

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature has purpose to give a brief what is related to and discussed in this research. This chapter discusses about grammar mastery, words, phrase, sentence, the notion of translation, translation methods, translation procedures, translation process, the quality of good translation, grammar related to translation and previous studies.

A. Grammar Mastery

Knowing grammar means understanding what the text means correctly. Booji (2007:5) stated that grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence. A grammar has a description the rules of the structure of a language, the way words combine, the order they come in, the way they change according their relationship to other words, how they build up into units like a sentence. In addition, Baker (1992:83) stated that grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language. Thus, grammar is very important in any language. There is no language which has no its specific grammar and no people can learn a language without learning its grammar.

Grammar gives language users the control of expression and communication in everyday life. Once, grammar deals with the form of sentences and smaller units such as words, phrases and clauses, (Rodney,

2010:1). Mastering grammar will help people or students to express their emotions or ideas and purpose more effectively. Moreover, grammar also gives effect in written communication such as in translation. Grammar is a very important aspect of written language beside unity, coherence, and mechanics. Ungrammatical pieces of written language may show immaturity of language acquisition. Then, Penny (1996:76) stated that grammar does not only affect how units of language are combined in order to look right; it also affects of meaning. Therefore, people must comprehend the grammar in order to avoid misunderstanding towards the intended meaning.

The term grammar means different things to different people. According to Lado (1961:141) to the grammarian it has often meant the analysis of his own language, or one he has mastered, in order to discover its “rules” of propriety, that is, what may and may not be said in particular language. It means that the mastery grammar can be different to each people. It depends on their native language or their culture. In this research, grammar mastery refers to the students’ competence and performance in using the correct rules of English by changing the form of words correctly and joining them into sentence.

1. Words

Word is a single unit of language which has meaning. As stated by Jackson (2000:48) a word is a minimal free form, the term word is used to indicate an intermediate structure smaller than a whole phrase and yet generally larger than a single sound segment, while the term free is

indicate that it can stand by itself. Furthermore, words are units of grammar, whose structure is described in terms of morphemes. Words consist of one or more morphemes and which typically occurs in the structure of phrases.

According to Jackson (2000:50) there are four characteristics considered essential in definition of 'word' in English. First, the word is an uninteruptable unit. When elements are added to a word to modify its meaning, they are never included within word. They respect the internal stability of the word are added either as the beginning as prefixes of the word or at the end as suffixes. For example, the prefix *un-* added to the word *able* become *unable*.

Second, the word may consist of one or more morphemes. When it consist of one morpheme only, it cannot be broken down into smaller meaningful units. For example, *cat*, *study*, *out*, are categorized as *simple words*, which are typically minimum free forms, and they may stand by themselves. In other side, the words may be called complex and compound when they consist of more than one morpheme.

Third, the word occurs typically in the structure of phrases. Then morphemes are used to build words, words to build phrases, phrase to build clauses, and clauses to build sentences.

Fourth, the word should belong to a specific word class or part of speech. The words that form the central core of the sentence or around which all the other words "cluster" are known as nouns (or pronouns),

and verbs; the words that modify the central core words are called adjective and adverb; the words that show a particular kind of connecting relationship between these four part of speech are called preposition and conjunction.

In addition, Greenbaum (2002: 86) said that word classes such as noun, verb, adjective, adverb, and pronoun are traditionally called part of speech. The word classes can be divided into open classes and closed classes. Open classes are readily open to new words; closed classes are limited classes that rarely admit new words.

1. Noun

A noun is a word that can be the only or main word in a noun phrase. We cannot identify all nouns merely by their form, but certain suffixes can be added to verbs or adjectives to make nouns. Here are a few typical noun suffixes with words that exemplify them:

<i>-tion</i> (and variants)	<i>education, relation, revision</i>
<i>-er, -or</i>	<i>speaker, actor, supervisor</i>
<i>-ism</i>	<i>optimism, socialism, terrorism</i>
<i>-ity</i>	<i>mentality, normality, reality</i>
<i>-ment</i>	<i>environment, equipment, government</i>
<i>-ness</i>	<i>happiness, compactness, darkness</i>

2. Verb

A verb is a word that can be the main word in a verb phrase and is often the only verb. As like noun, certain suffixes are added to nouns or

adjectives to make main verbs. Here are a few common verb suffixes with word that exemplify them:

<i>-ate, -iate</i>	<i>chlorinate, originate, differentiate</i>
<i>-en</i>	<i>darken, hasten, sadden</i>
<i>-ify, -fy</i>	<i>codify, falsify, beautify</i>
<i>-ise, -ize</i>	<i>apologize, globalize, rationalize</i>

3. Adjective

An adjective is a word that can be the only or main word in an adjective phrase. A larger number of suffixes are added to nouns and verbs to make adjective. Here the most common suffixes and words that exemplify them:

<i>-able, -ible</i>	<i>suitable, comfortable, fashionable</i>
<i>-al, -ial</i>	<i>editorial, cynical</i>
<i>-ed</i>	<i>boarded, crooked,</i>
<i>-ful</i>	<i>hopeful, playful, careful,</i>
<i>-ic</i>	<i>romantic, heroic,</i>
<i>-ical</i>	<i>historical, political, economical</i>
<i>-ish</i>	<i>darkish, childish, foolish</i>
<i>-ive, -ative</i>	<i>detective, communicative, affirmative</i>
<i>-less</i>	<i>hopeless, harmless</i>
<i>-ous, -eous, -ious</i>	<i>famous, spacious</i>
<i>-y</i>	<i>tasty, handy, windy</i>

The suffix *-ed* is often used to form adjectives from noun phrases: blue-eyed, long-haired, open-minded. Like nouns and verbs, many adjectives have no suffixes: *sad, young, happy, true*. Some suffixes were part of the words when they were borrowed into English: *sensitive, virtuous*.

4. Adverb

An adverb is a word that can be the only or main word in an adverb phrase. The suffix *-ly* is commonly added to adjectives to make adverbs:

Calmly, frankly, lightly, madly, quietly, tearfully

If the adjective ends in *-ic*, the suffix is usually *-ically*:

Economically, geographically, heroically, romantically

Like the other word classes, many adverbs have no suffixes. These include, in particular, most time adverbs (*now, today, yesterday, tomorrow*), space adverbs (*here, there, outside, inside*), and ‘linking adverbs’ (*therefore, however*).

5. Pronoun

Pronouns are essentially special types of nouns and are the main word in a noun phrase or (more usually) the only word in a noun phrase. They fall into a number of classes, here listed with examples:

Personal pronouns *I, you, we, they*

Possessive pronouns *my, mine, your, yours*

Reflexive pronouns *myself, yourself*

Demonstrative pronouns	<i>this, these, that, those</i>
Reciprocal pronouns	<i>each other, one another</i>
Interrogative pronouns	<i>who, what, which</i>
Relative pronouns	<i>which, who, that</i>
Indefinite pronouns	<i>some, none</i>

2. Phrases

A phrase is a group of related words without both subject and verb. Phrases combine words into a larger unit that can function as a sentence element. Richard (1985:39) stated that a phrase is a group of word which forms a grammatical unit, a phrase does not contains a finite verb and does not have a subject-predicate structure. For example: they are walking near a river. The part of the sentence “near a river” is a phrase because it does not contain subject and verb or predicate.

In English there are five kinds of phrases. As stated by Greenbaum (2002:46) there are five types of phrases that is built a simple sentence (noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase). If the most important part of the phrase “*head*” is an adjective, the phrase is an adjective phrase; if the most important part of the phrase is noun, the phrase is a noun phrase and so on (Galderen, 2002:31).

1. Noun Phrase

As stated by Greenbaum (2002:47) the main word in a noun phrase is a noun or a pronoun. There are a number of subclasses of

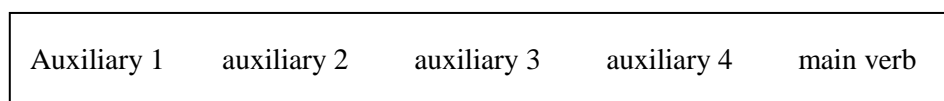
nouns and pronouns. The structure of typical noun phrase may be represented schematically in the following way, where the parentheses indicate elements of the structure that may be absent:



Determiners (words like *a, an, the, some, those*) introduce noun phrases. Modifiers are units that are dependent on the main word and can be omitted. Modifiers that come before the noun are pre-modifiers, and those that come after the noun are post-modifiers.

2. Verb Phrase

The typical structure of the verb phrase consists of a main verb preceded optionally by a maximum of four auxiliary verbs (Greenbaum, 2002:53). The four belong to different subclasses of auxiliaries.



It is very unusual for all four auxiliaries to appear in one verb phrase, but if two or more auxiliaries co-occur they must appear in the sequence indicate in the diagram, as like *1+3, 1+2+4, 2+3*. For the four subclasses will be explained as follow:

Regular main verbs have four forms that are constructed in this way.

1. Base form, it is what we find in dictionary entries: *laugh, mention, play*.
2. –s form, the –s form adds to the base form an ending in –s: *laughs, mentions, plays*.
3. –ing participle, the –ing participle adds to the base form an ending in –ing: *laughing, mentioning, playing*.
4. –ed form, the –ed form adds to the base form an ending in –ed: *laughed, mentioned, played*.

The –ed form represents two distinct functions that are differentiated in the forms of some irregular verbs. Contrast the one form for laugh in the following sets of sentences with the two forms of give and speak:

Past:	She <i>laughed</i> at us
	She <i>gave</i> us a smile
	She <i>spoke</i> to us
-ed participle	She has <i>laughed</i> to us
	She has <i>given</i> us a smile
	She has <i>spoken</i> to us.

According to Greenbaum (2002:54), Irregular main verbs have either fewer or more forms than regular main verbs. For example, *put* has only three forms: *put, puts, putting*. *Put* serves as the base form and also the –ed form in the functions of the past and of the –ed participle:

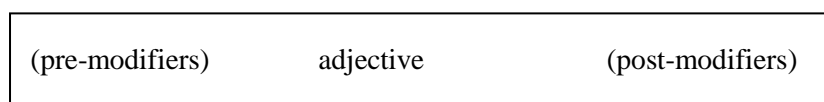
Base form	They always <i>put</i> the cat out at night.
<i>-ed</i> form: <i>past</i>	They <i>put</i> the cat out last night.
<i>ed</i> form: <i>-ed participle</i>	They have <i>put</i> the cat out.

The irregular verb *be* has the most forms:

Base form	<i>be</i>
Present	<i>am, is, are</i>
Past	<i>was, were</i>
<i>-ing</i> participle	<i>being</i>
<i>-ed</i> participle	<i>been</i>

3. Adjective Phrase

Greenbaum (2002:67) stated the main word in an adjective phrase is an adjective. The structure of the typical adjective phrase may be represented in the following way, where the parentheses indicate elements of the structure that may be absent:



Modifiers qualify in some respect what is denoted by the adjective, and they are optional. The pre-modifier come before the adjective and the post-modifiers comes after it.

Some post-modifiers complete what is implied in the meaning of the adjective. For example, if we say *Tom is afraid* we intend this to mean that Tom is filled with fear in some respect. The post-modifier specifies in what respect:

- (1) Tom is *afraid* { of spiders.
for his job.
to say anything.
that no one will believe him.

A few adjectives (at least in certain senses) must have a post-modifier:

- (2) Mary is *fond* of children.
(3) I am *aware* that he is abroad.
(4) The contract is *subject* to approval by my committee.

Some adjectives that take obligatory post-modifier resemble verbs in their meaning:

- (1a) Tom *fears* that no one will believe him.
(2a) Mary *likes* children.
(3a) I *know* that he is abroad.
(4a) The contract *requires* approval by my committee.

Here are some examples of possible structures of adjective phrases:

Adjective	<i>happy</i>
Pre-modifier + adjective	<i>very happy</i>
Adjective + post-modifier	<i>happy to see you</i>
Pre-modifier + adjective + post-modifier	<i>very happy that you could join us</i>

4. Adverb Phrase

The main word in an adverb phrase is an adverb (Greenbaum, 2002:69). The structure of the typical adverb phrase is similar to that of the typical adjective phrase, except for the class of the main word:

(pre-modifiers)	adverb	(post-modifiers)
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Here are some examples of possible structures of adverb phrases:

Adverb	<i>surprisingly</i>
Pre-modifier + adverb	<i>very surprisingly</i>
Adverb + post-modifier	<i>surprisingly for her</i>
Pre-modifier + Adverb + post modifier	<i>verysurprisingly indeed</i>

5. Prepositional Phrase

The prepositional phrase is a structure with two parts:

preposition	complement
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As stated by Greenbaum (2002:70), the prepositional complement is typically a noun phrase, but it may also be a nominal relative clause or an *-ing* clause. Both the nominal relative clause and the *-ing* clause have a range of functions similar to that of a noun phrase.

1. Complement as noun phrase

Through *the window*

2. Complement as nominal relative clause

From *what I heard* (from that which I heard)

3. Complement as *-ing* clause

After *speaking to you*

As its name suggests (preceding position), the preposition normally comes before the prepositional complement. There are several exceptions, however, where the complement is moved and the preposition is left stranded by itself. The stranding is obligatory when the complement is transformed into the subject of the sentence:

Your case will soon be attended to.

This ball is for you to play with.

The picture is worth looking at.

In questions and relative clauses the prepositional complement may be a pronoun or adverb that is fronted. In that case, the preposition is normally stranded:

Who are you waiting for?

Where are you coming from?

I am the person (that) you are waiting for. (In relative clauses the pronoun may be omitted.)

In formal style the preposition is fronted with its complement

For whom are you waiting?

From where are you waiting?

I am the person for whom you are waiting.

3. Sentences

Sentence is a group of words that contain noun and verb, it is used by the people to express a thought in the form of a statement, question, instruction or exclamation. In addition, Grygel (1994:103) stated that a sentence is a group of words that contains a subject and a predicate and express a complete thought. There are four kinds of sentence structure: simple sentence, compound, complex and compound-complex sentence. All of them will be explained below:

1. Simple Sentence

A simple sentence consists of an independent clause, so it contains a subject and a verb. It does not contain either a dependent clause or another simple sentence.

Example: Jessy reads magazine

2. Compound Sentence

A compound sentence consist of two or more independent clauses. It does not contain dependent clauses. The clauses are joined together using conjunctions, namely:

a. Punctuation: semi colon (;)

Example: Part of the search party went to the right; the rest went to the left.

b. Coordinating conjunction, as like: for, and, nor, but, or, yet, so.

Example: Van was sick, *so* he did not come to office.

c. Conjunctive adverb, as like: likewise, moreover, otherwise, accordingly, consequently, hence, than, therefore, then, nevertheless, still.

Example: Van was sick; *therefore* he did not come to office.

3. Complex Sentence

A complex sentence consists of one or more independent clauses with at least one dependent clause. A dependent clause starts with a subordinating conjunction, such as: that, because, although, where, which, after, when, since.

Example: You can drink the soft drink, although the water is healthier.

I am suspicious with a woman that walked in front of my house when I went home last night.

(The first sentence consist of one independent clause and one dependent clause, while the second sentence consist of one independent clause and two dependent clauses.)

4. Compound – Complex Sentence

Compound – complex sentence contains two or more independent clauses and one or more dependent clauses. It is combination of compound and complex sentence.

Example: I love shopping and my sister loves travelling, because we can refresh our mind. (two independent clauses and one dependent clause).

B. Translation

1. The Notion of Translation

Translation has various definitions since in this field many experts have their own idea about the notion of translation. Each of the definition is proposed from the different point of view. As cited in Nababan (2003: 19), Brislin (1976) defines translation as the general term referring to the transfer of thoughts and ideas from one language (source) to another (target language). Whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf.

In other side, Larson (1998:3) said that translation is a process that consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way semantic structure. It is meaning which is being transferred and must be held constant. In addition, Catford (1965:20) stated that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language. It means that the translated language should follow the context from the original version in the natural way of the receptor language itself.

Translation is considered as a work of a written or text form of message. It concerns to the replacement of written message without

burden to transfer the equivalent form in the target language from the source language. As stated by Newmark (1981:7) translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. It is clear that the most significant matter of correct translation is about the consistence of the message transferred from source language into target language. Thus, it can be concluded that translation is a process of transferring a text from source language to the target language by prioritizing the equivalence of meaning and message.

Dealing with the definition above, it is clear that translation is always text-oriented, not sentence-oriented, or even word-oriented, and the term 'equivalent' is a key to increase translation ability. A good translator is always giving more attention to the reader in target language. A translator must also be accountable for his or her translation works by considering compatibility between source text and target text. To produce the ability to translate well, students must have knowledge about the process of translation, the method of translation, the procedure of translation and the quality of a good translation.

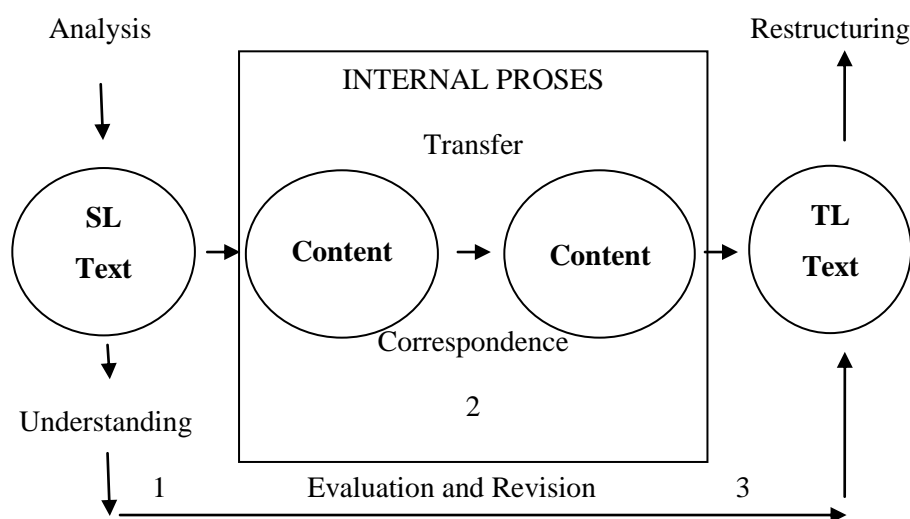
2. Translation Process

To make a good translation, a translator should pass a process because translation is not only an activity for seeking a word with similar meaning. The process of translation is starting from the translator's reception of the original or source text and ending with the production of

the text in the target language. The translator can make improvements without reducing the message of the original text.

This activity is not simply process. As stated by Nababan (2003:24) process is set of conscious activity. Thus, translation process is set of conscious activity finished by translator while transferring the message from the source language into target language. So, the translator must be careful because one mistake will affect in other steps.

The following chart is the flow of translation process proposed by Suryawinata quoted by Nababan (2003:25).



According to Nababan (2003:25) the process of translation consists of three steps are analyzing, transferring and restructuring. Those, will be explained below.

1. Analyzing

Translation is always started by analyzing the source language text. It has purpose to understand the meaning about some

information of the context. To gain the meaning, the comprehension of linguistics and extra-linguistics elements of the text is needed. The text refers to the source language document which to be translated (Larson, 1998:51). Linguistics elements deal with language element, while extra-linguistics relate to the elements beyond language such as the culture and social context of the text. According to Nababan (2003:26) analysis of linguistics element must cover at all level such as sentence, clause, phrase and word. Thus, the translator are demanded to obtaining a complete understanding of source text meaning by doing this process.

In addition, Larson (1998:53) stated that the process of discovering the meaning of the source language text which is to be translated is called exegesis. Here, the translator started by reading the text that may help in understanding the culture or language of the source text. It aimed to looking for the author's purpose and the theme of the text. Furthermore, the goal of exegesis is to determine the meaning which is to be communicated in the receptor language text. The translator carefully studies the source language text and using all the available tools, determines the content of the source language message, the related communication situation matters, and all other factors which will need to be understood in order to produce an equivalent translation.

2. Transferring

After the translator completed in analysis source text, then transferring the meaning into target text. As stated by Nababan (2003:27) in this process, the translator demanded to find equivalent in term of meaning and message in source language into target language. This process called as *proses batin*, because it only happen on the mind. Then, the translator conveys it into oral or written form. For getting a good translation, the translator needs to restructuring the result.

3. Restructuring

The last process is restructuring. Kridalaksana 1984, as quoted by Nabababan (2003:28) restructuring is transference process into suitable with target language stylistic, reader, or listener. Thus, in this process the translator must pay attention of language style to determine the suitable target language style.

Besides the theories above, Newmark (1988:19) in translation process, there are four levels, which need more attention. These levels are the textual, the referential, the cohesive, and the natural. The textual is the level of language, where we begin, and which continually go back to the text of SL. The referential is the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process. The cohesive level, which is more general, and

grammatical, which traces the train of thought, the feeling tone (positive or negative), and the various presuppositions of the SL text. The last is the level of naturalness, of common language appropriate to the writer or speaker in a certain situation. This level is concerned only with the reproduction when the translation results read or listen naturally.

In addition, Nida and Taber (1982:33) the process of translation consisting three phase. These phase are analysis, transfer and restructuring. At the first phase, the translator have to analyze the message of the source language into its simplest and structurally, then transfer it into the target language, and the last phase, restructure it the receptor or target language which is most appropriate for the audience whom he intends to reach.

All of the theories above have the same purpose. It is to produce the natural translation. In this research, the researcher applied the theory of Nida and Taber in doing the translation process. These are analysis, transfer and restructuring.

3. Translation Methods

Translation as a process is always unidirectional. It is always performed in a given direction from a source language into target language. Some experts propose types of translations using different names. Nida argues (as quoted in Hatim & Munday, 2004:126) differences in translations can generally be accounted for by three basic factors in translating, first the nature of the message, secondly the

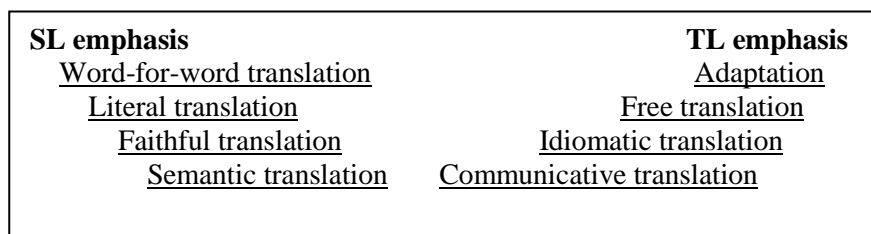
purpose or purposes of the author and by proxy of the translator and the type of audience.

Regarding to Larson (1998:17) there are two main kinds of translation. One is *form-based*, translation that follows the form of the source language and grammatical structure of the source text that is known as literal translation. While *meaning based translation* or idiomatic translation, a translation that focuses on carrying the same meaning of the source text and convert it into the target language regardless of the sentence form.

Another experts such as Newmark (1988:45-47) proposes a classification of translation types based on two perspectives. The first perspective emphasizes on the source language (SL) and the other on the target language (TL). Source language emphasis means that when the translator translates the text, she/he follows what is common or normal in the source language such as the structure, the lexis, and the culture of the source language, whereas target language emphasis means the translator follows the target language structure, lexis, and culture to make readers comprehend the translation text more.

Each perspective provides four methods of translation. The first perspective provides word-for-word translation, literal translation, faithful translation, and semantic translation. The second perspective provides adaptation, free translation, idiomatic translation, and

communicative translation. Those methods are described in the form of a flattened V diagram below:



The first method in SL emphasis is word-for-word translation, this is often categorized as interlinear translation, with the target text immediately below the source language words. The structure of source language is preserved and the words translated one-by-one by their most common meanings, out of context. Some mechanical and cultural words are translated literally to make it easier for the translator to understand those words before translating the text.

The second method is literal translation. In this method the source language grammatical constructions are converted to their nearest target language equivalent, but the lexical words are again translated singly, out of context. In other words, the translator may change the source language structure into target language but the words are translated literally.

The third method is faithful translation, it attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. Thus, this method, the translator tries to translate the meaning of the source language attempting to convey

the writer's intention. The translation keeps the grammar of the source language and the lexis that deviate the target language norms.

The fourth is semantic translation, which differs from faithful translation only in as far as it must take more account of the aesthetic value of the source language text. This method is more flexible, because it allowing the translator to work based on the original meaning.

Besides SL emphasis methods, there is TL emphasis methods which are adaptation, free translation, idiomatic translation and communicative translation. The first method is adaptation. It is the freest form of translation, and is used mainly for plays (comedies) and poetry, themes, character, plots are usually preserved, the source language culture is converted to the target language culture and the text is rewritten.

The second is free translation. The translator usually paraphrases the original text but the source language manner, content, and form are not used. In this method, the translation text do not maintain the content of the original anymore and use the forms that easier to understand and usually shorter than original ones.

The third is idiomatic translation. This translation is attempts to deliver the message of the source text. It uses the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. Larson (1984:16) states a truly idiomatic

translation does not sound like a translation. It sounds like it was written originally in the target language.

The last is 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.

From the methods mentioned above, only semantic and communicative translation gain more attention. Newmark (1988: 47) propose only semantic and communicative translation which are fulfill the two mains aims of translation, which are accuracy and economy. A semantic translation is more likely to be economical than a communicative translation because the text is poorly written. The semantic translation is written at the author's linguistic level, while a communicative translation at the readership.

4. Translation Procedures

Some linguistics have different views on translation procedures. As stated by Newmark (1988:81) translation procedures are used for sentences and the smaller units of languages while translation methods related to whole texts. These are transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, transpositions, modulation, reduction, adaption and many others.

Based on these procedure mentioned above, the researcher only focuses on transpositions, modulation and adaption. The three procedures

above are very relevant with the culture of the target language that is Indonesian.

a. Transposition

A 'shift (Catford's term) or 'transposition' (Vinay and Darbelner) is a translation procedure involving a change in the grammar from SL to TL. For example the change from singular to plural is the first type of transposition. In English, the phrase 'a pair of scissors' which is in the plural form translates to '*sebuah gunting*' in Indonesian which is in the singular form.

The second type is required when SL grammatical structure does not exist in the TL. For example, the object must not put in the front of sentence's structure in English, but in Indonesian the object can put in the front or at the end of the sentence's structure. The sentence 'They must clean this room' translates to 'Ruangan ini harus mereka bersihkan'.

b. Modulation

The term modulation defined as a variation through change of viewpoint, of perspective and very often of category of thought. This is the procedures to translate words, phrases, or sentences. It means that modulation is a translation procedure that necessitates a change of semantic viewpoint or sphere of meaning contained in the text to be translated.

c. Adaptation

Newmark (1988: 91) stated that adaptation is use of a recognized equivalent between two situations. This is a matter of cultural equivalence, such as ‘Dear Sir’ translated as ‘*Dengan Hormat*’ in Indonesian.

5. The Quality of Good Translation

According to Newmark (1988:192) a good translation from one perspective that is the intention of the text. A good translating should always be able to express what the original text intended to say. He stated the theory of a good translation as the following:

“A good translation fulfill its intention; in an informative text, it conveys the facts acceptably; in a vocative text, its success is measurable, at least in theory, and therefore the effectiveness of an advertising agency translator can be shown by result; in an authoritative or expressive text, form is almost as important as content, there is often a tension between expressive and the aesthetic functions of language and therefore a merely ‘adequate translation may be useful to explain what the text is about.”

From the theory proposed by Newmark above, the researcher decide that a good translation must readability. It is depending on naturalness of language use. The degree of readability will be in direct proportion to the degree of naturalness. Further, naturalness will depend

on a translator's control of grammatical structures which give intelligibility, significance, and appropriateness to a total text.

C. Grammar Related to Translation

Regarding the theories above, the writer has provided theoretical framework both grammar and translation. Here, the writer tries to break down the thinking about how grammar influences the meaning in translation.

In English communication, people must have a mastery of its grammar properly. By using the correct grammar, people can speak correctly since they know how to use the pattern of the sentence itself. It means that good grammar shows the meaning of the language in correct way.

Moreover, grammar is also needed in translation activity. The mastery of grammar will help to analyze the meanings of the source text, because the act of translation is not only translate word by word or sentence by sentence, but also it must translate the entire contents of the source language text into the target language text. Dealing with E.A. Nida's theories above, there are three phases in translation work, analysis, transfer, and restructuring. In the first phase the translator have to analyze the meaning of the source language into its simplest and structurally. If the translator has no mastery grammar of source language, it will be the difficulties in grasping the meaning of the text.

In other side, the role of grammar in translation is needed when the translator applied a kind of translation procedure such as transposition or shift. This procedures involving a change in the grammar from SL to TL in order to achieve the same effect. In English to Indonesian translation, the

change that may occur is the change from singular to plural. As like in a phrase 'a pair of scissors' translated into 'sebuah gunting' in Indonesian.

Thus, based on the explanation above, the writer assumes that mastering grammar give significant contribution in translating English text into Indonesian.

D. Previous Studies

In this research, the researcher used two previous studies. Here, the researcher would like to compare this research and other research. Safitri (2014), in her research, the sample consisted of 31 students. The data analyzed use Pearson Product Moment. The result of r was 0.772. The p -value in 5% was 0.355 and in 1% was 0.456. She concluded that there was a significant correlation between students' past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran.

Aunana (2014), in that research, the data taken from documentation and test from 30 respondents of the population. The result of correlation between both variables calculated use Product Moment Formulation from Karl Pearson. The result of SPSS was 0.399. Means that there is a correlation between students' mastery on adjective order and their translation skill, even it is weak.

From the two previous studies above, it can be concluded that there was a correlation between both variables. However, this research was different from two previous studies above in term independent variable, subjects and location of the research. In the first previous study, the

independent variable was students' past tense mastery. The assessment based on the correct answer of students' test about the simple past tense and past continuous tense. The test developed based on the materials of the second semester of eleven grades. Then, in the second previous study, the researcher used multiple choice test to measure both independent and dependent variable.

Moreover, in two previous studies above the researcher assess the students' ability in translating text from Indonesian into English, while this research is assessing the students' ability in translating text from English into Indonesian.