CHAPTER I

INTRODUCTION

1.1 Background of the Research

Translation is defined as the rendering of the meaning of a text into another language in the manner intended by the author Newmark (1988, p.5). Based on the definition of the author above it can conclude that translation is a process to transfer the meaning or message from the source language (SL) to the target language(TL). Although, the work already translated but sometimes it could found some miss and error because the appropriate technique in translation process is not applied.

Translation technique is a set of procedures and choices made by translators to create functional equivalency between the source and target texts while keeping the translation's goal and intended audience in mind Baker, M. (1992). At this point the translator chose the suitable technique to create the good translation result. In this study the writer looking a suitable translation technique to translate a quantifier at noun phrase.

Noun Phrase is a phrase formed by a noun and all its modifiers and determiners (www.merriam-webster.com). A noun phrase consists of a noun (a person, place, object, or idea) plus any modifiers, determiners, and/or complements that provide more information and further define or identify the noun. Which is in this path, focus to quantifier or determiner that indicate an amount or quantity. The types of determiner that express quantity are: multiplier, fraction, distributive, article, number, and quantifier.

Translation technique by Molina and Albir's was applied to define what translation technique used to translate the work. Where it's consist of eighteen techniques. When those point above is show a good result, then it will show the good quality of the translation too.

The aims of this study is to identify technique of translation applied into translation of quantifier from the translation novel Animal Farm by George Orwell from English to Indonesia. Here the writer analyzes and determine the quantifiers from the translation novel, compare it in source language and the target language. Then, see what technique applied to translate this quantifier.

1.2 Theoretical Framework

This study aims to identify and determine the translation technique found in translate quantifier in the translation of a novel from English to Indonesia with the title "Animal Farm". In this research, the writer used the translation technique of Molina and Albir (2002).

1.2.1 Translation

Newmark (1988, p. 5) states that "translation" is defined as the rendering of the meaning of a text into another language in the manner intended by the author. While Catford (1965: p. 1) said that translation is a language operation that involves changing a text in one language for a text in another, according to Larson (1984, p. 3), a translation is the process of transferring the meaning of one language into another. This is accomplished by using semantic structure to transition from the first language's form to the second language's form. It is the meaning that is being conveyed, and it must be kept consistent, as meaning is the most important variable in a translation. The meanings, which are encoded and documented in the source wordings, should be re-expressed and maintained in the target form, which is carried by the source form. To put it another way, just the shape changes.

The new target wordings should then be transferred, decoded, and documented with appropriate meanings. In a simple way, it could be said that translation is accomplished by changing the form of the first language to the form of the second language through semantic structure. The continuum of translations is from very literal to literal, modified literal, near idiomatic, idiomatic, and even unduly free (Larson, 1984, p. 17). A good translator's purpose is to translate idiomatically by making numerous changes to the forms. In other words, the translator's purpose should be to create a text in the target language that conveys the same meaning as the source language while employing the target language's natural grammatical and lexical choices. Hence, translation is the process of transferring and creating an acceptable meaning or message from the source language to the target language.

1.2.1 Translation Technique

The manner in which a translator transforms something into someone's own language rather than the original language is known as translation technique. According to Molina and Albir's (2002, p. 509–511), there are 18 different translation techniques:

1. Adaptation

    This strategy changes a cultural or social aspect in an original text (Source Language) with one from a target text (Target Language) that is more relevant to target readers.

    E.g.

    SL: *Dear* Head Master of Senior High School 2 Sijunjung

    TL: *Kepada yang terhormat* Kepala SMA N 2 Sijunjung

Based on the example presented above, it shows how the adaptation technique in translation is applied. At ST, the word "Dear" changes into *"Kepada yang terhormat"* to create a more relevant translation result with a cultural or social aspect.

2. Amplification (Addition)

    This strategy is used to introduce information that isn't formulated in SL by adding some words (addition) or information, paraphrasing, making it clear, or adding a footnote to help target readers understand the information.

    > E.g.
    >
    > SL: There are lot of *Indonesian* Work in China
    >
    > TL: Ada banyak *Warga Negara Indonesia* bekerja di China

    The explanation above and the example presented show how addition is applied. The word "Indonesian" at SL changes into *"Warga Negara Indonesia"*. There was some addition of information at TL to make the translation more accurate.

3. Borrowing

    This method is used to directly translate a word or expression from another language. Borrowing can be classified into two types: pure and natural borrowing. The term "pure borrowing" refers to when TL just borrows a word from SL without changing it, and so on.

    > E.g.
    >
    > SL: Android, Blender
    >
    > TL: Android, Blender

Because there is no equivalence in TL for the word, a translator will usually use pure borrowing. Meanwhile, natural borrowing means that the TL spelling standards naturalize the SL word. Its goal is to increase the acceptability and usage of the translated word in TL.

4. Calque

    This technique is a lexical or structural translation of a foreign word or phrase. a literal word taken from another language by literal word-for-word or root-for-root translation.

    > E.g.
    >
    > SL: Besar Kepala
    >
    > TL: Big Head

    From the example above it is could see how calque technique applied. The information from SL translate literally into TL, from "Besar Kepala" into "Big Head".

5. Compensation

    Because it cannot be represented in the same area as in the SL, this technique is used to introduce an SL-style effect element of information in a different place in the TL.

    > E.g.
    >
    > SL: Good bye Jane
    >
    > TL: Sampai jumpa Tante

When a nephew wishes to welcome his aunt, he may do so by calling her by her given name, Jane! However, in Indonesia, it is considered very rude to address Aunty by her first name. As a result, instead of translating *Sampai jumpa Jane*, it is acceptable to say *Sampai jumpa Tante!*

6. Description

   This strategy makes use of a description to make a phrase or statement from SL acceptable in TL.

   > E.g.
   >
   > SL: I like *Rendang*
   >
   > TL: Saya suka *Rendang, Masakan berbahan dasaar daging dari sumatera barat, Indonesia. Dimasak dalam waktu yang lama dengan suhu rendah dengan tambahan beraneka rempah.*

   By changing a term or phrase with a description of its shape and purpose, this strategy can be used.

7. Discursive Creation

   This strategy is used to create a momentary equivalence that is unique, unusual, and unrelated to the context. It's frequently used to translate book titles, film titles, and other literary works.

   > E.g.
   >
   > SL: Wife for a year

TL: Istri Sementara

Because the meaning is out of context and uncertain, Wife for a year was translated into Istri sementara in this case.

8. Established Equivalence

This strategy uses a dictionary phrase or statement as a TL equivalent. The meaning and style of SL are similar to those of TL.

      E.g.

      SL: Elementary School

      TL: Sekolah Dasar

Elementary School, for example, is translated as *Sekolah Dasar. Newmark* (1988:89) defines recognized translation as "we should ordinarily employ the official or generally acknowledged translation of any institutional term.

9. Generalization

This strategy is used to a more general or neutral term.

      E.g.

      SL: Penthouse

      TL: Tempat tinggal

This term happened when the Target language have no equivalent word in Source Language.

10. Linguistic Amplification

This method is used to include linguistic elements. It's commonly used in interpreting and dubbing.

E.g.

SL: He was put into the sea

TL: Dia ditenggelamkan ke laut

11. Linguistic Compression

This is contrary to linguistic amplification, therefore it is used to repress linguistic elements in order to make them shorter owing to time and space constraints. It's often used in simultaneous interpreting and subtitling.

E.g.

SL: I already tell you about those thing thousand times

Tl: Kan?

It is an opposition to linguistic amplification.

12. Literal Translation

Words, concepts, and expressions are translated word for word using this method. When the shape and meaning of the word match, this strategy will be effective.

E.g.

SL: A poor workman blames his tools

TL: Pekerja menyalahkan alat yang digunakannya

Usually this technique didn't get the truly translation because don't put attention to the context itself.

13. Modulation

This approach is used to affect the TL's point of view, focus, or cognitive category.

E.g.

SL: Nobody Love her

TL: Semua orang membencinya

This strategy, according to Hatim and Munday (2004), is utilized when the literal or transposed translation is deemed unsuitable, unidiomatic, and uncomfortable, despite the fact that the translation result is grammatically accurate.

14. Particularization

This strategy provides TL that is more specific, concrete, and exact than SL since it is the contrary of generalization.

E.g.

SL: Air Transportation

TL: Helikopter

15. Reduction

In contrast to amplification, this approach suppresses information items from ST into TT. This includes omissions and implications.

E.g.

SL: An Airplane Accident

TL: Kecelakaan

Where in the example above show that SL suppressed in the ST.

16. Substitution

This technique is used to replace a verbal element with a paralinguistic element (signs, gestures, etc.).

E.g.

SL: Both Korean bow each other

TL: ketika orang korea saling memberi salam

In interpreting SL, this technique often used.

17. Transposition

This method is used to switch grammatical categories. There is a change in class, unit, structure, and level/rank.

E.g.

SL: You have a green eye's

TL: kamu punya mata hijau

It could see where the grammatical structured is change, *green eyes* translate into *mata hijau* to equal grammatical structured in Target Language.

18. Variation

This is referred to variations in linguistic or paralinguistic factors (intonations, gestures) that affect linguistic variance, such as style, textual tone alterations, social and geographical dialect, and so on.

E.g.

SL: You know what?

TL: Tau gak sih?

Here it could see where the translation not focus to the lexical element but more to social and dialect from the TL.

1.2.2 Quantifiers

In defines what it is quantifiers, there are some explanation about it. The definition come from experts. The first one come from Noam Chomsky (1957). According to Chomsky, quantifier is a word or phrase that can be used to indicate the quantity of an object or objects in a sentence, such as "some", "all", "nothing", and "little". While, Barbara Partee (1987). According to Partee, quantifiers are an important part of language because they allow us to express concepts such as quantity, size, and quantity. Then, Hornby (2006). Hornby claim that quantifier is a pronoun or a determiner that expresses quantity. It could be in a single word or phrase, and also in countable and uncountable, which is it present the quantity. Quantifiers are determiners that indicate the quantity of the nouns that modify, according to Brata (2012, p.110). *Some, all, most, none, a few, few, a huge number, a small proportion, plenty, and a significant amount* are examples of quantifiers found in natural language. based on the definition of the experts above we

could to conclude that quantifiers is a word or phrase that represent, indicate or show amount or quantity.

Below is type of Quantifiers:

Azar, B. S. (2003, p.311-322). In a publish book by longman with tittle "Fundamental English Grammar". The book classified noun into three categories; countable noun, uncountable noun, both countable and uncountable noun.

1. Used in uncountable nouns
   a. A little
      - Definition & Usage
        a determiner and positive idea that used to show the quantity or amount of a thing in one situation or condition, in this case not as much as some, but more than none.
      - Example
        I had a little interesting holiday last week

   b. Little
      - Definition & Usage
        In uncountable noun, little is a determiner and negative idea that used to show the quantity or amount of a thing in one situation or condition, in this case it is almost none or not much. In a simple word we could say it is existed but it too less or almost nothing.
      - Example

I had little fun of this game

c. A great deal of

- Definition & Usage

   it is used in uncountable noun to show amount or quantity where it is not much. A great deal of only used in positive sentence.

- Example

   The great deal of sugar

d. A large amount of

- Definition & Usage

   following by uncountable noun and use in positive sentence to show the quantity.

- Example

   I got a large amount of fortune this year

e. Much

- Definition & Usage

   Much use in uncountable noun, where the quantity from the noun itself can not to count. Usually, found in negative and interrogative sentence.
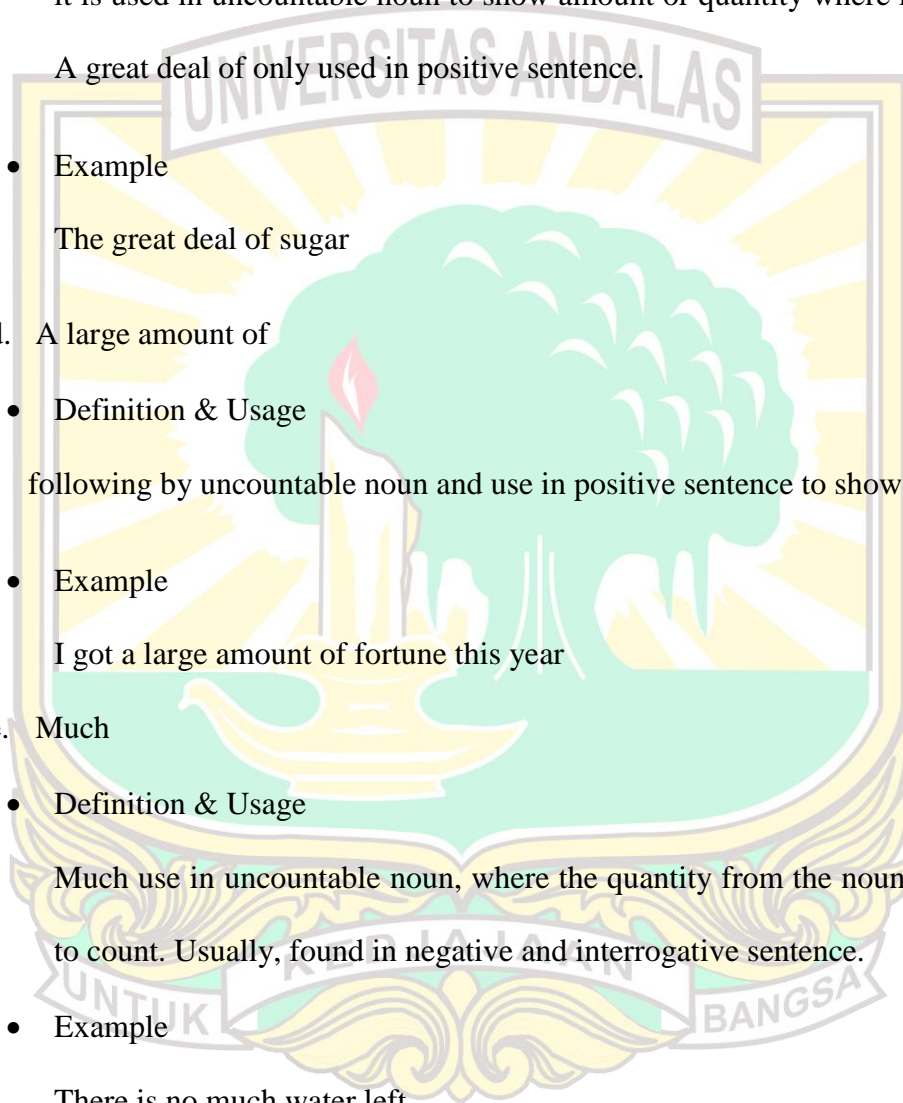
- Example

   There is no much water left

2. Used in with both types of nouns

   a. No

- Definition & Usage

use to show un-existing of noun. It could use both in countable and uncountable noun. Usually found in negative sentence.

- Example

I have no idea about it

b. None

- Definition & Usage

none stand alone and not following by noun. It is an answer for how much/how many. It could mean "not one" and "not any".

- Example

How much fish have you got? --- (none)

c. Some (of)

- Definition & Usage

 could use in both countable and uncountable nouns. Usually found in positive and interrogative sentence.
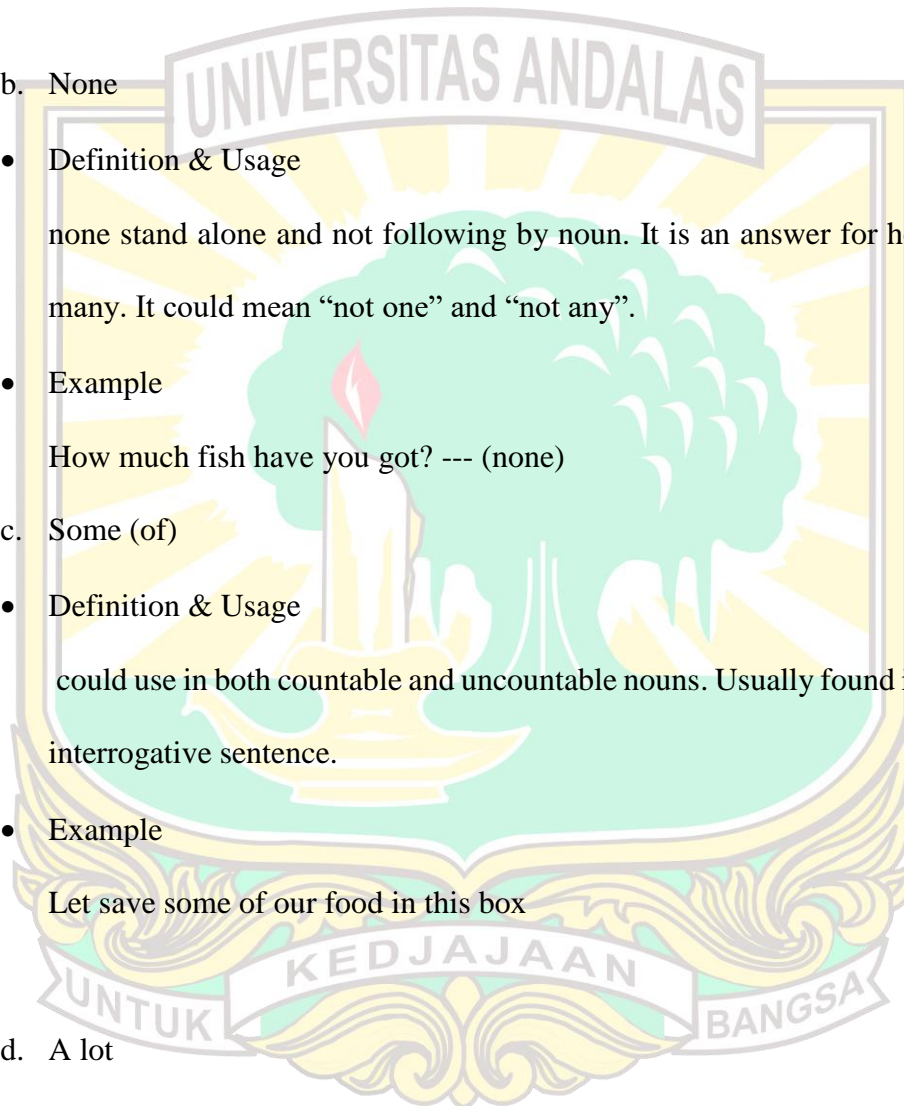
- Example

Let save some of our food in this box

d. A lot

- Definition & Usage

use in both countable and uncountable nouns. It has similar meaning with "very much" or" very often". A lot positon is the end of the sentence, not after the noun.

- Example

I like the soup a lot

e. Lots of

- Definition & Usage

use to show the quantity both its count or not. Usually often found in informal situation.

- Example

I spend lots of money today

f. A lot

- Definition & Usage

use in both countable and uncountable nouns. It has similar meaning with "very much" or" very often". A lot positon is the end of the sentence, not after the noun.

- Example

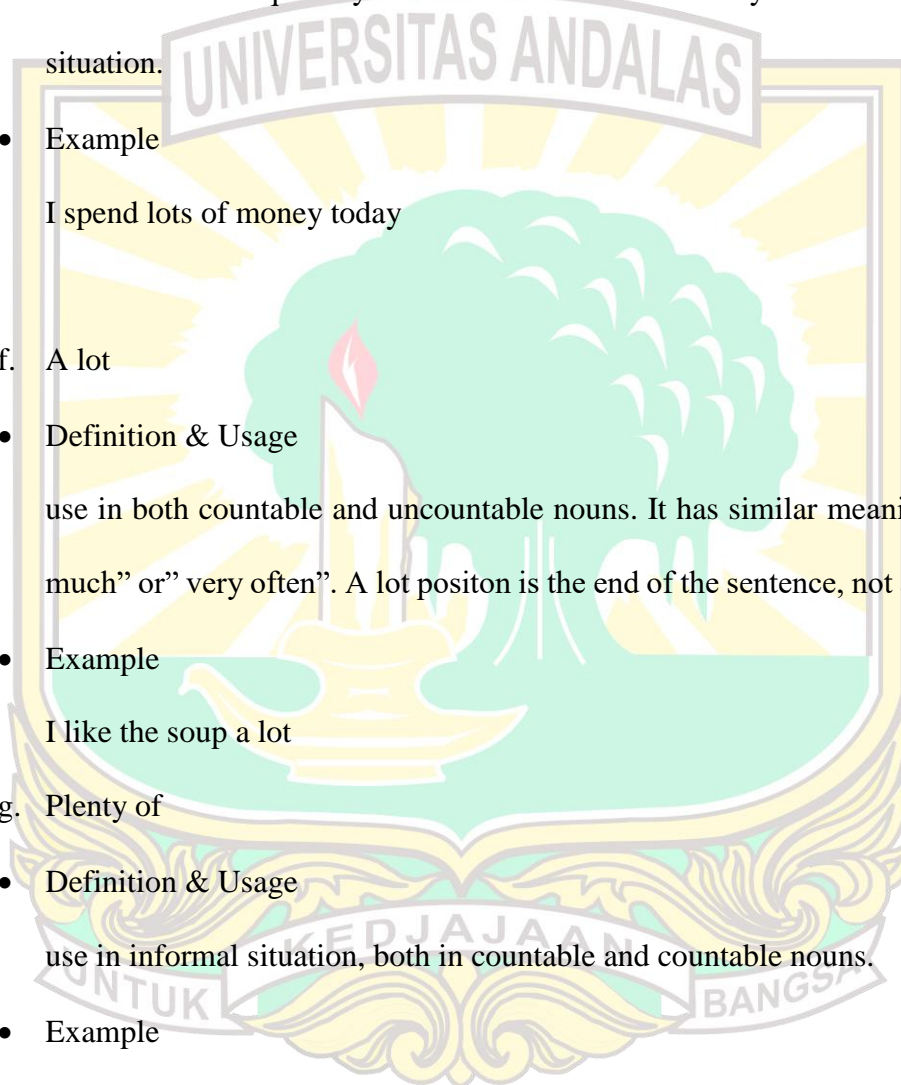I like the soup a lot

g. Plenty of

- Definition & Usage

use in informal situation, both in countable and countable nouns.

- Example

Plenty of Flowers

h. Enough

- Definition & Usage

enough is an adverb. The meaning is as much as is necessary. It could stand alone or after adjective, noun, and adverb.

- Example

The weather is hot enough

3. Used in with countable nouns

   a. A few

   - Definition & Usage

   it is show a little of quantity and create the positive meaning.

   - Example

   I feel happy having a few days to rest

   b. Few

   - Definition & Usage

   Show less of quantity and create the negative meaning.

   - Example

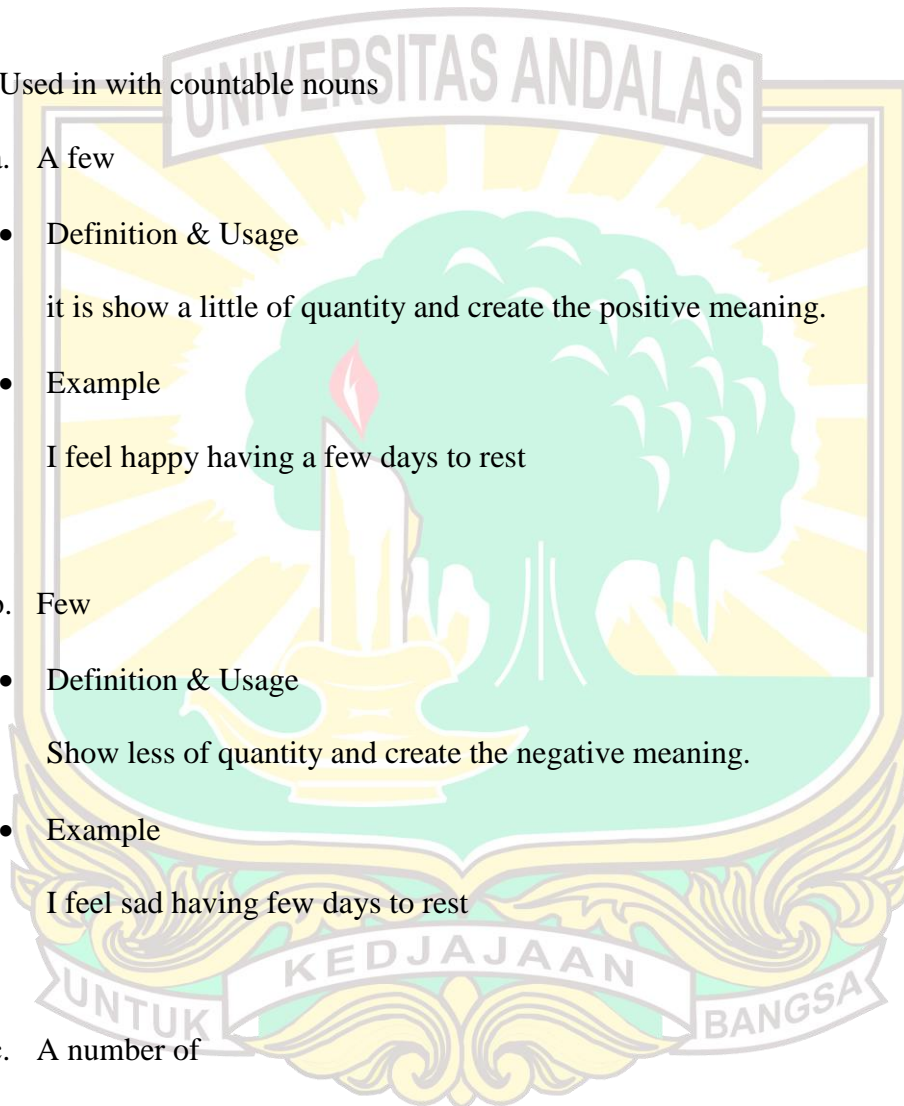   I feel sad having few days to rest

   c. A number of

   - Definition & Usage

   A number of + plural noun + plural verb

   - Example

   A number of people do not care about the rules

d. Several

- Definition & Usage

    Several use to describe one or more thing but less than many.

- Example

    They went several days ago

e. Many
- Definition & Usage

    Use in countable noun, where the quantity of thing itself is clear. It could found

    in positive and interrogative sentence.

- Example

    I need many books

1.2.3 Noun Phrase

A noun phrase is a phrase consisting of a noun and a determiner or modifier. This phrase can serve as the subject, object or object of a preposition in a sentence (Quirk, et al., 1985). In another definition, noun phrase is a phrase consisting of a noun and all other words related to it in function and meaning, such as determiner, adjective, and prepositional phrase (Celce-Murcia & Larsen-Freeman, 2019). A noun phrase is a group of words that includes a noun or pronoun as well as any other words that modify or explain it. Noun phrases can function as the subject or object of a sentence or clause, and they may be in the singular or plural.

There are two part of noun phrase, they are basic and complex noun phrase. Basic noun phrase consisting of determiner (predeterminer, central determiner, and/or post

determiner) and head (noun, number, or adjective). While, Complex noun phrase is a noun phrase that is composed by several components, making this phrase more complicated than the basic noun phrase. The components of the complex noun phrase are: pre-modifier, head, and post-modifier. In this study we used and look into a noun phrase, which is consist of quantifier there.

1.3 Review of Related Studies

The writer will review several related studies to support the research in this section. It is the translation technique applied to translate quantifiers found in the English-to-Indonesian translation novel. The writer examines three journal articles and two theses that are relevant to and support this issue in this study.

The first related study is an article by Novita Sari (2020). The paper is titled "An Analysis of Students' Errors in Using Quantifiers of the First Semester at Institute Agama Islam Al-Azhar LubukLinggau". The purpose of this study was to identify the types of quantifier usage errors committed by first-semester students at Institute Agama Islam (IAI) Al-Azhaar Lubuk linggau, as well as the factors that led to these errors. Descriptive research methodology was used in this study, with both qualitative and quantitative methods applied to present the data. Subjects were the 31 students who took the English course at the Tarbiyah faculty during the first semester at the Institute Agama Islam Al-Azhaar Lubuklinggau. The resources were a list of error types and a list of error causes. The researcher concentrated on employing countable and non-countable nouns in the study. Here, the researcher has the same focus as the writer: finding the accuracy or usage of quantifiers. Although here the data collection is different, in this article it is from a student in a first semester at IAI, while in this study the data was collected from the animal farm, both the original and the translated one. This article discusses

quantifier error and has a similar topic to the writer's, but it uses a different object, theory, and approach.

The results showed that students committed 165 mistakes when employing quantifiers, according to the data. Six quantifiers were used to categorize the errors, such as "much", "many", "a few", "a little", "a number", and "amount" with the most frequent error being "a few". Additionally, there were three factors that contributed to quantifier errors: carelessness, first-language difficulties, and translation. However, translation was the main factor. The absence of vocabulary words and improper grammar were additional reasons for errors. It can be determined that the most common quantifier error committed by students was the usage of "a few," which was brought on by their failure to choose the right phrase for the situation. This article presents the material in a clear manner with the addition of a table and a diagram to make it simple to read and comprehend. Additionally, it carefully explains everything from the initial observation to the final results. Furthermore, due to the number of quantifiers that could be studied and the number of questions that could be asked of the students, this research was unable to more thoroughly examine the different forms of quantifier errors.

The second article is from Nurpermadi, Erwin Dwi, Rudi Hartono, and Djoko Sutopo. (2020), The title is Translation Techniques and Quality of Indonesian-English Translation of Captions in Pekalongan Batik Museum. This study intends to categorize and identify the translation methods used and the level of accuracy acquired in the Indonesian-English translation of the captions in the Pekalongan Batik Museum. The Pekalongan Batik Museum's captions, which were written in both Indonesian and English, provided the study's data. This study's focus is on the methods and level of the captions' Indonesian-English translation at the Pekalongan Batik Museum. In this study, descriptive qualitative research is used. 331

sentences were used to collect data for translation methodologies, while 30 texts were used as captions to examine translation quality. Here we used the same technique of translation as Molina and Albir (2002) to analyze the accuracy and quality of the translation result. Although here it has a different focus or object, where the article focuses on the Indonesian-English translation of captions in the Pekalongan Batik Museum, here the writer focuses on the translated quantifier from the novel Animal Farm by George Orwell from English to Indonesia.

The findings demonstrated that the translator selected thirteen of the eighteen translation approaches suggested by Molina and Albir (2002). Literal translation is one of them. Others include reduction, borrowing, addition, generalization, modulation, established equivalence, transposition, adaptation, particularization, linguistic amplification, linguistic compression, and calque. The review of the translation quality's findings revealed that the Pekalongan Batik Museum's captions were an accurate, acceptable, and readable translation. This article fully illustrates the application of theory. Since the data is presented in a table and special attention is paid to each and every detail, including the sample and others, it is easy to understand and read. Additionally, it would be better if the data on this page were presented in another format, like a chart. Overall, this study was very helpful to the writer because it gave guidelines for evaluating translation quality and was relevant to the subject matter of the article, which is translation technique of the work.

The third article is from Hidayati, N. N. (2020). The title is Analysis of Translation Techniques, Methods, and Ideology in Children's Bilingual Story Books." The purpose of this study was to identify the strategies, approaches, and ideologies applied by authors of bilingual children's books. The author of this study employed descriptive qualitative methods and used Molina, Albir, and Newmark as the foundational theories. Although it has a different topic, the

writer uses the same translation technique as Molina and Albir here, which is quite helpful. Whereas the researcher in this article focuses on analyzing the translation process used in bilingual children's books, the writer in this topic analyzes the translated quantifiers from translation novels.

According to the findings, the author of the bilingual publications used mostly literal translation as a technique. Then, for the methodologies, a literal and word-for-word translation was most frequently used. Because the author of the bilingual works tended to keep the words of the source language, it implied that the author's ideology was foreignization. The researchers came to the conclusion that translating children's stories literally or word-for-word is inappropriate since the phrases in the translated version tend to be convoluted, making them unsuitable for instructors, parents, and kids in particular. It is advised that bilingual book authors translate their works in a communicative manner for ease of reading and comprehension. The use of theory is demonstrated in this article, and the data is presented in tables and graphics to make the subject matter easier to comprehend. Additionally, the writer's disadvantage is that they didn't cover all the information, especially for multilingual books for kids, and they claimed the sources were chosen at random. Overall, it is really beneficial and offers the writer a fresh perspective.

The fourth related study is from a thesis by Yusti Petri (2020). The title is Students' Errors in Using Quantifiers in Writing at MTs Muhammadiyah 02 Pekanbaru. The goal of this study was to examine the mistakes made by students at MTs Muhammadiyah 02 Pekanbaru when using quantifiers in their writing. This study uses a descriptive-quantitative methodology. Only one factor changed. The data collection methodology was put to the test. 183 eighth-grade pupils made up the entire study's sample. 35 students from class 8.4 made up the entire sample,

which was then determined by the researcher using the purposive sampling technique. The researcher employed SPSS 22.0's descriptive analysis as a method of data analysis. This study examined students' writing skills and the most common types of student errors, as well as how well they could use quantifiers. This thesis examines how to correctly employ quantifiers, which is the same topic as the writer's. The distinction is that the data is obtained from the student, and the object and the method of collection are different. This analysis of writing errors made by students when using quantifiers is the main goal. While here, the writer evaluates the degree of translation quality in George Orwell's translation of Animal Farm.

The capacity of students to use quantifiers was classified as sufficient based on data analysis, with a mean of 61.71, and the most common error type committed by students was miss formation, with total errors of 85 and 85% of the data percentage. This thesis presented the findings in a clear and satisfying manner. table to support the data is attached. It explains the data collection, analysis, and result-finding processes. Furthermore, it would be preferable if the researcher divided quantifier mistakes into countable and uncountable nouns, or both. Despite having a different subject or focus, this thesis nonetheless offers the writer a great deal of guidance and new perspectives.

The fifth related study is a thesis from Citra Ramadita (2021). The title is Students' Ability to Use Quantifiers at MTs Diniyah Puteri Pekanbaru. The purpose of this study was to describe the most common type and degree of proficiency with employing quantifiers. This study used a quantitative descriptive research design. At MTs Diniyah Puteri Pekanbaru, this study was carried out from May 31 to June 19, 2021. The eighth grade at MTs Diniyah Puteri Pekanbaru was the focus of this study, and the goal was the pupils' proficiency with quantifiers. Purposive sampling was used by the researcher. There were 110 students in the research population for

this study, and 28 students from class A made up the sample. The researcher employed tests for data collection. However, this study discusses quantifiers, which is the same topic as the writer's but with a different focus. Which comes first, the student's proficiency in proper quantifier use or the quality of the translated quantifiers?

Based on study results, the researcher concluded that students' ability to utilize quantifiers fell into the bad category, and type two: uncountable nouns (much) were the most frequent type of quantifier. In MTs Diniyah Puteri Pekanbaru, pupils' proficiency with quantifiers was found to be of low quality. The accuracy of each and every fact supported by evidence is this thesis's strongest point. It provides three types of quantifiers, a lot of previous related studies, an attached table, and the use of theory and formula. In addition, since the research was only conducted by a WhatsApp group, it would have been better if it had been done on a secure platform or in another form that was independently confirmed.

1.4 Research Questions

This study aims to find and analyze the translation technique applied in translating quantifiers found in the translation novel from English to Indonesia with the title Animal Farm by George Orwell. The writer formulates the research questions based on the explanation above as follows:

1. What are quantifiers found in the English novel to Indonesia with title Animal farm by George Orwell?

2. What are translation technique used to translate those quantifiers into Indonesian?

1.5 Objectives of the Study

The objectives of this research are to identify and analyze the translation technique applied in translating quantifiers found in the translated novel from English to Indonesia with the title Animal Farm by George Orwell. The objectives of this research can be formulated based on the explanation above as follows:

1. To find the Quantifiers in translation novel from English to Indonesia by George Orwell with title Animal Farm.
2. To identify the translation technique used by translator in translated quantifiers.

1.6 Scope of the Research

This research focuses on analyzing and identifying quantifiers and translation technique applied in the translation of Animal Farm by George Orwell from English to Indonesia.