conditions, and behaviour. Psychology Degree Programs defined

psychology as an expansive field where countless people have devoted their lives to comprehension and advancement. Looking a portion of the speculations used to conceptualize issues and how they function can be useful. To sum up, all of these definitions of psychology leads to the mental process and behaviour of human that aim to examining and understanding them better.

A. Seven Major Psychological Perspectives

Perspectives of Psychology can be defined as the view of human behaviour, relationship with other people, and experiences (Kalat, 2011). Psychology has designed several perspectives to study human through modern theory with the idea to conceptualize the problem and understand them better. According to AP® Psychology, these perspectives are identified into seven perspectives: Humanism, Cognitive, Psychoanalytic, Socio-cultural, Biological, Behavioural, Evolutionary. **Humanism Perspective**, emerge since the mid 20th century from Sigmud Freud's psychoanalytic theory and B.F. Skinner's behaviourism. It indicates humans' drive to be intrinsically acceptable through self-completion by the process of understanding an arriving at one's mental maximum capacity and inventiveness. **Cognitive Perspective** is about our intellectual process. Cognitive psychology takes a role to analysis human's behaviour, ways of thinking, interpretation, problem-solving, memory, and language. To understand a person's behaviour and activities,

you need to see how they are developing their everyday surroundings and how they handle it in their way. This hypothesis is generally founded on memory and perception. **Psychodynamic psychologists** accept that the explanation behind anything about one individual has to do with something from the past. To beat something in the present, the individual needs to comprehend what has occurred to them in the past. This is probably the least complicated point of view, be that as it may, it is one of the most sceptical. In utilizing a similar model, a psychodynamic psychologist would clarify that an introvert person was restricting their social relations because of the feeling of embarrassment or anxiety with social collaborations. **Socio-cultural Perspective**, psychologists look at one individual's behaviour and environment. The belief that the environment in which the person grew up will influence their personality and behaviour. An individual may appear to be thoughtful; however, they are following the social behaviour they have gained from their environment in actuality. **Biological Perspective** of psychology is a result of Darwin's theory about genes. Darwin state that "evolutionary change comes with genetic variation passed through generations." This approach can take into account the brain, the immune system, nervous systems, and genetics to investigate why an individual might be carrying on or thinking with a specific intention in mind. **Behavioural psychology** is a branch of psychology that focuses on studying and altering people's behaviours, including their activities, feelings, and

thoughts. This branch, otherwise called behaviourism, depends on the hypothesis that psychological and enthusiastic issues can be improved through behaviour changing methods. This approach is not the same as the cognitive process because behavioural psychologists are not observable and explain an action through a condition. **Evolutionary Psychology** is a study of how one person could survive in natural selection. This methodology aims to bring a useful or typical perspective about natural segments, such as the immune system. It's the investigation of advancement in the least complicated terms and how the human develops psychologically.

B. Theory of Cognitive Psychology

From the seven major perspectives above, Cognitive psychology is the most important thing related to this project. The book that became the data for this study raised the psychology genre using the readers' cognitive approach.

According to Cherry, some factors that contributed to Cognitive psychologists divided into several units of knowledge into concepts, prototypes, and schemas (Cherry, 2019). Defined as a **concept**, a more significant category of knowledge where comparative items are assembled. There is a concrete concept for a dog or cat, an abstract and aesthetic thing. A **prototype** refers to examples of certain concepts. For example, what comes to mind when we think of particular objects. That

is the prototype for the concept object. A **schema** could be a mental framework that you utilize to form sense from your surroundings. The concept is the building pieces used to construct schemas for what you expect from your surroundings. You have got mappings for a wide assortment of objects, thoughts, individuals, and circumstances.

From the three units above, cognitive psychology is concerned with gathering data through the cognitive model of information processing in the human's mind. This approach also explains that there are unseen processes in our brain related to an action that we take. For example, the way we learn a language, a mindset that forms in the mind, memory, focus, and more.

This perspective controls our perspective and decision making as what AP[®] Psychology state, perspective is characterized as our acknowledgment of sensory information. It is about how we react to this data. Consider that as how we learn from our environmental factors and utilize that to interface with our condition. Perspective lets us take data from our surroundings and transform it into something helpful. Decision making is a specific choice that should be made. It can be very well to feel like flipping a coin and let the coin choose our destiny.

2.2 Recent Studies

To conduct this study, the researcher reviewed several previous studies as references. The researcher using a psychology genre of a book to find a

previous study. Those earlier studies are well known and have been translated to the Indonesian version. Some of which will be discussed after this.

First, a book with an unusual title but has a very inspiring content, entitled *The Subtle Art of Not Giving A F*ck* or *Sebuah Seni Untuk Bersikap Bodo Amat* (Indonesian version). This book tells the story of a drunk man who has a dream as a writer. He tries to keep everything simple regarding how he behaves to stay motivated and not take any other problems. The original version was written by Mark Manson and translated by F. Wicaksono into Indonesian Language. The book was published by PT. Gramedia in 246-page. The first print was published in February 2018.

Second, a book entitled, *Everything is F*cked: A Book About Hope* or *Segala-galanya Ambyar: Sebuah Buku Tentang Harapan* (Indonesian Version). The book tells about a life that doesn't always look beautiful. It tells about the bitterness of life when people start having plans that don't go the way they want. They will feel frustrated by reality. However, they should remain to be grateful and see everything from the positive side. This book helps its readers to remain grateful for the bittersweetness of life. Written by Mark Manson and translated by Adinto F. Susanto. The book was published by Grasindo on 346-page on 14 May 2019.

Third, a book entitled, *Don't Sweat the Small Stuff: and It's All Small Stuff* or *Jangan Membuat Masalah Kecil Jadi Masalah Besar* (Indonesian version). The book tells the story of dealing with problems with different perspectives. So that small problems do not become a significant danger.

Written in 100 chapters with understandable words, it brings its readers into a positive thought. Written by Richard Carlson and translated in the Indonesian Language by Siti Gretiani. The book was published by PT. Gramedia in August 1999.

The three books are above written by a well-known writer. *The Subtle Art of Not Giving A F*ck* and *Everything is F*cked: A Book About Hope* is from the same author i.e. Mark Manson and *Don't Sweat The Small Stuff: and It's All Small Stuff* written by Richard Carlson. These three books have their own characteristics from the translator and are classified into a genre of psychology: self-help that will motivate the reader by giving examples of one's life experiences and also motivational words. These three books and *The School Of Life-How To Stay Sane* have the same purpose of helping its readers to analyze the problems of the surrounding life and make it a lesson.

The School Of Life-How To Stay has its uniqueness this book is like one whole and simple thing. When compared to previous studies, this book does not merely tell about one specific thing. From the beginning of the book, readers will be introduced to how the brain works combined with actions and mindsets. It will teach the reader to be able to control themselves before having a relationship with others. This book is also equipped with facts, motivational quotes about life, and exercise to help its readers self-observe