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FINAL PROJECT

ASSESSING THE ENGLISH-INDONESIAN TRANSLATION QUALITY OF NOUN CLAUSES IN MARTEL'S *LIFE OF PI*

a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

by
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APPROVAL

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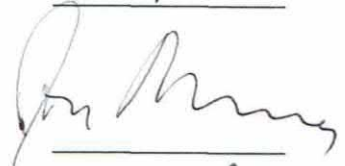
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DECLARATION OF ORIGINALITY

I, Gigih Rizqi Adhi, hereby declare that this final project entitled *Assessing the English-Indonesian Translation Quality of Noun Clauses in Martel's Life of Pi* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

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MOTTO AND DEDICATION

The greatest of richness is the richness of the soul

-Prophet Muhammad (PBUH)-

This final project is dedicated to

my beloved family and my best friends who are always by my side

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Writer

ABSTRACT

Adhi, Gigih R. 2019. *Assessing the English-Indonesian Translation Quality of Noun Clauses in Martel's Life of Pi*. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor I: Dr. Rudi Hartono, S.S., M.Pd, Advisor II: Prof. Dr. Januarius Mujiyanto, M.Hum.

Keywords: Translation Quality Assessment, Noun Clauses, Novel.

The quality of translation products in Indonesia need to be improved. It is important that translation should transfer the meaning, message, and ideas to target readers as in the source text. To improve the quality of translation, it needs the evaluation called Translation Quality Assessment. This research investigates the importance of Translation Quality Assessment. The object is noun clauses found in the English and Indonesian novel of Martel's *Life of Pi*. TQA has three main categories which are naturalness, accuracy, and clarity. The instruments of TQA uses those categories with some aspects in each categories as proposed by Machali (2009). There are linguistic, semantic, and pragmatic included in the categories. This study uses descriptive qualitative approach to describe the results of the data. There are several steps to gather the data, which are identifying, comparing, classifying, and analyzing. After analyzing the data, the results show that there are 91% natural data, 86% accurate data, 87% clear data found in the novel. It can be concluded that the translation successfully transfers the meaning, the message, and the ideas of the original author.

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LIST OF ABBREVIATION AND ACRONYMS

SL   : Source Language

ST   : Source Text

TL   : Target Language

TT   : Target Text

TQA : Translation Quality Assessment

CHAPTER I

INTRODUCTION

This chapter will discuss about the background of the study, the reasons for choosing the topic, the research problems, the objectives of the study, the significance of the study, and the outline of the study.

1.1 Background of the Study

Many literary works grow fast and popular along the globalization era. One of popular written literary works coming to entertain people is called novel. There are so many novels which have foreign languages written by numerous people, so it may make some readers difficult to understand its source language. For example, there are many international best-seller novels, but they are still in English version as the source language. Therefore, it needs someone to convey the whole meaning from the source language into the target language so that readers can understand.

The ones who translate one language into another language are called translators. The role of translators is very important because they not only have to convey the message but also have to render the culture of the source language into the target language, so it does not change any content messages which will be transferred to the target language. As stated by House (2015), translation is the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language. From that point, it can be stated that translation deals with the source and target language and the context (p.2).

According to Hartmann and Stork (1969) in Mujiyanto (2012), they state that translation is the process or the result of transferring the meaning from the source language into the target language, which the purpose is to produce all the grammatical features and the lexical items to be accurate and acceptable (p.12). Based on those statement, it can be concluded that translation becomes important because it has the process of transferring not only the meaning but also the idea and the message of the source language into the target language, so it is not an easy task for translators because there are some difficulties faced by them while transferring the idea and messages such as idiomatic expression, proverbs, long complicated structures, and culture from the source language. It needs hard efforts to construct the meaning as crystal clear for readers.

Hence, translators should be competent in the translation work to avoid translation mistakes which may affect the readers' understanding. Furthermore, they should understand the cultural background from both source and target language. Actually, they should develop their knowledge, have experiences about the source-target language, and master the skills of translation to achieve high quality translation products.

To evaluate the quality of the translation product, it involves the comparison between the original text and its translation to prove that the translation product has good quality. Simply, it is aimed to judge a translation not only to translate the whole texts but also to transfer meaning, ideas, and messages. Melis and Albir (2001) state that evaluation criteria may change, depending on the period, aesthetic taste, literary conventions, the prevailing translation method (literal or free), and

others. Outside in the academic context, the evaluation of published translations is generally carried out in the absence of any objective criteria of analysis and, sometimes without even a detailed comparison between the translation and the original text (p.273).

Larson (1984) states that translation has to be accurate, clear, and natural to readers. Translators must be willing to check their translation carefully. Otherwise, they just waste their time and people will not buy their translation works (p.485). Besides, they have to work hard getting across the meaning in the source text to be rendered. They should take care about the accuracy, the clarity, and the naturalness to produce good products of translation. However, Larson's qualification does not mention the exact measurement to evaluate translation quality which may cause researchers difficult to find out the result analysis.

In addition, Machali (2009) supports what Larson stated beforehand. She states that there are some important aspects to be analyzed which are linguistic, semantic, and pragmatic (p.151). There are transposition and modulation to be analyzed in the linguistic aspect, because the linguistic aspect meant by Machali focuses on the grammatical structures produced in the translation product so that it would sound natural to target readers. While in the semantic aspect, it involves referential meaning and interpersonal meaning to be analyzed. The semantic aspect meant by Machali focuses on the meaning so that it tests the accuracy of the translation whether it delivers the writer's messages or not. Also, it takes the pragmatic aspect which involves the meaning coherence of the text and the text type equivalence. However, the text type equivalence cannot be taken into account in

this research study because it analyzes only the noun clauses as the part of a sentence, but the part of text type equivalence based on Machali, which is called the writer's purpose, can be included to analyze noun clauses in this research. In this case, the pragmatic aspect focuses on how clear the translation product can be transferred so that target readers can understand it easily.

Simply, Machali wants translators to produce high quality translation products to target readers, so readers understand the meaning, the message, and the idea of the source text without missing the value of it. She says that an evaluation should follow the validity and the reliability. Also, we have to know that the basic criteria before evaluating the translation that is the limitation between unacceptable translation products and acceptable translation products. Hence, this research uses the criteria proposed by Larson and adapts the instruments based on Machali as the qualification in evaluating translation quality products.

Therefore, this study concerns on assessing the English-Indonesian translation quality of noun clauses in Martel's *Life of Pi*. The researcher will analyze using the theory based on Larson (1984) and adapt the instruments based on Machali (2009) to assess the quality of the translation product.

1.2 Reasons for Choosing the Topic

The researcher finds that there are some English—Indonesian novels which the translation feels unnatural to be read and there are some messages and meaning of the original text missing in the translated novel, so it needs to be improved especially in the quality of translation. Nowadays, the demand of foreign books are getting higher as the needs of society. For target readers which may not understand

the source language, they have to take and use the translation products, but many of them claim that there are some unsatisfied products which are less accurate, natural, and clear.

According to Hartono (2012), he states that translation deals with complicated and complex of the language characteristics (p.15). It possibly makes translators face some problems in translating meaning, ideas, and messages in the target language. The common problems in translating in literary works such as novels are choosing and finding the closest natural equivalent meaning. It means that they cannot be always explicitly translated into the actual meaning from the dictionary. Sometimes, it needs to be translated beyond the actual meaning.

Literature works such as novels are popularly read by thousand or million young readers and adult readers in countries. There, they may find some difficult sentences to be understood which may have many clauses. Sometime novel writers use varied clauses which may cause readers difficult to understand the message of the clauses. Noun clause is a dependent clause which is almost same as the adjective clause, but it is really different because it explains a noun as a subject or an object which has special characteristics to make it different from adjective clause.

Thus, the researcher is interested in investigating the translation quality concerning in noun clauses. Hopefully, it will help translators to encourage their knowledge about what main aspects to be taken into account to render the source text to the target text and improve their translation quality products, so target readers will get advantages without any missing ideas, messages, and meaning.

This research is aimed to analyze the English—Indonesian translation quality in Martel's *Life of Pi*. The researcher found that the translator made mistakes in rendering the source text. In order to avoid the expansion of the research, the researcher will focus on noun clauses provided in the novel.

1.3 Research Problems

Based on the background of study above, the problems of the study are:

1. How is the naturalness of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*?

2. How is the accuracy of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*?

3. How is the clarity of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*?

1.4 Objectives of the Study

The objectives of this study are:

1. To explain the naturalness of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*.

2. To explain the accuracy of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*.

3. To explain the clarity of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*.

1.5 Significance of the Study

The significance of this study are expected to give advantages from the result of the analysis which can be shown in the following:

1. For Translators

    The result of the research is hopefully expected that translators will evaluate and improve their translation products. Also, they will take the translation quality aspects into their mind that the aspects are the key to achieve high quality.

2. For Students

    The result of the research can be used as an additional reference while studying the translation subject.

3. For other Researchers

    The result of the research is expected to encourage other researchers to conduct further research about translation quality assessment and hopefully they will develop a new model in assessing translation quality properly.

1.6 Outline of the Study

This research consists of five chapters. There are introduction, review of the related literature, methods research, results of the study and discussion, and conclusion.

Chapter I, the introduction, introduces the study by giving a description of the background of the topic, reason for choosing the topic, research question, the purposes of the study, the significance of the study, and the outline of the study.

Chapter II consists of description of the related literature, there are review of the previous study, review of the theoretical studies, and theoretical framework.

Chapter III contains the description of the methods and the procedures of investigation. There are object of the study, roles of the researcher, procedures of collecting data, procedures of analyzing data, and procedures of reporting the results.

Chapter IV chapter deals with the result of the study. It consists of general description, detail results, and discussion.

Chapter V draws the conclusion and suggestion for the translator, the readers and further research in translation.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter will present the related literature about translation quality in order to do this research. These will include the review of previous studies, the review of theoretical studies related to translation quality assessment, the synopsis of the novel as the object of the research, and the theoretical framework.

2.1 Review of the Previous Studies

Transaltion quality assessment is the way to assess the quality of translation through instruments to measure that the meaning, the message and the ideas of the author are transferred successfully to target readers. Nusanti (2011) used three indicators to measure the quality of translation included the accuracy, the acceptability, and the readability. Those criteria are the same as Larson's criteria in testing translation quality. Satria (2014) used three main aspects of Larson to assess the quality of translation through accuracy, clarity, and naturalness.

Besides, Lestiyanawati (2014) identified the transaltion techniques to know that there were relations to the quality of translation. In fact, the translation techniques help translators to produce accurate meaning, clear message, and natural foms to the target text. In addition, Melis and Albir (2001) stated that assessing translation quality had three areas including assessment for published translations, assessment in professional practice, and assessment in translation teaching. Theose areas had different objects, types, functions, and purposes. Hence, the researcher should use the appropriate translation quality assessment based on the object.

House (2001) examines a journal translation entitled "Translation Quality Assessment: Linguistic description versus Social Evaluation" in *Meta: Translator's Journal*, Vol. 46, No. 2, p. 243-257. She reports that there are three approaches to evaluate translation products in the perspective view of meaning as essentially to be kept equivalent across languages. They are mentalist-based approach, response-based approach, and text-and-discourse-based approach. In addition, she provides a functional-pragmatic model to evaluate translation products related to not only meaning but also the social contexts. Lastly, she explains that it is important to distinguish between linguistic analysis and social judgment in translation quality assessment. Although both of them have connection, they have their counterpart in two different methodological steps. The first one refers to linguistic-textual analysis, description, explanation, and comparison. Meanwhile, the second one refers to value judgments, social and interpersonal relevance.

Pinto (2001) examines a translation research entitled "Quality Factors in Documentary Translation" and she finds some difficulties involved in integrating translation models and quality systems. Thus to overcome the difficulty and to emphasize the importance of the translation quality, she offers the concepts of Quality Management Systems which aspire to ensure the complete satisfaction of users, personnel, business managers, and society in general. The research focuses on the documentary translation which is placed on the pragmatic connotations of translation and on the methodological aspects of the Quality Paradigm. The process is really complicated, so translators are the nucleus of translating operations that

they can be as the user of documents, the processor of information, and the producer of documents.

Gerzymisch (2001) investigates a research entitled "Equivalence Parameters and Evaluation" explaining about the role of equivalence (parameters) in evaluating translated texts. At first, he portrayed the controversy of equivalent concept and then proposed that there are two levels on the concepts. The first one is the system level of established equivalence criteria and the second one is the text level of a set of text-specific criteria chosen to be used in evaluation process. Then these criteria are ranked from the point of view of the evaluators with respects to their relevance in translation process. On a system level it is recommended that there are some potential evaluation criteria that should be included such as thematic pattern, isotopic pattern, translation parameters of coherence, and semantic network-based text. As on a text level, possible translation and motivations variance are discusses as well.

Bowker (2001) provides an article entitled "Toward a Methodology for a Corpus-Based Approach to Translation Evaluation", and she finds that translation evaluation is one of the most difficult task in translation process. She states that there are no absolute formula that can be used to evaluate the translation easily. However, she suggests that there is a method to evaluate translation by using Evaluation Corpus. It can help translator trainers to identify and correct errors in students translations. Also, it has the potential of integrating into teaching process.

In addition, Khanmohammad and Osanloo (2009) propose a journal article entitled "Moving toward Objective Scoring: A Rubric for Translation Assessment"

in the *Journal of English Language Studies*, Vol. I, No. 1, p.131-153. The main objective of the study was to create a rubric against which translations could be assessed. The rubric was hoped to reduce the subjectivity in scoring and define specific factors which should be taken into account in assessing translated texts. However, in this case the rubric was helpful for assessing the translation quality in translation teaching area, not in the published translations area.

Garant (2009) from University of Helsinki proposes a research journal entitled "A Case for Holistic Translation Assessment" in the *AFinLA-e: Soveltavan Kielitieteen Tutkimuksia*, No.1, p.5-17 which points out the assessment in translation education using points-based grading systems versus holistic grading systems by translation instructors in education. As assessments methods, points-based method is subjective because it varies from one teacher to another teacher whereas holistic method is time-consuming for teachers, but all of the informants stress the importance of positive grading which it means that rewarding good performance is better than punishing poor performance. A holistic method evaluates students' translating performance which hopefully makes them ready to perform real translation tasks in the future. However, it is not appropriate for assessing published translation which needs to concern on many aspects besides meaning and messages.

Anari and Bouali (2009) examine a journal research in translation which entitled "Naturalness and Accuracy in English Translation of Hāfiz" in the *Journal of Teaching English as a Foreign Language and Literature,* Vol. I, No. 3, p.75-85. They concerned on Hāfiz's poetry which were translated by native speakers of

English and Iranian. They found out that translating poetry was the most challenging in translation works because it was very difficult to transfer all linguistic features of a poem from one language into another and it actually had content and style which carried important meaning for readers so that natural translation should be done properly to the target language readers. In the end, the researchers came to the conclusion that the sample of translation products done by Iranian translator was more accurate, whereas the sample of the translation products done by English translator was more natural. It might lead to a better translation if translators could make natural it its form and accurate in its meaning.

Haque (2012) proposes a journal research entitled "Translating Literary Prose: Problems and Solutions" in *International Journal of English Linguistics*, Vol. 2, No. 6, p. 97-111. He states that there are problems in translating literary prose faced by translators such as cultural specific terms, idioms, ambiguities, inexplicable acronyms and abbreviation to get the meaning natural and equivalent. Translators may find difficulties throughout the translation process because every language has its own grammar structure, rules and syntax variance. However, that is a challenge for translators to be careful so that they can manage and improve their understanding of the language. In addition, they need to have deep knowledge of cultural terms in both languages and a delicate common sense of when it is to metaphrase or paraphrase. They need to use the translation strategies to keep the translation accurate, natural, and clear. Besides, they must think about the artistic features especially in the lexical, grammatical, or phonological forms.

Sastriani (2007) conducts a research entitled "Transformasi Gaya Bahasa dalam Karya Ilmiah Sastra Terjemahan" and she explains that language styles of a source text can transform into another forms in a target text especially in literary works. Analyzing the French literature entitled *Le Racher de Tanior* which is translated into Indonesian as entitled *Cadas Tanios*, she finds numerous transformations of the language styles in the target text. The styles form as the different style and the zero style. Basically the "x" style of the source text creates a "y" style in the target text or it may create the zero style in the target text. Also, the zero style of the source text may create an "x" or another style. It indicates that translators make innovation based on their intuition to create the language style of a source text transform in a good way to be understandable by target readers. However, translators should make their translations as natural as possible based on the language style of the source text. Transforming the language style of the source is possible as long as the meaning is not changed from the source text.

Pelawi (2016) investigates a study entitled "The Translation of Compound Nouns in the Novel *Nothing Lasts Forever* by Sidney Sheldon". It comes to the conclusion that the semantic approach, the grammatical approach, and the theory of shifting have important roles in translation process. Based on the analysis of the research, the translator has applied the semantic and the grammatical approaches, and one of translation procedures called shifting. In the end, the result of the research provides the conclusion that the translation of the novel has good translation because it is accurate, acceptable, and readable.

Supardi (2017) proposes a research journal entitled "Dinamika Penerjemahan Sastra: South of the Sloth" and states that translating literary works require language mastery, creativity, sensitivity, experiences, and wide cultural knowledge in order to convey the message of the source text. Translators have important roles in translation. They are demanded not only to keep the source language style but also to convey the meaning and message to the target language. Based on translation theory, translators may use translation techniques to translate the source text so that the translation sounds natural, accurate, and clear to target readers. Translators should decide which techniques is suitable for translating the object of literary works because it has its own language style and the meaning itself should be accurate and clear.

In addition, Sajarwa (2017) proposes a journal entitled "Deconstructing Equivalence in the Translation of Texts from French to Indonesian" which explains that translation is a process of reproducing source texts into equivalent target texts. Equivalence means that the target text should convey the meaning as the source text without changing any messages in the source text. Making equivalent translation needs hard work to convey the message accurately, clearly, and naturally. It includes several factors to determine the quality of translation such as the role of writers, translators, publishers, readers, and the spirit of certain era. Meanwhile, deconstruction theory claims that the relationship between a signifier (form of a sign/literary text) and a signified (meaning or content of literary text) in translation is inconstant. However, it can be deferred to obtain a new or different relationship. Thus, a meaning from translation may change because translators may have

different point of view, experience, capability, creativity, and intuition. The study explains about the differences based on deconstruction of meaning equivalence between two Indonesian target texts from the same source text.

Aresta (2018) proposes a final project research called "The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality". The researcher analyzes how translation techniques affect the quality of a translation. Since she investigates the implied meanings of flouting maxim in utterances as the object of the study, she states that translators must be able to face the difficult and tricked situations of the text especially in the maxims. It means that they should practically apply various translation techniques to the implied meaning based on their knowledge and their sensitivity. They also need to understand the situation, the condition, and the source-target culture to achieve high accuracy and acceptability so that the translation sounds natural, accurate, and clear to target readers.

Sipayung (2018) conducts a final project entitled "The Impact of Translation Shift and Method on Translation Accuracy Found at Bilingual History Textbook" and he takes on purposes to investigate the most used translation shift and method in the bilingual textbook and what the impact of using the dominant shift and method. The study finds out that the dominant translation shift is unit shift and the dominant method uses free translation. As the result of the study, it shows that it affects the accuracy of the translation product. The impact is that the translation lacks of accuracy due to monotonous variation of translation technique. Translators should reproduce the source text to be natural, accurate, and clear to target texts to

achieve high quality translation. In this case, the role of translators is important to render the meaning and convey the message to target readers.

Hasanah (2017) examines a research in assessing translation quality of noun clauses entitled "The Analysis of Noun Clause Translation in the Novel of *The Kill Order*". The result of the study reveals that there are 73 noun clause found in the novel. The research has applied the translation techniques proposed by Molina and Albir (2002). Furthermore, the translation quality assessment has been qualified using Nababan's translation assessment. Besides, the researcher reveals the analysis of translation technique used in the novel are adaptation, amplification, borrowing, compensation, description, discursive creation, established equivalent, linguistic amplification, linguistic compression, literal, modulation, particularization, reduction, and variation are the techniques of translation which affect the quality of translation.

Hajar (2018) conducts a final project with two purposes. They are to classify the types of noun clause and their translation, and to describe translation methods used in *Percy Jackson and The Olympians: The Lightning Thief* and its Indonesian version known as *Percy Jackson dan Dewa-Dewi Olympia: Pencuri Petir*. The study aims to find out that the types of noun clause and explain the translation method is used in that novel. The result shows that there are 66 data classified into 6 types of noun clause and the study uses 7 translation procedures proposed by Newmark to describe the quality of translation. There is no problem in the meaning of the message between the source text and the target text of the novel. Therefore,

it means that the translation of noun clauses provided in the novel are accurate, natural, and clear to target readers.

Oktaviani and Sutopo (2018) conduct a research entitled "Grammatical Equivalence of English Indonesian Translation of Compound-Complex Sentences in *Iadc Workover Completion Manual"*. The research aims to evaluate the realization of grammatical equivalence in English– Indonesian translation of compound-complex sentences in the manual and its relation to the translation quality. They find out that out of 106 English compound-complex sentences that are translated to Indonesian, 74 (69.8%) of them are grammatically equivalent and 32 (30.1%) of them are not grammatically equivalent. It means that the 74 sentence translations' structures are equivalent. In addition, the translations are literal and there are no shifts. In contrast, 32 non-grammatical equivalent translations are due to their free translations and lead to the translation shifts. From the findings, it can also be concluded that the grammatical equivalence influences the accuracy, the acceptability, and the readability of the translations for the target readers. On the other hand, for the expert readers, the grammatical equivalence only affects readability.

Afifah, Hartono, and Yuliasri (2018) in their research entitled "Translation Techniques and Grammatical Equivalence in Indonesian English Translation of *Central Java Visitor Guide*" investigate a study to reveal the translation techniques used by the translator in translating the sentences and to see the resulted grammatical equivalence between the source text (ST) and target text (TT). The findings of the research reveal that nine of 18 translation techniques proposed by

Molina & Albir (2002) are chosen by the translator. They are literal, borrowing, modulation, reduction, amplification, transposition, particularization, generalization, and description. Literal translation (50.98 %) and borrowing (17.24 %) are the most dominant technique used. On the other hand, generalization and description are the lowest ones (0.73 %). It is also found out that the translator's choice of translation techniques has resulted in 223 used of voice equivalent (45.60 %), 203 used of tense equivalent (41.51 %), and 63 used of number equivalent (12.88 %). There is no certain techniques influence the equivalence on tense and number category. However, non-equivalent on the category of voice is caused by the use of modulation and transposition techniques. Besides, this study also analyzes the common problems of non-equivalence. They are culture specific term (75.67 %), TL lacks specific term (12.16 %), TL lacks superordinate (8.10 %), and the use of loan words in the ST (4.05 %). Therefore, it can be concluded that the high rate of grammatical equivalence shows the translator's success in translating the text.

Taufiqi, Hartono, and Mujiyanto (2019) conduct a study entitled "The Influence of Class Shift on Achieving Semantic Meaning in the English Indonesian Translation of Yule's *Pragmatics"*. The study aims to explain the influence of class shift on achieving semantic meaning in the English Indonesian translation of Yule's pragmatics. The results of the study show that there are seven types of class shift which are found in this study such as adjective to adverb, adjective to noun, adjective to verb, adverb to adjective, adverb to noun, adverb to verb, and verb to adjective. There are two types of class shift which often appear in this study. Those

are adjective to noun and adverb to adjective. Class shift can be occurred anytime. The occurrence of class shifts does not guarantee anything in achieving meaning of a sentence.

Hartono (2010) states in his study entitled "Translating Metaphores from English into Indonesian: Problems and Solutions" that is not easy to translate metaphors. Translating metaphors is different from translating other ordinary expressions or utterances. Metaphors originally represent hidden messages that need a deep analysis of meaning. All metaphors have connotative meanings, so translators could not translate them denotatively. In other words, translating metaphors is replacing the source metaphors with the target ones. Translated metaphors should be accepted in the target culture and society. Therefore, there are some alternative ways for translators to do, for examples, using semantic translation method, reproducing the same metaphors in the target language, replacing the original metaphors with the standard ones in the target language or translating metaphors by similes.

Yuliasri (2014) conducts a classroom research entitled "Cooperative Learning Techniques to Improve Students' Translation". It aims to apply the Cooperative Learning techniques, particularly the Jigsaw and Think-Pair-Share techniques to help students improve their Indonesian-English translation skill especially in terms of diction, grammar, and rendering of message or content of the text. This research showed positive results, revealing that the application of Cooperative Learning techniques could improve students' skill in translating, particularly in terms of diction, grammar, and rendering of message or content of the text. This was seen

from the results of evaluation of the process and products during the research period. Using the application of Cooperative Learning techniques, the evaluation of translation products shows significant improvement in students' translation, particularly in terms of diction, grammar, and rendering of message/content of the text. The results of observation and questionnaire also show that in general students are more active, motivated, enthusiastic, and interested in it. They gain better understanding of translation techniques. The students admit that Cooperative Learning techniques help them understand and learn easily as they get inputs from their teammates and they become aware of their mistakes.

Yuliasri et al (2018) examine a research entitled "Ideational Meanings of Teachers' Utterances in Reading and Writing Classes". The research aims to describe the ideational meanings of teachers' utterances in Reading and Writing classes. It reveals what processes, participants and circumstances are found in the teachers' utterances. The data are taken from the Reading and Writing classes conducted at a university in Semarang city. The data are collected by video recording the teaching and learning processes in Reading and Writing classes, then they are analyzed by segmenting the utterances into clauses; identifying the process, participants, and circumstances; classifying the processes, participants and circumstances based on their type; and interpreting the data. The results show that the processes mostly found in the teachers' utterances in Reading class are relational ones with carrier and attribute as participants, the second are mental processes with sense and phenomenon as the participants, while in those of Writing class are material with actor and goal as participants and the second are relational with carrier

and attribute as participants. Relational processes are dominant in Reading class because the teacher explained many terms or vocabularies found in the text to make the students really understand them. That material processes are dominant in Writing class is caused by the fact that in Writing class the teacher often asks the students to do some actions like writing or doing something.

Purwanti and Mujiyanto (2015) conduct a study entitled "The Ideology in the Indonesian-to-English Translation of Cultural Terms in Toer's Bumi Manusia". The aim of this study is to find out the cultural terms in the Indonesian novel Bumi Manusia, the techniques of translation applied by the translator, and to explain how the techniques applied reflect the ideology of translation. They find out that there are 187 data of five categories of cultural terms, fourteen idioms, four utterances, and fourteen techniques identified in the novel. The most tendency of application of ideology of translation in translating the cultural terms related to Javanese culture is domestication ideology (78, 20%) which shows that the translation is oriented to TL. The next orientation used in the translation of the cultural terms is followed by foreignization ideology (12%) which shows that the translator tried to introduce Javanese cultural terms to the target readers using SL-oriented. The last tendency is partial foreignization and partial domestication (10,8%) which shows that the translation is partially oriented to SL and partially oriented to TL.

Yuliasri (2016) presents a study entitled "Translation Techniques and Pragmatic Equivalence in Indonesian Translation of Humorous Utterances in the *Walt Disney's Donald Duck Comics*". She uses twenty one Indonesian translated comics of the 2008 issues and their original English versions as the source of data.

A total of 480 humorous English utterances are identified and verified by 4 native English speakers. These 480 English utterances and their translations are used as the data. Analyses of the collected data are then made to see the translation techniques used by the translator in translating the humorous utterances and to see the resulted pragmatic equivalence viewed from the equivalence of pragmatic force between the source text (ST) and target text (TT), involving implicature analysis of the utterances. The findings of the research reveal that 647 uses of translation techniques are made to translate the 480 utterances, as more than one techniques are used in some of the utterances. Seventeen out of 18 translation techniques proposed by Molina & Albir (2002) are chosen by the translator. It is also found out that the translator's choice of translation techniques has resulted in 96.87% of the translated humorous utterances being equivalent in their pragmatic force, compared to the original English utterances. The use of translation techniques such as generalization, established equivalent, linguistic compression, amplification, literal translation, compensation, linguistic amplification, variation, particularization, borrowing, transposition, description, and calque has resulted in equivalent pragmatic force between ST and TT. Only minor portion (3.13%) of the translated text is not equivalent in its pragmatic force, and this is caused by the use of amplification, discursive creation, reduction, adaptation, and modulation techniques. The high rate of pragmatic equivalence shows the translator's success in translating the text.

Nugraha (2017) conducts a research entitled "An Analysis of Translation Techniques of Noun Clauses in the Motivational Book entitled *The 7 Habits of*

Highly Effective People: Powerful Lessons in Personal Change". Some noun clauses containing certain relative pronouns such as what, which, who, where, when, and how cannot be translated literally because every language has different grammatical rules especially Indonesian. She tries to find out the types of noun clauses, analyze the translation techniques used for translating the noun clauses and measure the quality of accuracy and acceptability of the noun clause translation. The theories proposed by Narayanaswamy (2004), Thomson and Martinet (1986) and Eastwood (1994) are used to identify noun clauses. In analyzing the translation techniques, the research uses the theory proposed by Molina and Albir (2002). The theory proposed by Nababan, Nuraeni and Sumardiono (2012) is also used to measure the quality of translation. The result shows that there are 36 (53%) noun clauses as object, 20 (29%) noun clauses as object of preposition, six (9%) noun clauses as complement and six (9%) noun clauses as subject. Translating noun clauses with literal technique is the most used by the translator. Furthermore, the result of the translation quality is accurate and less acceptable.

Mujiyanto (2016) investigate a research entitled "The Comprehensibility of Readable English Texts and Their Back-Translations". This paper presents the results of a study initiated by the potential employment of readability measures to assess the equivalence of reading ease and grade level indices between source texts and their translations as well as back-renderings. It is questionable whether there was a causal relation between the indices and their comprehensibility levels because whereas the former concentrated merely on quantities of linguistic elements and their formal relations, the latter considered such factors as particular characteristics

of each element, meaning coverage, and readers' socio-psychological background. This study aims to disclose the relation between the readability measures and the comprehensibility levels of source texts and their translations, as well as back-renderings. A number of English texts, along with their translations in Indonesian, is deliberately chosen for that purpose. The translations are then back-rendered to the source language utilizing *Google Translate*. The comparison between the source texts and their translations as well as back-renderings is capable of showing their similarities in the readability levels and average number of characters, words, sentences, and words per sentence in the texts. And asking prospective readers about their perception concerning their understanding of such texts is capable of disclosing the causal relation between the readability and the comprehensibility levels of the texts.

Ningrum (2015) states that her research entitled "Equivalence Strategies of Simple Sentences Used in Detective Conan Comic". The research is to identify and categorize the variations of translation of simple sentence found in Detective Conan comic; verifying strategies used; and portraying the accuracy of the translation. The data are simple sentences found in Detective Conan comic. The data are collected from the comic and the help of informant. Then, the data are analyzed using Baker's theory of equivalence. The findings of the research are: (1) there are 5 translation variations of simple sentence, i.e. simple sentence translated into (a) simple sentence; (b) complex sentence; (c) minor sentence; (d) two sentences; and (e) not sentence; (2) there are 6 strategies used, i.e. (a) addition; (b) omission; (c) structural adjustment; (d) adoption; (e) adaptation; and (e) paraphrase, as the most dominant

strategy used; and (3) the translation is categorized as accurate with 99.4% rate or out of 182 data analysed. There are 181 data accurately translated and 1 datum inaccurately translated.

Rupiah and Hartono (2017) conduct a study entitled "Shift and Equivalence of Noun Phrases in English-Indonesian Translation of *Barbie* Short Stories". The study is about shift and equivalence of noun phrases in English-Indonesian translation of Barbie short stories. Therefore, there are types of equivalence and two translation shifts that should be analyzed, namely level shift, and category shift and its sub categories; structure shift, class shift, unit shift, and intra system shift. The findings map out the high use of translation shift than equivalence applied. The use of translation shift makes the translation of noun phrases more naturally and acceptable. The use of category shift, i.e. structural shift was the highest step in process of translating *Barbie* short stories. The study provided suggestions regarding to the implications of this study. For English language learners, they have to learn translation shift in order to understand message from target language properly. Relating to the equivalence, form and meaning were frequently not fully equivalent, but one should be noticed that forms may change but meaning must not change. In dynamic equivalence, the meaning is the same as the source text although the form is different.

Referring to literary texts as the object of the research (novels, poetry, essays, etc), the comparison between the original and its translation is as the product. What is assessed here is the product, that is to say the researcher needs to analyze the comparison between the source text and the target text, so this assessment is

qualitative because the quality of translation is being analyzed. The assessment criteria should be objective and reliable to be used for the research purposes in the area of published translation.

2.2 Review of Theoretical Studies

There are some studies which supports the theory with this final project. The theories which support this final project are the definition of translation, the process of translation, the problems in translation, the translation quality, and the definition of noun clauses.

2.2.1 Definitions of Translation

Many experts have mentioned and described what translation is actually. Catford (1965) states that translation is the replacement of textual material in one language by equivalent material in another language (p.20). In fact, it is not that easy because it needs to be rendered and restructured to make it sounds natural in reading, equivalent in meaning, and accurate in message. Newmark (1988) also supports that rendering the meaning of a text into another language is one of translation process (p.5).

In addition, Brislin (1976) defines the translation is the general term referring to the transfer of thoughts and idea from one language (source) to another (target), 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 (p.1). He emphasizes that any forms of language does not matter in translation as long as translators can transfer the meaning, the message, and the idea of a source language

to a target language to help target readers communicate and understand. Thus, Nida (1975) shares her translation theory that the process of translating needs to produce the closest natural equivalent of the source language to the target language in meaning and style (p.33).

From the definitions provided by some experts above, it can be concluded that translation is a process of transferring the meaning, idea, and message from a source language (SL) to a target language (TL) without changing the meaning itself. Obviously, to make the translation accurate, clear, and natural in meaning, translators should pay attention to the linguistic units, style of the text, and the cultural context from the source language.

2.2.2 Process of Translation

All of works need process including translation works. Translating from one language (SL) into another language (TL) is a bit more complex because it includes not only the idea, meaning, and message but also transfers the cultural background of the source language. It is basically a series of activities which needs a long process for translators. According to Nida (1975), she offers some steps which can be used by translators: 1) analysis, 2) transferring, 3) restructuring (p.80). The scheme of the process of translation is as follows:

Source Language

Receptor Language

Translation

Analysis

Restructuring

Transfer
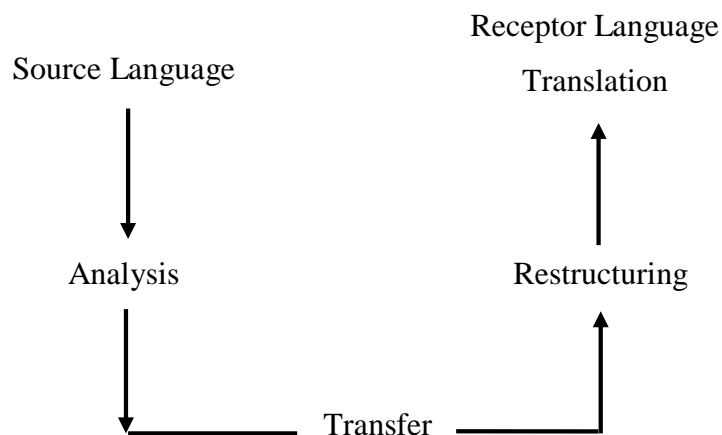
Figure 2.1
Translation Process

1) Analysis

Analysis of the source language text is the first step for translators in translating a text. They should master both the source language and the target language. They also should be competent in mastering the linguistic and socio-cultural aspects because the message from the source language is important. It will be worse for readers if the translation works do not transfer the message. In addition, the process of translation should take care as what Nida (1975) states, at least three different sets of features: (1) the grammatical relationship between constituent parts, (2) the referential meanings of the semantic units, and (3) the connotative values of the grammatical structures and the semantic unit (p.80).

2) Transfer

In this phase, translators start to translate the source language message into the target language. They should pay attention to the grammar, word diction, and cultural aspects to achieve the closest natural equivalent meaning in the target

language to avoid the misconception. It is actually the process where translators transfer the idea, meaning, and message to the target language readers.

3) Restructuring

It is the final phase of the translation process. Translators are recommended to edit their translation works in order to make it accurate, acceptable, and readable for the target language readers.

2.2.3 Problems of Translation

Almost all of translators find some problems in translating the idea, meaning, and message in the target language. Newmark (1988) tells that translators mainly have difficulties in translating the linguistic aspects, socio-cultural aspects, and moral aspects implicitly stated in the literary works such as novels (p.8). In line with Newmark, Hartono (2009) also states that there are some difficulties faced by translators in translating English novels into Indonesian (p.33). The difficulties are as follows:

1) Linguistically, translators usually do not understand some long complex sentences with complicated structures. They also find so many very long paragraphs difficult to understand with complicated grammatical patterns.

2) Culturally, they are difficult to find out the closest natural equivalence of the socio-cultural terms exist in the novel because the author always uses unique words based on his or her cultural background.

3) Literarily, they are difficult to translate figurative languages and idiomatic expressions that are stated in the novel. Those difficulties always come to their mind and always make them hard to think about.

2.2.4 Translation Quality

Translators should consider some principle matters related to the translation works in order to achieve the quality itself. According to Larson (1984), she states that there are three main reasons for testing a translation. The translator wants to be sure his translation is accurate, clear, and natural. These three features are important throughout the translation, so the entire translation must be checked for each one. In any sentence, there may be need for improvement in accuracy, clarity, and naturalness (p.485).

Stansfield et al (1992) in Waddington (2001) have a statement that translation competence should be divided into two different skills which are accuracy and expression. Accuracy means how accurate the translator transfers the content from the source to the target text. Meanwhile, expression refers to the quality how translators express the content of the source language to be translated to the target language (p.312). Also, Waddington proposes holistic methods and criteria to evaluate the quality of translation work. He designs it by himself based on Stansfield's argument, which includes accuracy and quality of expression to be evaluated. However, he uses it for evaluating students' translation works in classes. Unfortunately, his method and criteria may not appropriate for evaluating published translation products.

House (1997) states that evaluating the quality of a translation presupposes a theory of translation. Thus different views of translation lead to different concepts of translational quality, and hence different ways of assessing it (p.1). She also says that considering the concept of "quality" in translation is problematical if it is meant

to refer to value judgments. It is difficult to pass a "final judgment" of the quality of a translation that fulfill the demands of objectivity (p.119). Translation quality assessment (TQA) is retrospectively assessing the worth of a translation and prospectively ensuring the quality in the production of a translation which means that translators should be aware of it in rendering and transferring meaning, ideas, and messages to the target readers. They should make it accurate in the TL, make it sound natural for target readers especially the style, and make it clear to understand for target readers.

In her revised book (2015), House states that in translation quality assessment it is important to be maximally aware of the difference between scientifically-based analysis and social judgment in evaluating a translation. In other words, there is a difference between comparing translation products and translation process which may be difficult for evaluators to pass judgment what is good or bad translation. There are problems usually encountered by translators. They are linguistic (lexical, syntactic, pragmatic), extra-linguistic (cultural, thematic, encyclopedic), and transfer problems (difficulty in finding in the dynamic equivalence). In her viewpoint, she views translation as a cognitive process and a social process. A cognitive process means that it focuses on the product of the translation which actually measures the linguistic, semantic, and pragmatic aspects. Whereas, a social process emphasized the socio-cultural, political, and ideological factors which affect the way translators render the ideas, messages, and meaning to target language (p.2-7).

Thus, a proper assessment is needed to assess the quality of translation. In this case, both the original product and the translation product of literary works are to be analyzed and compared to find the quality. Since it examines and analyses the product, it should use a qualitative assessment and it has a summative function, which is to pass the objective and reliable assessment criteria (Melis and Albir, 2001).

Larson (1984) proposes that there are three main aspects to evaluate the quality of translation which are accuracy, clarity, and naturalness (p.485). She states that the translation product should produce them to make target readers find the meaning, message, and ideas accurately, clearly, and natural without any missing or adding information of the source text. Unfortunately, she does not propose exact instruments to evaluate the quality of translation based on her theory.

In line with Larson, Machali (2009) proposes similar aspects to assess translation quality and she provides some detailed aspects in the accuracy, naturalness, and clarity (p.153). In addition, she gives some explanation and instruments which can be done to assess the quality of translation. Those aspects and the instruments help the researcher to conduct the study in assessing the English-Indonesian translation quality of noun clauses in Martel's *Life of Pi*.

2.2.4.1 Naturalness

Naturalness is essential in all communicative translation whether it is in an informative text, a notice, or an advertisement. Nida (1964) states that a natural translation involves two principal areas of adaptation, grammar and lexicon. Newmark (1988) also has the same statement that naturalness is both grammatical

and lexical, and is a touchstone at every level of a text, from a paragraph to words, from a title to punctuations. According to him, a translator has to ensure that the target text makes sense and the translation should be read naturally. In addition, Larson (1984) supports that a translator must test his/her work if the grammatical forms used are normally used in the target text, should check the cohesion and the coherence to make it flow easily, should check his/her work if the translation sounds natural or foreign to the target readers.

2.2.4.1.1 Linguistic Aspects

In the linguistic aspects which are focused on the grammatical structures in the translation products, there are transposition and modulation according to Machali (2009).

a) Transposition

Vinay and Darbelnet in Walinski (2015) note that it is often possible to overcome gaps between the source language and the target language by transposing the SL message piece by piece into the TL due to structural and metalinguistic parallelism occur between languages. In this case, the style of languages may be different as it has gaps, so then translators use a translation technique by changing some parts of speech which is called transposition to achieve the quality. Transposition involves replacing one word class with another without changing the meaning of the text. It can be applied intralinguistically within a particular language.

In addition, Newmark (1998) states that a shift or transposition is a translation procedure involving a change in the grammar from SL to TL. There

are four types of transpositions according to Newmark. The first type is a change which offers the translator no choice, for example from singular to plural. The second type of shift is required when an SL grammatical structure does not exist in the TL. The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL. The fourth type is the replacement of a virtual lexical gap by a grammatical structure. Certain transpositions appear to go beyond linguistic differences and can be regarded as general options available for stylistic consideration. Thus a complex sentence can normally be converted to a co-ordinate sentence, or to two simple sentences. Transposition is the only translation procedure concerned with grammar, and most translators make transpositions intuitively.

Furthermore, Machali (2009) proposes that transposition happens due to several conditions. The first condition is that transposition is obligatory when there are differences in the language system and rules between the SL and the TL which in this case translators must transpose to make it easy to understand by TL readers. The second condition happens if there is a different grammatical rules between the SL and the TL such as in nouns, adjectives, or adverbs. The third condition happens when translators want to look for equivalence words in order to make the translation sounds natural to the target readers. The last condition happens when translators want to fill the lexical gap of the source language which has the textual function. Translator may change a word into a phrase, a phrase into a clause, and etc.

b) Modulation

The term of modulation has been proposed by Vinay and Darbelnet in Newmark (1998) to help translators to make accurate translation. Newmark defines that modulation is a variation through a change of perspective. There are two kinds of modulation which are standard and free modulation. The standard modulation means that the translations are such in bilingual dictionaries. While, free modulation is used by translators to change the perspective gaps based on the culture of the target language. Molina and Albir (2002) also support Newmark's definition that modulation is to change points of view and focus to the cognitive category relating to the source language which can be lexical or structural.

According to Machali (2009), there are two types of modulations which are called obligatory modulation and free modulation. The obligatory modulation can be done when words, phrases or clauses do not have equivalence meaning in the target language. On the other hand, the free modulation can be done due to non-linguistic reasons making the translation more coherence and natural in the target language so that target readers can understand.

2.2.4.2 Accuracy

Accuracy in translation means that a translated of a text communicates the same meaning and message as the source language to target readers. Shuttleworth and Cowie, (1997) explain that accuracy is a term used in translation evaluation to refer

to the degree of correspondence between the translated text and the original text (p.3).

According to Larson (1984), a translation is accurate if a translator works hard at getting across the meaning and he/she should avoid omitting some pieces of information or adding unnecessary information of the source text (p.485). It emphasizes the importance of accuracy in assessing the quality of translation. The translation product should be accurate in meaning and avoid unambiguous to target readers. It emphasizes that meaning is very important to target readers so that translators should avoid those mistakes. Hence, the semantic aspects refering to Machali (2009) are applicable to be included in assessing translation quality.

2.2.4.2.1 Semantic Aspects

There are two aspects which need to be assessed in the semantic aspects, which are called referential meaning and interpersonal meaning (Machali, 2009).

a) Referential Meaning

Referential meaning is a meaning that refers to the dictionary which explains a thing as an object or a process. Chaer (2009) explains that the meaning is beyond the meaning but it has a reference, so the referential meaning is as same as in dictionary meaning denotatively, but it has different function for different words although it is synonymous (p.64). Thus, it also can be called as cognitive meaning because it has a relationship with the concept of something.

For another example, there is 'big' and 'large'. Although they are considered synonymous in the world of non-linguistic reality, they are simply different to be used as the alternative variation words due to the grammatical

used. On the one hand, 'large' is usually used with the nouns contain amount, number, and quantity such as 'large area'. On the other hand, big is describing something other than physical size but 'big' may occur to describe physical size. 'Big' significantly occurs with action words such as 'big deals', popular things such as 'big discount', important things such as 'big project', serious things such as 'big news', and head of idioms such as 'the big bang'.

b) **Interpersonal Meaning**

Halliday (2004) states that interpersonal meaning concerns with the interaction between speakers, listeners, writers, or readers which has the role to set up and maintain social relations and indicate the role of the participants in the communication (p.24-25). On the other hand, what is meant by Machali (2009) in assessing the semantic aspect of translation quality is focusing on the way translators convey the ideas and messages of the source text to the target text so that readers will understand the meaning without any confusion. Machali (2009) states that interpersonal meaning can be assessed by two points which are the writing style and the use of connotation and denotation.

(1) **Language Style**

Basically, everyone has his/her own style in writing a text. Writing style is the language characteristics of a writer to express his/her thought and feeling through his/her writing work (Murtono, 2010). The way how an author expresses his/her mind and shows his/her personality to readers can be called as language style. Authors' language style allows readers to recognize the characteristics, the feeling and the skills of authors (p.15).

(2) Denotation and Connotation

Denotation and connotation are two principal methods of describing the meaning of words. According to Oxford Advanced Learner's Dictionary, denotation is the actual object or idea to which the word refers. Arifin and Tasai (2010) state that denotation is a meaning of words which explains something explicitly and objectively. It is often called as the conceptual meaning. While, connotation has associative meaning relating to imagination, emotion, and culture. A connotative meaning arises from personal attitudes, social attitudes, and language culture. For example, a 'fast food' denotatively means a food that is served quickly in a restaurant and it can be taken away to home. Meanwhile, 'fast food' has a negative meaning in connotative telling us that the food is not good for our health.

2.2.4.3 Clarity

Larson (1984) defines that clarity in translation means that the translated products can communicate to target readers who are use to it. The forms of the language used in the translation should make the message of the target text easy to understand as in the source text (p.487). According to Hartono (2017), some factors are included in affecting a text to be clear to readers. They are dictions, sentence construction, paragraph organization, and grammatical elements (p.50). Thus, translators should work hard in order to make their translation run coherently due to the appropriate dictions, cohesive and coherent sentences so that they relate to another sentences in a paragraph. If the translation work is not clearly understandable, it will not successfully communicate the meaning to target readers.

2.2.4.3.1 Pragmatic Aspects

According to Machali (2009), the pragmatic aspects involve the relationship between translators and context factors outside the text (p.146). There are two kinds of pragmatic aspects, which are text type equivalence and meaning coherence to be assessed in translation quality based on Machali.

a) Text Type Equivalence

According Cambridge Advanced Learner's Dictionary, equivalence is having the same amount, value, purpose, and qualities. House (2015) states that equivalence is both a core concept in translation theory and the conceptual basis of translation quality assessment. Panou (2013) also supports that the concept of equivalence is meant to indicate that source text and target text share some kind of equality. In addition, Baker (1992) states that equivalence is influenced by a variety of linguistic and cultural factors so that it is always relative (p.6).

According to Nida and Taber (1982), there are two types of equivalence, which are popularly called formal equivalence and dynamic equivalence. Formal equivalence focuses on the form and the content of the message that should be accordance to the target language, whereas dynamic equivalence stresses the transferring meaning rather than the grammatical form so that translators work hard to convey the meaning as naturally as possible. In addition, Pym (2010) assumes that equivalence is a relation of "equal value" between a source text and a target text according to the form, reference, and function.

According to Machali (2009), the use of equivalence in the translation activity nowadays is more related to the function of the text, and the translation methods are chosen to the relationship of the text function. As long as the function of target text does not change from the function of source text, the translation is equivalent as the source text (p.140-141).

b) **Meaning Coherence**

According to Oxford Advanced Learner's Dictionary, coherence is the situation in which all the parts fit together well. In writing, a text can be said as coherence when the ideas, thoughts, or arguments are logical and well organized so that readers can understand clearly. Oshima and Hogue (2005) state that coherence is needed in arranging a paragraph to run smoothly and logically. In addition, House (2015) mentions the term of 'coherence' refers to content and form and the relation between them. If the form of a text is grammatically correct, the content is logically, and the writer knows how to deliver his/her ideas smoothly, it will make the sentence feel so easy to understand while reading it from a sentence into another sentence.

Talking about coherence, there is a relation between coherence and cohesion because they unite in a text. They cannot be separated because they have the same purposes, but they have different function. According to Oxford Advanced Learner's Dictionary, cohesion means as the act or state of keeping together. It is linear, running through the discourse, weaving it together (Larson, 1984). It means that it has the function to make something in the group. In writing, cohesive is needed to keep the main ideas of a paragraph,

whereas coherence is needed to deliver the writer's ideas run smoothly through sentences in a paragraph so that readers can understand the ideas, thoughts, and the meaning clearly.

According to Machali (2009), meaning coherence plays an important role in translation because it relates to the coherence of sentence construction in a text. A coherent text has interconnected meaning, so it produces logical thinking that is appropriate with the content and the text function (p.133).

2.2.5 Definitions of Novel

Novel is one of popular literary works in the world which people are getting interested with it because of its purpose to entertain readers. According to Cambridge Advanced Learner's Dictionary, novel is a long printed story about imaginary characters and events. It means that novel has considerable length and some complexity in the plot and the characters, so readers' emotion are mixed and they keep reading it till the end.

2.2.6 Definitions of Sentences

According to Oshima and Hogue (2005), they state that a sentence is a group of words that is used to communicate the ideas. Every sentence is formed from one or more clauses and express a complete thought (p.164). A sentence may contain an independent clause and dependent clause. Here in this research, noun clause is categorized as a dependent clause which modifies a subject or an object in a sentence.

2.2.7 Definitions of Clauses

Oshima and Hogue (2005) present that clauses are the building blocks of sentences. It is known as a group of words that contains a subject and a verb at least (p.162). There are two kinds of clauses; they are independent and dependent clause. An independent clause contains a subject and a verb and it also expresses a complete thought, so it can stand alone by itself. While, a dependent clause is a clause which begins with a subordinator such as when, if, that, or who. It does not express a complete thought, so it cannot stand alone. It needs a main verb to make it as a complete thought as a sentence.

2.2.7.1 Noun Clauses

In grammar, a clause is a grammatical structure that consists of a subject and a predicate. A dependent or subordinate clause is a clause that cannot function independently as a complete sentence, but that must appear with another independent or main clause. A noun clause is a type of dependent clause that performs a nominal function. A sentence containing with noun clauses is usually called as a complex sentence because it has a main clause and a dependent clause. A noun clause can be placed as the subject or the object in a sentence. Noun clauses also can be as statements depending on the text that are discussed about.

Azar (2002) points out that a noun clause is a dependent clause and cannot stand alone as a sentence (p.346). In a noun clause, the full subject and predicate are retained. In addition, Frank (1972) states that the noun clause fills the same position and serves the same function as noun (p.283). Obviously, it can be

concluded that noun clause is a dependent clause that has function as a subject, object, or complement.

Oshima and Hogue (2005) state that a noun clause is a dependent clause that functions as a noun. It can be a subject or an object. There are three kinds of noun clauses which are *that* clause, *if/whether* clause, and *wh-question* clause (p.194-195). In this research, the researcher focuses on analyzing the quality of translation in noun clauses provided in the novel.

2.2.7.2 Characteristics of Noun Clauses

As what Oshima and Hogue (2005) stated above, there are three kinds of noun clauses which are *that* clause, *if/whether* clause, and *wh-question* clause.

1) A *that* clause is a dependent noun clause which begins with the word *that*. It can appear in different locations.

Table 2.1 The Location of Noun Clauses

No.	Location	Example
1.	After the independent clause verb	She thinks **that he is smart**.
2.	After certain adjectives (happy, glad, proud, pleased, sad, upset, worried, sorry, certain, surprised, and sure)	The class was <u>surprised</u> **that the teacher cancelled the test**.
3.	After certain nouns (idea, theory, thought, claim, assertion, statement, belief, notion, and opinion)	We are strongly of his <u>opinion</u> **that he is not guilty**.
4.	At the beginning of a sentence which functions as the subject of the independent clause verb	**That earth is getting warmer** is certain.

No.	Location	Example
5.	As reported speech (noun clauses are often used in reported speech)	The president <u>states</u> **that the gasoline is now cut-price**.

2) *If/Whether* clause is a dependent noun clause that begins with the subordinator *whether* or *if*.

If/*Whether* here is not a question, but it is a statement even though it is made from *yes*/*no* questions.

For example: The patient wanted to know **if Dr. Sue practices acupuncture**.

3) *Wh*-question clause is a dependent noun clause that begins with a subordinator such as who, what, when, where, why, and how. It can be a subject or an object in the independent clause.

For example: The police investigated **who committed the robbery bank**.

2.3 Synopsis of *Life of Pi*

This lovely novel tells about a Canadian writer who visited an Indian storyteller called Pi Patel and asked him to tell his unbelievable experiences. Pi started the story from his childhood in Pondicherry, India, and the origin of his nickname. He had his own curiosity about human's beliefs because he saw many people had different ritual to pray to God around his surroundings.

He grew up and he felt that he had relationships not only with humans but also with the animals at the zoo. At his mid-teen age, he had a relationship with a girl named Anandi, but then he lost contact with her because he went far from her that one day his father, who was a zoo owner, explained that the municipality was

no longer supporting the zoo, so he decided to move to Canada. They boarded on a Japanese cargo ship, the *Tsimtsum*, with the animals. Unfortunately, at one night there was a storm so that it caused the shipwrecking. Only Pi survived in a lifeboat with a zebra, an orangutan, a hyena and a male Bengal tiger nicknamed Richard Parker. They were adrift in the Pacific Ocean. Pi needed to find a way to survive.

That was the unbelievable experience starting to change his viewpoint. He began to learn to live with a wild male Bengal tiger and how to survive at the sea that he did not have any friends of him. That was the way he found God.

2.4 Theoretical Framework

This study is conducted using the theory of translation quality assessment proposed by Larson (1984) and adapting the instruments proposed by Machali (2009). Larson theoretically states that evaluating the translation product whether it has good quality or not is maintained by measuring the three main aspects, which they are the accuracy, the naturalness, and the clarity.

On the one hand, she does not provide the exact instruments and indicators to measure the aspects, so they need to be explained in detail to get the applicable measurement in assessing translation quality. On the other hand, Machali has proposed the instruments and indicators to help researchers to evaluate the quality of translation. She points out that there are some aspects called linguistic, semantic, and pragmatic that in this case they are the same as what Larson proposed in evaluating the translation quality. Therefore, the researcher would investigate the translation quality of noun clauses found in Martel's *Life of Pi* English to

Indonesian using the theory proposed by Larson and adapting the instruments proposed by Machali. The theoretical framework can be seen on diagram figure 2.4.

```
                          ┌──────────────┐
                          │  Translators │
                          └──────┬───────┘
          ┌──────────────┬───────┼───────┬──────────────┐
          ▼                      ▼                       ▼
┌──────────────────┐                          ┌──────────────────┐
│ The Original Novel│                         │ The Translated Novel│
│  Life of Pi (SL) │                          │  Kisah Pi (TL)   │
└────────┬─────────┘                          └─────────┬────────┘
         └──────────────► Translating ◄────────────────┘
                          └──────┬───────┘
                                 ▼
                     ┌──────────────────────┐
                     │ Translation Products │
                     └──────────┬───────────┘
                                ▼
              ┌──────────────────────────────────┐
              │ Translation Quality Assessment   │
              └──────────────────────────────────┘
          ┌──────────────┬───────┼───────┬──────────────┐
          ▼                      ▼                       ▼
   ┌────────────┐         ┌────────────┐         ┌────────────┐
   │ Naturalness│         │  Accuracy  │         │  Clarity   │
   └─────┬──────┘         └─────┬──────┘         └─────┬──────┘
         ▼                      ▼                      ▼
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────────┐
│Linguistic Aspects:│  │ Semantic Aspects:│  │ Pragmatic Aspects:   │
│ 1. Transposition │  │ 1. Referential   │  │ 1. Text Type         │
│ 2. Modulation    │  │    Meaning       │  │    Equivalence       │
│                  │  │ 2. Interpersonal │  │ 2. Meaning Coherence │
│                  │  │    Meaning       │  │                      │
└──────────────────┘  └──────────────────┘  └──────────────────────┘
```
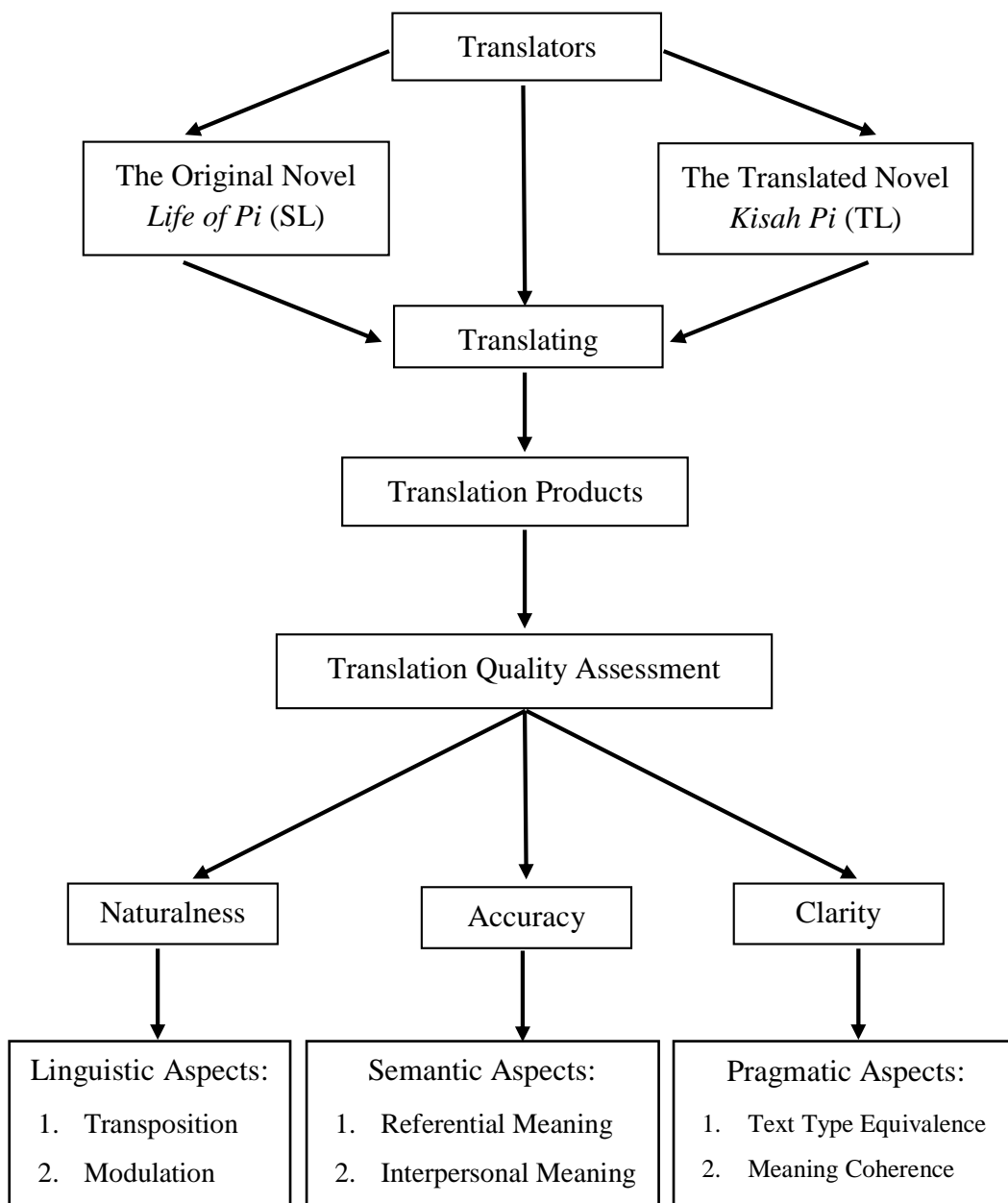
Figure 2.2
Diagram of Theoretical Framework

CHAPTER V

CONSLUSION AND SUGGESTION

The last chapter of the research provides conclusion and suggestion related to the study of translation quality assessment presented in the previous chapter. The conclusion is drawn from the research findings and discussion. The suggestion is meant for those who will use this study for further research.

5.1 Conclusion

The study is analyzing the translation quality of noun clauses found in Martel's *Life of Pi*. There are three research questions to be explained, which they are the naturalness, the accuracy, and the clarity of noun clauses in the English to the Indonesian translation found in Martel's *Life of Pi*. Those questions are the key to be the reasons why assessing translation quality. According to Larson (1984), it is very important to translators that translation works should be natural, accurate, and clear because the purpose of translation is to communicate the meaning, the message, and the idea of the source text to target readers.

Since the translation has the purpose to convey them, those reasons become the main categories in assessing translation quality. Translation quality assessment can be used as the instruments to evaluate the quality of translation works. Besides, it can function as the remedial-pedagogical study. Then, the translation quality assessment relates to translators and translation theories and gives them feedback to improve the quality of translation works. In addition, Machali (2009) proposes the instruments to assess the quality of translation using the main categories of naturalness, accuracy, and clarity with detailed aspects.

The aspects cover the linguistic, the semantic, and the pragmatic aspects. The linguistic aspects have transposition and modulation to analyze the naturalness. The semantic aspects have referential and interpersonal meaning to analyze the accuracy. Also, the pragmatic aspects have text type equivalence and meaning coherence to analyze the clarity. The data results show that there are 91% natural data, 86% accurate data, 87% clear data found in the translation novel.

Therefore, the translation quality of noun clauses in Martel's *Life of Pi* can be categorized as a good translation. However, translators should improve their translation skills and experiences to face difficult problems in transferring the meaning, the message, and the idea of the source text. The final conclusion is that translation quality assessment can function as the criteria to assess the quality of translation work and create the dialectical relationship between theory and practice.

5.2 Suggestion

This research is expected to give advantages for readers who are interested in translation and further research in the translation quality assessment. For translators, it is important to understand the translation purposes, which are to communicate the meaning, the message, and the idea of the original author in the source text. Translators also need to improve their translation skills and master translation theories to make their translation natural, accurate, and clear to target readers. Hence, translators should be professional in order to recreate the source text into the target text without changing the meaning and the message of the original authors.

There are several suggestions for the further research in assessing translation quality. First, this kind of research should be done using appropriate TQA's instruments to measure the language components effectively based on the translation purposes and it needs the help of respondents who are capable in both language and master in translation. Second, the TQA's instruments used in the further research should be different to improve the scope of analysis. Some experts propose various views in analyzing the quality of translation. Third, researchers who are studying in the language departments should do more research in order to improve the knowledge and the relationship between the theory and practice in translation studies.

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