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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Students' Adjective Order Mastery

a) Mastery

According to As Hornby (1987, p.523) mastery is complete control of knowledge. In the same line, Webster (1974, p.586) defined that mastery is the state of having control over something, superiority in competition, victory and eminent still or through knowledge. Finally from the some above definitions, it can be concluded that mastery is an achievement of knowledge certain subject.

b) Adjective

1) The General Description of Adjective

Words have traditionally been classified into parts of speech; noun, adjectives, verbs and adverbs are the four largest groups. Adjectives in English are not inflected for gender and number. They have no singular and plural forms, and they do not agree with their nouns in gender Hall (1993, p.9).

Arthur Melville Clark in the Spoken English of Idiomatic Grammar (1958, p.64) defined that "An adjective is a word that qualifies or tells us something about: a noun, a pronoun, an adjective or participle used as a noun, a phrase used as a noun, or a clause used as a noun". According to Homer C. House Descriptive English

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Grammar (1950, p.73) an adjective is used with a noun or other substantive as a modifier to describe or define it. Wren and Martin (1995, p.109) explained that an adjective is a word used to add something to the meaning of a noun.

In the same line, Marcella Frank (1972, p.109) in her book said

“Adjective is a modifier that has the grammatical property of comparison, its usual position is before the noun it modifies, but it fills other positions as well”.

2) Types of Adjectives

As mentioned by Frank in her book (1972, p.110) there are two types of adjectives, namely:

a) Determiners

Determiners consist of a small group of structure words without characteristic form.

- 1) Articles: the, a, an
- 2) Demonstrative adjectives: this (plural those), that (plural those)
- 3) Possessive djectives

- a) From pronouns: my, your, one's, etc
- b) From nouns: johns, the girl's, etc
- c) Cardinal: four, twenty-five, one hundred, etc

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4) Adjectives of indefinite quality: some, few, all, more

5) Relative and interrogative adjectives: whose, what, which All of these determiners except the articles and possessive adjectives of the personal pronouns may function as pronouns when not followed by nouns.

b) Descriptive Adjectives

1) Proper adjectives: a Catholic church, a French dish, a Shakespearian

2) Participial Adjectives

a) Present participle: an interesting book, a disappointing experience, a charming view, a trifling gift

b) Past participle: a bored student, a worn tablecloth, a tired house wife, a spoiled child

3) Adjective compounds

a) With participles Present participle: a good-looking girl, a heart-breaking story, a Spanish-speaking student, a long-suffering widow

Past participle: a turned-up nose, a broken-down house, new-born kittens, ready-made clothes

c. Adjective Order

The General Concept of Adjective Order

Adjectives allow writer to describe a particular noun using color, taste, shape, size and other important details they can add to a noun. Warriner (1982, p.45) pointed out that adjective is a word that modifies a noun or pronoun. Adjectives limit or qualify nouns

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or pronouns by telling what kind, which one, how many or how much.

It is essential to use adjectives to describe a noun or pronoun. Good writers and speakers are able to use adjectives to create clear, mental images for the reader or listener. Using multiple adjectives to describe something is recommended to use even it will sound a little awkward using more than three physically descriptive type adjectives in sequence.

Look at the use of word order in the table below:

Table 2.1

Order of Adjective									
Determined	Opinion	Physical description				Origin	Material	Purpose	noun
		Size	Age	shape	color				
A	Beautiful		Old			Italian	ball	Touring	car
An	Expensive						Silver		Mirror
Four	Gorgeous			Long-stemmed	red		Silk		Roses
Her				short	black				Hair
Our		big	Old			English			Sheep-dog
A pair of			old		Black	Spanish	leather	riding	Boots
Many	Well mad	Tiny		elongated	brown			Fishing	Boat
My			old			Germany		sleeping	Bag
some	Delicious	enormous				Thai			food

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The categories in the table 2.1 can be described as follow:

a) Determiner

Determiners always come before the noun. These words are used as specifier. Determiner limits the meaning or describes the noun which is placed in front of the noun Riyanto (2010, p.40). Hall (1993, p.11) added that determiners are words which precede nouns and place the nouns in various categories, they are a, an and the. A and an are called the indefinite articles, as they do not indicate a specific noun; whereas, the is called the definite article, because it does point to a specific noun.

Sholahudin (2008, p.221) jotted down the kinds of determiner as follows:

1) Counter and measurer

Determiners which describe the countable noun:

- a) Indefinite article: a, an
- b) Cardinal number: one, two, three, etc.
- c) Ordinal number: first, second, third, etc
- d) Few, a few, many, many more (comparatives degree), most (superlative degree)
- e) No

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- g) Both
- h) All
- i) Some, any, enough

2) Quantifier

Determiners which describe uncountable noun

- a) Much more (comparatives degree), most (superlative degree) No
- b) All
- c) Some, any, enough

3) Pointer

Determiners which describe either uncountable noun or countable noun:

- a) Demonstrative: this, that, these, those
- b) Either, neither
- c) Definite article: the

4) Possessive

Determiners which describe possessive pronoun, for example: my, your, our, this, his, her, and its.

2). Observation / Opinion

An opinion adjective explains what somebody thinks about something (not everyone may agree). Opinion adjectives are divided into two types as follows:

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- a) General opinion It is used to describe almost any noun.

For example: good, bad, beautiful, awful, nice, important, etc.

- b) Specific opinion It is used to describe particular kinds of noun:

Food: tasty, delicious Furniture, buildings: comfortable, uncomfortable

People, animals: clever, intelligent, friendly

Usually put a general opinion in front of a specific opinion. See the example sentences below:

Nice tasty soup.

A nasty *uncomfortable* armchair.

A lovely intelligent animal.

3) Physical Description

- a) Size Size adjective tells how big or small something is. It includes comparative and superlative adjectives.

- 1) Height; e.g. Tall, short, high, low; taller, tallest
- 2) Width; e.g. Wide, narrow, thin, slim; wider, widest
- 3) Length; e.g. Long, short; longer, longest
- 4) Volume; e.g. fat, huge; fatter, fattest

- b) Age

An age adjective tells how young or old something or someone is. For example: ancient, new, young, old, middle-aged, etc.



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c) Shape

A shape adjective describes the shape of something. For example: square, round, flat, rectangular, circular, triangular, oval, etc. d) Color A color adjective is used to describe color of something; blue, pink, yellowish, reddish, colorless, dark-green, pastel, etc.

4) Origin

After the adjective of color, come adjective that place nouns in a category. Typical of these adjectives are the adjective of nationality/origin; French, Spanish, Italian, American, Mexican, Chinese, etc. They are always written with a capital letter in English. For example: The black Canadian bear, or The British reference books.

5) Material

A material adjective describes what something is made from; e.g. wooden, metallic, woolen, silk, gold, plastic, steel, etc. The examples in sentence are “They receive several gold coins” or “My father lives in an ancient brick house”.

6) Purpose

A purpose adjective tells what something is used for. These adjectives often end with “-ing”. For example: folding, swinging, sleeping, rolling, walking, fishing, etc.



7) Noun (Head word)

It is the noun that the adjectives are being described.

2. The Nature of Students' Translation Skill

a. The General Description of Translation

Translation is very important because this is one of the ways to understand the meaning of foreign language being learned. Due to that fact, we should initially understand what the translation is and how to translate a sentence. The definition of translation is explained in many reference books as in Oxford Advanced Learner's Dictionary of Current English. The word "Translation" (a noun) comes from the word "to translate" (a verb) which means giving the meaning of another language Hornby (1987, p.919). In the New Grolier Webster International Dictionary (1974, p.1047), it is stated that translation is defined as the act of translating, the process of turning into another language which is produced by turning into another language.

In the same book, Eugene A. Nida and Charles R. Taber in Widyamartaya, (1989, p.11) defined that translation consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Therefore the translator must emphasize the meaning and equivalence rather than identity the source language or source text.

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Catford in Widyamartaya, (1989, p.12) supported, “Translation is the replacement of the textual material in one language (the source language/ SL) by equivalent textual material in another language (the target language/ TL)”. In this definition, there are two important terms; they are “textual material” and “equivalent”. Textual material means that not all source language texts are translated or replaced by the target language equivalents. The term “equivalent” is clearly a key term between the source language and the target language which the translator should find Budianto and Fardhani (2010, p.1). Furthermore Larson in Simatupang, (1999, p.3) added the requirements of an ideal translation, they are:

- a. Accurate: reproducing as exactly as possible the meaning of the source text.
- b. Natural: using natural forms of the receptor language in a way that is appropriate to the kind of text being translated.
- c. Communication: expressing all aspects of the meaning in a way that is readily understandable to the intended audience.

To sum up Savery (in Martono and Ngadiso, 1995 in Irawati, 2013, Stated that translation is made possible by an equivalent of thought or content that lies behind its different verbal expressions. The ideas of the two different verbal expressions must be equivalent. The thought expressed in the source language and that expressed in the target language must be equivalent.

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From those above explanations, we have the same term “equivalent”. It can be conclude that translation must have the same message in the second language. It is a process of transferring meaning, thoughts, ideas, content and message to the target language as equivalent from the source language, whether the languages are written or oral form. The process of translation has to be considered in the message first, than in term of style and structure. In translation meaning should be given the highest priority, so the translator should emphasize the meaning and equivalence first rather than identify the source language.

2. The Types of Translation

In his book, Nababan (1999, p.30) described some types of translation as follows:

- a. Word for Word Translation In this type of translation, a translator just looks for the same meaning of the source language word to the receptor language word without changes the sentence structures. It can be implemented when the source and the receptor language have the same sentence structures. For the examples:

1) I will go to beach tomorrow. (*Sayawakanpergikepantaibesok*)

2) I like fishing. (*Sayasukamemancing*)

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b. Free Translation

To translate with free translation, a translator has to understand the main idea of the source language text and then describes it to the receptor language. Idiomatic expressions and proverbs are often translated freely. Free translation makes the translator feel free to describe the idea without change the meaning. For the examples:

- 1) To play truant. (*membolos*)
- 2) To kick something around. (*membahas*)
- 3) Killing two birds with one stone. (*menyelamsambilminum air*)

c. Literal Translation

It is between word-for-word translation and free translation. It is usually used when the sentence structure of the source language is different with the target language. See the differences between these three kinds of translation in the table below:

English sentence	Word-for-word Translation	Literal Translation	Free Translation
His heart is in the right place	<i>Kepunyaanya hati adlah dalam itu benar tempat</i>	<i>Hatinya berada ditempat yang benar</i>	<i>Dia baik hati</i>

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d. Dynamic translation

It is transferring the main idea of source language to target language by common expressions. The use of uncommon and strange expressions should be avoided. It gives the priority to the main idea expression and specific target language. e.g. the sentence ‘The author has organized this book since 1995.’ is not common when translated to be: ‘*Penulismengorganisasibukuinisejak 1995*’. The use of “*Mengorganisasi*” is not common. Usually use the word ‘*Menyusun*’ as the common translation of the word ‘to organize’.

e. Pragmatic Translation

It prioritizes the correctness of the source language and the receptor language information translation. It does not depend on esthetic values. For the example:

White Cross Baby Powder is soft and smoothing. It absorbs moisture and keeps baby cool and comfortable. It contains Chlorhexidine and antiseptic widely used in hospitals and clinics. (*White Cross Baby Powder lembut dan halus menyerap kelembaban menjaga kesegaran dan kenyamanan bayi anda. Mengandung Chlorhexidine 0,038 % antiseptik yang banyak digunakan di rumah sakit dan klinik*).

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In this type of translation, a translator more focuses on the transferring information rather than the translation form. If needed, the translator will add more information to make it clear for readers. In the above translation, the translator adds the word “0,038 %” to clarify the meaning.

f. Esthetic-Poetic Translation

The translator does not only give a priority to transfer the information, but also to impression, emotion and feeling by considering esthetic values of target language.

g. Ethnographic Translation

In this type of translation, the translator tries to describe the culture context of source language in the receptor language. He/she has to notice the different terms used in both languages. And also he/she has to find the similar/correct word in the receptor language in order to make it fit into culture. An example is the use of the word “yes” versus “yea” in America. In this case there are words that always cannot be translated in the receptor language because there is no similar word. It is because of the different cultures. Translators usually write the original word when the words cannot be translated.

h. Linguistic Translation

It is the translation that contains implicit linguistic information in source language that is changed to be explicit, and in the transfer meaning it use the. Generally, linguistic translation is applied if there is

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an equivocal form in the source language. The translator has to change the equivocal sentence in the deep structure to make it clear before translate it into target language. The application of reflect transformation and meaning component analysis is needed because there is a possibility of facing two sentences in same surface structure but have different deep structure. For the example:

Surface Structure.	Deep Structure
a. Harry is willing to help. b. Harry is difficult to help.	Harry is willing to help one. Harry is difficult for one to help

i. Communicative Translation

This type of translation requires the effectiveness of translation in order to be easy to understand for the readers in the target language. That's why communicative translation requires a translation language that has form, meaning and function. For the example:

- 1) I would admit that I am wrong.
 (Sayamaumengakuibahwasayalah) (would in the sentence express a willing to do something)

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2) I will admit that I am wrong. (Saya akan mengakui bahwa saya salah) (will in the sentence express something to do) Semantic translation is focused on the most suitable word for the receptor language that pays attention to the source language culture. e.g. Differences in using word ‘dad’ and ‘sir’. Although the words are used to call the same person, the meaning is still different; “dad” means “papa” and “sir” means ‘Pak’.

3. The Process of Translation

The translation should not read like a translation. The Indonesian translating should not remind one of the English original, but should read exactly as if it had come straight from the student’s mind. It should read like a piece of original composition and must express the whole meaning of the original. Budianto and Fardhani (2010, p.3) added that a good translation doesn’t not sound like a translation, it flows naturally as if it is originally written in the target language. In short, a natural equivalent should be reached in order not to spoil the content and the impact of the conveyed message.

The process of translation can be defined as the activity of translation. The translation process usually is used by a translator as a guide in translating text from the source language to the target language.

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Dr. Ronald H. Bathgate in his book entitled *A Survey of Translation Theory* in Widyamarta (1989, p.34), stated that there are seven steps in translating process namely:

a. Tuning

Translator needs to get the feel of the text to be translated first. Each register demands a different author background, different choice of words, so the translator needs to study the background literature.

b. Analysis

Translator can start to analyze each sentence in turn and split it up, then to establish the syntactic relations between the various elements of the sentences.

c. Understanding

After having analysis, the translator will try to understand and respond the text he translates (both in form and content).

d. Terminology

The next is how the translator transfers the thoughts of SL to TL correctly. It's necessary to consult with the author or other experts.

e. Restructuring

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The translator constructs a new form which is in accordance with good usage in the TL.

f. Checking

The translator asks an expert of translation to check, command and suggest of his draft if there are typing errors to get revised.

g. Discussion

It is a good way to end the translation process with a discussion between the translator and some experts. On the other hand, Nababan (1999, p.25) also described three steps of translation, as follows:

a. Source Language Text Analysis

It starts form reading the source language text in order to understand the linguistic and extra-linguistic elements of the text. Language analysis implemented to source language includes some levels, they are: level of sentence, clause, phrase, and word. Understanding the levels is the main thing to have for understanding the whole texts.

b. Transfer Meaning

It is transferring the content, meaning and message of the source language to the receptor language. After thinking about the content, meaning and message in his

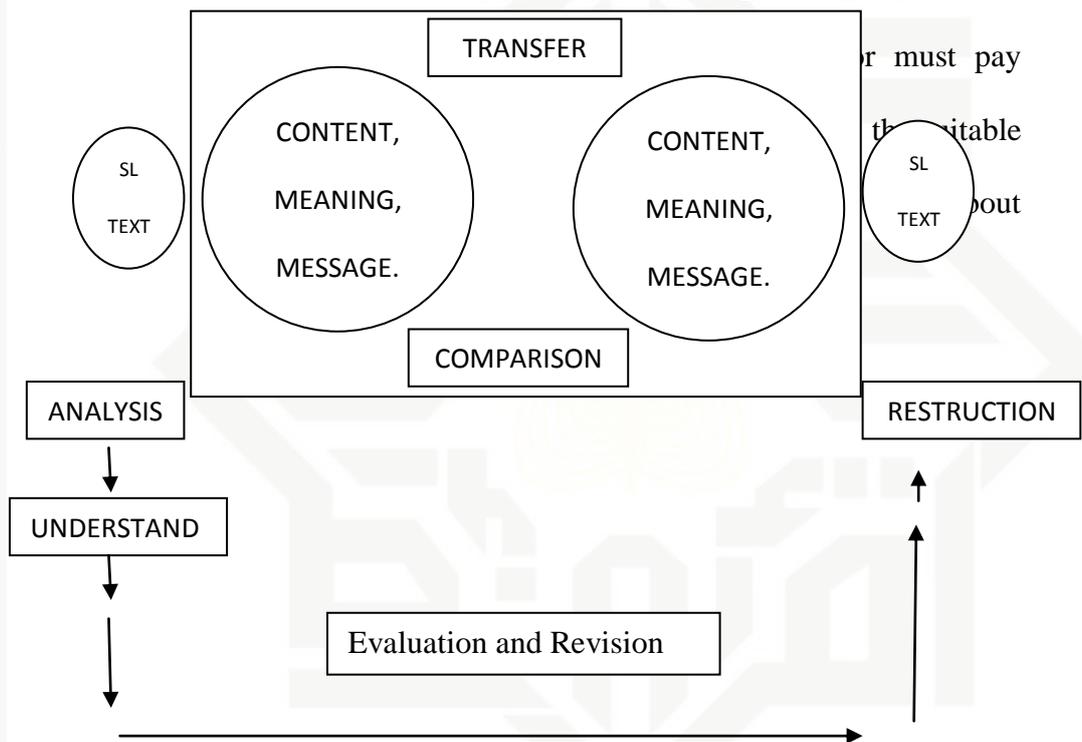
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thought, the translator will express them both in spoken or written way. In this step, the equivalence is the goal.

c. Restructuring

Kridalaksana (1984, in Nababan, 1999, p.28) stated that restructuring is changing the transferring process to the suitable stylistic form of receptor language, reader



Translation Process (Suryawininata, 1987, in Nababan, 1999, P.25)

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3. The Correlation between Student's Adjective Order Mastery and Their Translation Skill

To determine whether there is any correlation between both variables (x and y), the researcher choose to use Karl Pearson Correlation. It is an analysis technique to evaluate the hypothesis. It also reduces the errors in calculation. And according to Sinta Aunana (2014, p.63) Mastering the order of adjective is a big help for those who want to improve their English, since its rule is followed normally by native speaker. Adding adjectives in a sentence is important because it helps the recipient (reader and listener) form a picture in her/his mind. Moreover if we add more than two adjectives, it will be more interesting and more descriptive. The order of adjectives has been widely agreed. But still students find it hard to understand and remember the correct order of adjectives. Whereas trying to translate without knowing the order correctly, will change its meaning. In order not to get weird meaning, the students need to remember the order correctly.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²⁰ Besides, analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research:

1. The research that was done by UmiKulsum (2016) entitled “ the correlation between student's vocabulary mastery and their translation ability at

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used in this research. This research is correlation research which focuses on correlation between student's adjective order and their translation skill. Therefore, in analyzing the problem in this research, there are two variables:

The indicator of variable x (student's adjective order) is as follows:

- a) Students are able to understand about adjective order clearly.
- b) Students are able to know how to use the points of adjective order
- c) Students are able to know the categorize of adjective order.

The indicators of variable y (student's translation skill) are as follow:

- a) Students are able to understand that the information of source text is reflected clearly in the target text.
- b) Students are able to translate in which the results are linked into the given target language genre.
- c) Students are able to employ the functional aspect of target text in their translation.
- d) Students are able to employ sentence structure well.

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D. the Assumption and the Hypothesis

1. The Assumption

After discussing about the theories and the possibilities described in the theoretical framework and operational concept, the writing is going present some assumption as follow: the better students' adjective order, the better their translation.

2. The Hypothesis

a) **Ha (alternative hypothesis)**

“There is a significant correlation between student’s adjective order mastery and their translation skill

b) **Ho (Null Hypothesis)**

“There is no significant correlation between students adjective order mastery and their translation skill”