

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### AND THEORITICAL FRAMEWORK

#### 2.1 Review of Related Theories

##### 2.1.1 Translation

##### 2.1.1.1 Definition of Translation

Translation can be defined in many ways depending on how people view language and translation. Relating to the research topic, the definition of translation according to Cambridge Dictionary (2022), translation is described as: (1) something that is translated or the process of translating something from one language to another; (2) the activity or process of changing the words in another language that have the same meaning; (3) a piece of writing or speech in one language that has been changed in another language; (4) the activity or process of changing something into a different form.

According to Newmark (1988) translation is defined as “rendering the meaning of a text into another language in the way that the author intended the text”. Nida and Taber (1982), on the other hand, explain that “translating consists in 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”. In addition to the statement of Nida and Taber (1982), Larson (1984) states that, “translation is basically a change of form from the Source Language (SL) into the

Target Language (TL) that refers to the actual words, phrases, clauses, sentence, and paragraph, etc, which is spoken or written”. Larson (1998) also adds “a process which begins with the ST, analyses this text into semantic structure, and then restructures this semantic structure into appropriate receptor language forms in order to create an equivalent receptor language text”. It is similar to Catford’s statement (1965) which is that translation is the replacement of textual material in one language by equivalent textual material in another language. This definition concerned in two keywords in understanding translation. These are textual material (where text might have been expected) and equivalent. The use of these terms concerned in idea that translation transposed the source language grammar (clauses and groups) into target language equivalents and translated the lexical units into proper and right sense in the context of the sentence. Based on all of the definitions given, it can be concluded that translation is the main concept of translation involves the process of transferring meaning from the Source Language (SL) to the Target Language (TL) in order to present the original sense and naturalness of the expression; translation also closely relates to the matters of language forms, meaning, and equivalence.

#### **2.1.1.2 Types of Translation**

According to Larson (1984) translation is divided into two types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of literal or source language known as literal translation. In contrast,

meaning-based translation also known as an idiomatic translation, is the type of translation for which translators need a particular translation approach in order to communicate the meaning of the source language in the natural forms of the target language.

In translation, the aim of translators is to recreate a text in the target language conveying the same message as in the source language, yet by using the natural grammatical and lexical choices of the target language. Since it appears to be difficult to translate do so, translators need to translate text either literally or idiomatically. Thus, Larson (1984) created a sort of continuous sequence representing the levels of translation from very literal to literal, to modified literal, to near idiomatic, to idiomatic, and may even move on to unduly free. The illustration is presented in Figure 1: Translation as a continuum by Larson (1984) as shown below.



**Figure 1 : Translation as a continuum by Larson (1984)**

In understating the translation continuum given above, the definitions of each term (according to Larson [1984]) are as follows:

1. Very literal is an interlinear translation. For some purposes, it is desirable to reproduce the linguistic features of the source text, as for example, in a linguistic study of that language;
2. Literal translation is a translation which its sounds like nonsense and has little communicative value. It may be very useful for the purposes related to the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text;
3. Modified literal methods are a way to modify order and grammar of the source language in an acceptable sentence structure in the receptor language. However, the lexical items are translated literally.
4. Inconsistent mixture mixes literal and idiomatic translation in the final draft of translation.
5. Near idiomatic reproduces the meaning of the source language (that is the meaning intended by the original communicator) in receptor language without losing the natural form of the source language.
6. Idiomatic translation reproduces the meaning of the source language (that is the meaning intended by the original communicator) in the natural form of receptor language.
7. The unduly free translation adds extraneous information, which is not stated in the source text. It changes the meaning of SL; it distorts the fact of the historical and cultural setting of the source text.

### 2.1.1.3 Translation Procedures

As previously mentioned, translation procedures are used in transferring meaning of text from the source language to the target language. In translating text, translators use translation procedures to formulate the meaning equivalence. According to Molina and Albir (2002), there are eighteen translation procedures and it can be seen below:

#### 1. Adaptation

As stated, “To replace a ST cultural element with one from the target culture”, that means that this procedure is used to replace text, cultural or social elements of the source language with ones from the target language. This procedure is applied because the text, cultural or social elements of the source language are not correspondingly equivalent to ones of the target language; and this is to make the translation acceptable for the target audience.

#### 2. Amplification

As stated, “To introduce details that are not formulated in the ST: information, explicative paraphrasing”, this procedure is one of the most effective translation procedures involving or adding more detailed information that is not formulated in the source language. Thus, this is to make the original information become explicit in the target language.

#### 3. Borrowing

As explained, “To take a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling

rules in the TL)”, this means a word taken directly from the target language.

Borrowing is divided into two kinds : pure borrowing and naturalized

borrowing. Pure borrowing does not change anything from the source language.

Whereas, naturalized borrowing, is a procedure that is adapted to the spelling of the target language.

#### 4. Calque

It is stated that “*Literal translation of a foreign word or phrase; it can be lexical or structural*”. This procedure is almost similar to borrowing. The difference is that borrowing is used when the target language does not have an equivalent word, therefore, calque is used when the word still has the equivalent meaning yet the translator tries to keep it for the sake of bringing the sense of the source language into the target language setting.

#### 5. Compensation

As stated, “To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST”. This procedure is applied by conveying the message to another part of the translation. This is applied because of the influence of style on the source language which cannot be applied to the target language.

#### 6. Description

This is a translation procedure applied by replacing a term or expression with a description or details, as stated that “*To replace a term or expression with a description of its form or/and function*”. With that being said, this translation

procedure is different compared to amplification which makes the implicit meaning on source text become explicit in target text.

7. Discursive Creation

It is stated *“To establish a temporary equivalence that is totally unpredictable out of context”*. This procedure displays an unexpected equivalence or never thought of before which appear to be out of or different from the existing context.

8. Established Equivalence

It is suggested that *“To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL”*. This procedure is applied by translator by using expressions in the dictionary or that are commonly used in everyday life.

9. Generalization

Similarly as said, *“To use a more general or neutral term”*, this procedure is applied by using more commonly-used terms in the target language; and this is in opposition to linguistic particularization.

10. Linguistic Amplification

In other side linguistic amplification is in opposition to linguistic compression. Translators often use this procedure in consecutive interpreting and dubbing, as said *“To add linguistic elements. This is often used in consecutive interpreting and dubbing”*.

## 11. Linguistic Compression

As stated, this procedure is : *“To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling”*. This procedure is in opposition to linguistic amplification.

## 12. Literal Translation

It is said that *“To translate a word or an expression word-for-word”*. This procedure is applied by translating the source language text into the target language directly with a little adjustment.

## 13. Modulation

As exactly stated that modulation is used : *“To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural”*.

## 14. Particularization

As clearly suggested that particularization is *“To use a more precise or concrete term. this technique is in opposition to generalization”*.

## 15. Reduction

It is stated that *“To suppress a ST information item in the TT”*. In other words, this procedure can be occurred in the translation since the meaning already exist in the target text. This procedure is in the opposite with amplification.

## 16. Substitution

As clearly stated that substitution is *“To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa”*.



## 17. Transposition

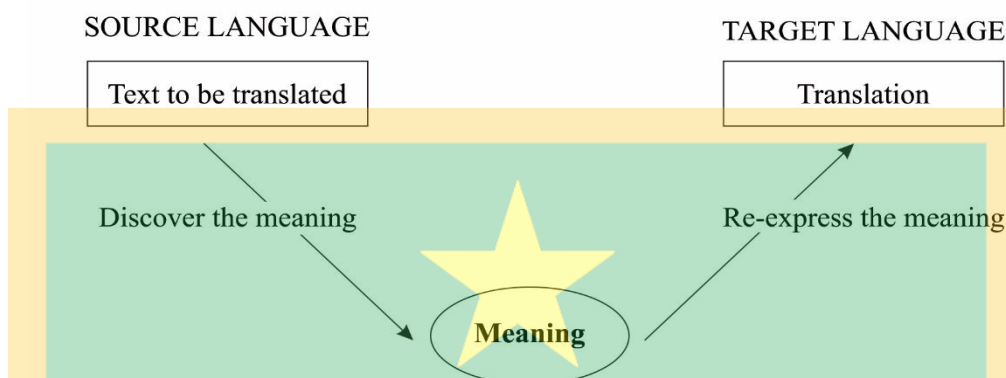
It is said that this procedure is “To change a grammatical category”. This means to change a grammatical category of verb in source text become category of noun in the target text, verb in source text become adverb and so on. This procedure in other words is same with the translation shift based on the theory of Catford (1965). The classified translation shift becomes structure shift, class and unit shift and inter-system shift.

## 18. Variation

As explained that, “*To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc*”, this can be used to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels.

### 2.1.1.4 Translation Process

In analysing the translation of phrasal verbs used in the film, the researcher used the theories of translation process. In describing translation process, Larson (1984) explains that the basic concept of translation is transferring the meaning of the source language into the target language. Furthermore, the translation process is illustrated in the following figure given below.



**Figure 2 : Translation Process (Larson, 1984)**

From the diagram above, Larson (1998) suggests that there are several steps that need to be followed : (1) conducting an analysis of the source language text in order to discover and determine the meaning or message; and (2) transferring and re-expressing the meaning into the target language by using natural forms of the target language that has the same meaning or message as the source language. As concerns, Larson (1998) also suggests that “the forms of the Source Language (SL) may be changed into appropriate forms of the receptor language in order to achieve the idiomatic translation”. With that being said, this translation process performs an observation of the text in the source language in order to determine the diction, grammatical structure and context; finding the meaning of the text; and searching for the natural equivalent of the text in the target language in order to make the final message fully acceptable.

### 2.1.2 Linguistics Approach in Translation

Translation, as a tool of communication, plays an important role since the translated text should transmit the same intentions as the original. In order to achieve this goal, it is important that translators develop their linguistic competence, that is, translators should be aware that the differences between two language constructions and uses may affect the message of the text.

Taking into account the lexicological aspect, a translator should be knowledgeable of the formation of words in the languages he works from and into, and the semantic relations held among these words, above all in specialized contexts. Sometimes, translators, as linguistic mediators, may face the situation of solving lexical problems, that is, translators are not able to find an appropriate linguistic resource in the target language which properly transmits the message. Therefore, translators as linguistic and communicative facilitators in both languages, may use neologisms which allow them to solve linguistic problems (for example, linguistic problems: the lack of equivalences, the abundance of equivalences and the existence of phraseology related to the thematic field), semantic problems which this is to say, those problems related to] the lack of knowledge of the semantic scope of some linguistic resources in the source language, as well as the pragmatic problems. This is the lack of knowledge of the pragmatic value of the linguistic resources available in the source language.

In addition to what has been said, it is very important for translators in general to be capable of making language substitutions in accordance with the

regulations of both language systems. On the other hand, it is also important for the researcher of this study to understand the linguistic concept of translation applied by the translator of the English-Indonesian *Cinderella* (2015) transcript. In connection with the research problems, the approaches used are further on some structural and translation characteristic of phrasal verbs, which are discussed in the following paragraphs.

### **2.1.2.1 Phrasal Verbs**

Phrasal verbs occur most frequently in spoken English. Phrasal verbs are often, but not always, less formal than a single word with the same meaning (Cambridge Dictionary : Phrasal verbs and multi-word verbs, 2022). Formally-used phrasal verbs can be found in writing such as essay, whereas informal phrasal verbs are commonly used in everyday conversation.

According to McArthur and Atkins (1975) phrasal verbs are usually combination of simple, monosyllabic verbs and members of a set particles. They are called so because the combination presents the appearance of a two-word phrase rather than a single item. In defining the meaning, Oxford Advanced Learner's Dictionary (2015) describes phrasal verbs as a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example *go in for*, *win over* and *see to*. This is similar to the definition of phrasal verbs stated in Cambridge Dictionary (2022): phrasal verbs can be also defined as multi-words

verbs which consist of a verb and one or two particles or prepositions (e.g *up*, *over*, *in*, *down*).

A phrasal verb can also be described as a compound verb that contains a verb and a prepositional adverb or particle. They form a semantic unit altogether. According to Wishon and Burks (1980), “phrasal verbs are combinations of verbs plus particles that regularly occur together and usually have a meaning of their own different from either of the components parts”. Similarly, Crowell (1964) explains that two-word verb is “a combination of a verb and particle, which together have a different meaning from the customary meanings of the two words”. It means that one of the characteristics of most verbs in English is that they can be combined with preposition or an adverbial particle to produce a new meaning word. In addition to that, phrasal verbs are commonly used in more informal contexts since they can create more meaning; and are easy and simple to use.

#### **2.1.2.2 Type of Phrasal Verbs**

There are common types of phrasal verbs which provide different ways of use and understandings. Phrasal verb can be classified into two types. Since all the verbs are initially classified into transitive and intransitive verbs, these categorises are also applied for phrasal verbs (McArthur, 1975). Transitive phrasal verbs are the most common phrasal verbs; and they are also phrasal verbs that are followed by object directly. On the other hand, intransitive phrasal verbs are phrasal verbs that are not followed by object. In addition to that, Hart’s explanation on phrasal

verbs (1999) as cited by Kurniadi (2018), says that there are two kinds of transitive phrasal verbs known as:

a. Separable phrasal verb

Verb + (Direct) Object + Preposition (+ [Indirect] Object)

**Figure 3 : Structure of Separate Phrasal Verb**

Separable phrasal verbs can be separated by their object. When the object is a noun, it is usually entirely optional whether the object is placed between the verb and the particle or placed after the particle. Both sentences below are correct:

- *I took my shoes off.*
- *I took off my shoes.*

However, when a pronoun is used instead of a noun, the pronoun must be placed between the verb and the particle:

- *I took them off.*
- *I took off them.*

But in one type of sentence, separable phrasal verbs must be separated — when the phrasal verb has two objects:

- *She put a blanket on.*
- *She put on a blanket.*
- *She put a blanket on the bed.*
- *She put on a blanket the bed.*

b. Non-separable or Inseparable phrasal verb

Verb + Preposition + Object (Noun/Pronoun)

**Figure 4 : Structure of Non-separable or Inseparable Phrasal Verb**

Non-separable phrasal verbs cannot be separated by their object as in the following instance:

- *He ran into a tree.*
- *He ran a tree into\*

Based the explanation given above, Kurniadi (2018) found that:

*A phrasal verb is derived from a combination of a verb and prepositions. It may be used in a separable form or nonseparable one. The meaning will follow the forms and, therefore, could lead to confusion if not understood as a whole.*

c. Intransitive phrasal verb

Verb + Preposition

**Figure 5 : Structure of Intransitive Phrasal Verb**

Intransitive does not have an object.

- *Shut up!*
- *Watch out!*
- *You have to wake up now.*

### 2.1.3 Equivalence in Translation

The concept of equivalence in translation studies is said to hold a central position. In other words, equivalence is the most important thing that has to be met in translation. Regarding that, Carford (1965) states, “translation equivalence occurs when an SL and a TL text or item are relatable to (at least some of) the same features of substances”. In addition, Nida (1964) created a terminology to describe different approaches to translation which are called “formal and dynamic equivalence”. This translation terminology highlights the relative merits of literal translation and that undertaken with the cultural and emotional response of the target audience in mind.

#### a. Formal Equivalence

Nida (1964) explains that formal equivalence focuses attention on the message itself, in both form and content. In such a translation, one concerns with such correspondences as poetry, sentence to sentence, and concept to concept. Formal equivalence translation basically source-oriented that is designed to reveal as much as possible of the form (e.g syntax and idiom) and content (e.g themes and concept) of the original message. In doing so, a formal equivalence attempts to reproduce several formal elements, including: (1) grammatical units, (2) consistency in word usage; and (3) meanings in terms of the source context. Overall, formal equivalence is a word-for-word or literal translation which is aimed to stay as close to the source text as possible. The feature of this type of



translation equivalence is to preserve the lexical details, vocabulary, grammatical construction and syntax of the original text.

b. Dynamic Equivalence

Nida (1964) explains that dynamic equivalence which is based upon the principle of equivalence effect. In dynamic equivalent translation, the focus of attention is directed, not so much toward the source message, as toward the receptor response. A dynamic equivalent translation may be described as one concerning which a bilingual and bicultural person which can just justifiably say. "That is just the way we would say it". One way of defining a dynamix equivalent translation is to describe it as "the closest natural equivalent to the source language message". This type of definition contains three essential item: (1) equivalent, which points toward the source language message; (2) natural, which points toward the receptor language; and (3) closest, which binds the two orientations together on the basis of the highest degree of approximation. Overall, the dynamic equivalence concerns more on the target audience where the translation makes more sense; sound natural; or even should be the same in the target language

## 2.2 Previous Studies

In conducting this research, the researcher gathered information and read some related studies which are mentioned below.

Lusken Pradesy Manik, Sudarsono, Eni Rosnija from English Department Study Program, Faculty of Tanjungpura University (2013) conducted a research entitled *An Analysis Of Phrasal Verbs In Movie "Pride And Prejudice"*. This research aims to find out the kinds of phrasal verbs encountered in movie "Pride and Prejudice" and the meanings of those phrasal verbs. The object of this research was the movie "Pride and Prejudice" 2005 version. This research was a descriptive study. The data were collected from the conversation of the characters in the movie. There were 89 parts of the conversation. The data consist of 94 phrasal verbs encountered in the movie. The 94 phrasal verbs involve 68 verbs and 20 particles. 53 phrasal verbs have more than one meaning and 3 phrasal verbs does not have literal meaning which suit to the context.

The second study is *Translation Analysis of Phrasal Verbs in the Subtitle of Inside Out Movie* conducted by Almareta and Pelawi (2021). This research aims to recognize and understand the kinds of phrasal verbs and the strategies used by the translator in translating the phrasal verbs in the subtitle of *Inside Out* movie (2015). This study will use the kinds of phrasal verb theory by Biber and friends (1999) and Mona Baker's translation strategies (1992). The result of this research shows that the subtitle of *Inside Out* movie consists of 124 Transitive Phrasal Verbs (Separable and Inseparable) and 76 Intransitive Phrasal Verbs. In addition, there are four translation strategies used in translating the subtitle which are Translation by a More General Word (8 times used), Translation by Paraphrase Using a Related

Word (8 times used), Translation by Paraphrase Using Unrelated Word (2 times used), and Translation by a More Neutral/Less Expressive Word (2 times used).

The third study was conducted by Novan Kurniadi, entitled “EFL Students’ Strategies in Translating English Phrasal Verbs” (2018). This study aims at investigating the mostly used strategies applied by six EFL students, in translating English Phrasal verbs into Indonesian. The research tries to serve its purpose by making use of several underlying strategies proposed by Mona Baker, namely similar meaning and form, dissimilar meaning and form, paraphrase and omission. The students were asked to translate political news from an English article containing a total of 9. The findings showed the existence of the strategies in translating idiomatic expressions could help the students translate the text and, therefore, these strategies need to be further emphasized to extend students’ knowledge.

The fourth study is entitled *A Subtitling Analysis of Phrasal Verb in The Help Movie by Tate Taylor* by Fitria Ulfa Zulifa from Muhammadiyah University of Surakarta published in 2013. The objectives of this research are to analyze the translation shifts of a phrasal verb by Catford’s theory and to describe the equivalence of phrasal verb by Nida’s theory in the movie *The Help*. The researcher uses a descriptive qualitative research approach. She finds 172 pieces of data which she divides into two categories, level shift, and category shift. The level shift consists of 137 data in total. Category shift that consists of 35 data in total. For the translation equivalence, she finds two types translation equivalence and non-

equivalence. There are dynamic equivalence and formal equivalence. She finds 172 data of phrasal verbs that consist of 69 data dynamic equivalence, 100 data of formal equivalence, and 3 data of non equivalence. Comparing this research with Zulifa's research, both discuss the same research objectives. The difference between the two research is that the researcher does not discuss the translation shifts any further.

The fifth study is a thesis from University of Sumatera Utara's Student, Dhea Mealittza entitled *An Analysis of Translating Phrasal Verbs from "Fallen" by Lauren Kate Into "Terkutuk" by Fanny Yuanita* (2013). The purpose of her research is to analyse the translation procedures are used to translate phrasal verbs include borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. The results of Dhea Mealittza's research shows that equivalence procedure of translation which is dominant in translating phrasal verbs. Comparing this research with Dhea Mealittza's research, both discuss the same research problem which is on translation procedures, however the other thing that make the two different is that, this research additionally concerns with the kind of the phrasal verbs used as well as the meaning equivalence applied.

### **2.3 The Novelty**

Comparing the study conducted by Lusken Pradesy Manik, Sudarsono, & Eni Rosnija and this research, the research purposes are the same. However, the difference between the two is that the research of Lusken et al. did not do an analysis

of the translation procedures and meaning equivalence of the used phrasal verbs. That is what makes the research in this thesis novel.

Comparing the study conducted by Almaretta and Pelawi with this research, both focus on discussing the same problems. The difference between the two is that, the research of Almaretta and Pelawi did not do an analysis on the meaning equivalence of the used phrasal verbs.

Comparing this research with Kurniadi's research, the discussion of research problem between the two are the same which is on the translation strategies or procedures. The differences between the two are that, the sources of data used in each research, and the analysis focus where Kurniadi's only focuses on the analysis of translation strategies.

Comparing this research with Zulifa's research, both discuss the same research objectives. The difference between the two research is that the researcher does not discuss the translation shifts any further.

Comparing this research with Dhea Mealittza's research, both discuss the same research problem which is on translation procedures, however the other thing that make the two different is that, this research additionally concerns with the kind of the phrasal verbs used as well as the meaning equivalence applied.

The studies mentioned above have the same purposes which involve the usage of phrasal verbs. Each of them has only two research problems to discuss. Each of them aims either to find types of the used phrasal verbs, translation strategies or meanings of the data source. To distinguish this research with the other

studies above, the researcher claims that this research focuses on discussing three research problems at once which are : to analyse the types of phrasal verbs, the translation procedures, and the types of meaning equivalence applied in the collected data. Thus, this research does perhaps give a better, comprehensive understanding to readers on the analysis of phrasal verbs found in *Cinderella* (2015).

#### **2.4 Theoretical Framework**

In analyzing the research data, the researcher observes the language structure in terms of the words used, grammatical relationships, the meanings of the words, combination of words, and the way the message of text is transferred from the source language to the target language according to the translator, which involves reconstructions of text. This basic concept of analyzing translation also helps the researcher observe the small language units (words) used in the film, moreover this theory also leads the research to finding phrasal verbs used in the source of data.

Concerning the research problems, the researcher used several relevant theories as the main approaches to analyze the research data. First of all, the translation processes created by Larson (1984), are used as the basic concept of analysing translation to see a series of actions or steps that may be taken by the translator in translating the text. In addition to that, the researcher also uses a theory explained by Larsin (1984) on types of translation which help determine whether a

translation is form-based or meaning-based. Moreover, the researcher can also recognize and measure the translation quality or levels by using the continuum given, indicating the very literal level of translation to idiomatic, or even unduly free one.

In analysing the types of phrasal verbs, the researcher analyzes the formation, use and meaning of phrasal verbs used in the film by using a theory on types of phrasal verb from Hart (1999) in order to categorize the phrasal verbs found according to its characteristics or criteria.

Speaking of translation practices, translators need to apply a translation technique or procedure. In order to understand and determine the type of translation procedure used by the translator, the researcher uses an approach from Molina and Albir's (2002) on translation procedures. Since Molina and Albir's (2002) approach provides eighteen classifications of translation, this perhaps will give a wider range of options and a better, comprehensive understanding to the subject matter.

Discussing the meaning of phrasal verbs, it is not explicit from the meanings of the individual words themselves. However, some of them may emphasize the meaning of the verb that builds them. With that issue in mind, this research requires another approach in analyzing the meaning equivalence in the translation. To find the answer to the third research question, the researcher analysed the meaning of the translation to see the equivalence by using an approach from Nida & Taber (1964). In addition, this approach also helps the researcher investigate how the

translators convey the message of source language to the targeted audience in suggested language as equally the same or close as the original one.

