

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Translation

Translation integrates into the language learning practice along generally used learning activities, such as listening, speaking, reading and writing. Translation is defined as a process of replacing the textual material in one language (the source language/SL) by equivalent textual material in another language (the target language/TL). According to Oxford Advanced Learner's dictionary (2005) translation is the process of changing something that is written or spoken into another language, a text or work that has been changed from one language into another, or the process of changing something different from. According to Larson (cited in Zulkifli, 2014), translation is basically a change form and transferring meaning from the source language to the target language based on the context. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant.

The language that is to be translated is called Source Language (SL), whereas the text to be translated is called The

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Source Text (ST). The language that is to be translated into is called The Target Language (TL); while the final product is called The Target Text (TT). According to Catford(cited in Muayad, 2015) defined translation as the replacement of textual material in one language (SL) by equivalent textual material in other language (TL).

Newmark (1988:5) states that translation is rendering the meaning of a text into another language in the way that the author intended the text. From those definitions above, it can be inferred that translation is the process of transferring meaning from source language into target language, for example, from English into Indonesian or Indonesian into English. The translator must be careful in transferring the meaning due to the fact that meaning is very important in translation activity. If the translator cannot get the right meaning from source language, the result of the translation will be misleading.

Malmkjaer(1998) in Dagiliene summarizes reason why translation fell from favour:

1. Translation is independent and radically different from the four skills which define language competence: reading, , speaking, listening.
2. Translation takes up valuable time which could be used to teach these four skills.

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3. Translation is unnatural.
4. Translation misleads and prevents students from thinking in the foreign language.
5. Translation is a bad test of language skills.
6. Translation produces interference.
7. Translation is only appropriate for training translator.

According to Zulkifli (2014,) there are two main kinds of translations. It consists of literal translation and idiomatic translation. Literal translation is translating literally, usually is word by word. Idiomatic translation reproduces the meaning of the source language (that it is, the meaning intended by the original communicator) in the natural form of the target language.

There are significant of translation for teacher and students:

According to Newmark (cited in Zulkifli, 2004), a teacher is expected to have following skills:

1. Be organized and inform the students about the syllabus
2. Be confident, admit mistakes, teach students more gifted than the teacher thanks to experience
3. Have translator's skill
4. Have good command of pedagogical techniques
5. Be prepared to experiment with new methods
6. Listen to students' suggestion
7. Consider translation as a form of linguistic exploration

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8. Have a good command of two languages.

For students, Newmark (cited in Zulkifli, 2014) highlights following skills:

1. Sensitivity to language
2. Ability to write neatly
3. Plainly and nicely
4. Good knowledge of cultural background
5. Master the text being translated
6. Good reading knowledge
7. Common sense
8. Discrimination
9. Speed in working
10. Think several things at the same time
11. Meticulousness

2. The Concept of Wh- Questions

a. The understanding of Question

Question is an important thing to get an information. According to Encyclopedia of Linguistics, Question can be analyzed for their grammatical forms and also for their functions and discourse. (Philipp, 2005). It can be inferred that question refers to utterances or sentences given to someone in order to get information. Question is one of the ways for the students in stimulating the ideas. Question makes students to think. Brown and Wragg (1993:5), "Questions

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practice to encourage students to think”. It means that question can practice the students in order to stimulate the ideas.

According Eastwood (1994), there are uses of questions:

1. The most basic use of a question is to ask information
2. In other ways, question can be used as getting people to do things, requesting, making suggestion, offering and asking permission.
3. There are also ‘rhetorical questions’, a question can be answered by the person who asks it, which do need an answer.

b. Types of questions

According to Eastwood (2012) there are types of interrogatives sentence, there are:

1. Yes or no questions and wh-questions. Yes or no questions are generally required to answer yes or no.
2. Wh-questions ask to replay that supplies the information required.

In line idea with Seaton (2007) there are two kinds of questions: yes or no questions and wh- questions. You ask a yes or no question to get yes or no as the answer. Use the verbs be, have or do, or any of the helping verbs, to ask yes or no questions. In wh-questions, the helping or auxiliary verbs come before the subject of the sentence. When be and have are used as ordinary verbs, they come before the subjects, too.

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Following are types of questions according Greenbaum (1996) are types of questions, they are:

1. *Yes-no* questions, intended to elicit the reply *yes* or *no*.
2. *Wh*-questions, expected a reply that supplies the information that the *wh*-word indicates as required. They are called *wh*-questions because the *wh*-words begin with *wh*-, the exception being *how*.

There are also several other types of questions.

3. Declarative questions have the form of a declarative sentence but the force of a question. They are signaled by a rising intonation in speech and by a question.
4. Alternative questions present two or more choices, and the hearer is expected to reply with one of them.
5. Tag questions are attached to sentences that are not interrogative.
6. Rhetorical questions do not expect a reply since they are the equivalent of forceful statements

c. *Wh*-questions

1. The Understanding of *wh*-questions

From what explained above, *wh*-questions is a question that need information more details as required. The reply of the question is related to the question word. According to Khorn (1990) state that *wh*-questions is a question word begin to *w* such

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as who, what, when, or where. It same as in yes/no questions: do, does, or some other auxiliary is placed before the subject.

According to Eastwood (2012) state that *wh*-questions ask to replay that supplies the information required. In line idea with Greenbaum (1996) *Wh*-questions, expected a reply that supplies the information that the *wh*-word indicates as required. They are called *wh*-questions because the *wh*-words begin with *wh*-, the exception being *how*.

2. The question word of *wh*-questions

A *wh*-questions begins with a question word. Eastwood states that thereare nine questions words:

- a) Who: *who* always refers to people.

For example: Who is your favorit singer?

- b) Whom: *whom* is used when *who* is the object

For example: Whom did you run to?

- c) Whose: *whose* asks about possession.

For example: Whose cat is this?

- d) What: *what* is used to ask things when there is indefinite numbersof possible answer.

For example: What color do you like?

- e) Which: *which* can refer to people or something not human.

*Which*is used when there is definite numbers of possible answer.

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For example: Which color do you like most? Yellow or orange?

f) Where: *where* is used to ask about place.

For example: Where did you stay last night?

g) When: *when* is used to ask about time.

For example: When will you see the doctor?

h) Why: *why* is ask for a reason.

For example: Why do you choose these sneakers?

i) How: *how* can express means or manner. It also can express degree if come before an adjective or adverb. *How* can be used as an adjective or adverb in friendly enquiries about someone's wellbeing, enjoyment or progress.

For example: How did solve this problem?

How old are you?

How is your pet?

3. The Function of *wh*-questions

Wh-questions have some functions based on the question words used in the questions. The question word can be subject, object, complement or adverbial.

For example:

Subject : **Who** will read an Al-qur'an in this event?

(**Someone** will read Al-qur'an in this event.)

Object : **What** did the students bring in the school ?

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(The students brought **something** in the school)

Complement : **Whose** is this shoes?

(This is **someone's** shoes)

Adverbial : **Where** are they going to holiday?

(They are go to **somewhere**)

4. The forms of *wh*-questions

According to Seaton (2007) to ask for facts, use the question words (what, which, who, whom, how, when, where). The helping verbs in *wh*- questions usually come before the subject. So does the verb *be* when it is used as an ordinary verb. If the *wh*- question word is the subject of the question, it comes before the verb. In line Idea with Alexander (1988) the form of *wh* questions is questions (whom, what, when, which, why, where, whose, how)+ auxiliary + subject and form of subject questions is (who, what, which, whose) + subject answer + auxiliary.

According to Betty the (2003) the form of *wh* question is questions word (where, when, what, when, which, why, where, whose, how)+ auxiliary + Subject + main verb or (where, when, what, why, how, who, how)+ *be* + subject).

Khorn (1990) stated that form of *wh* questions is questions word (who, what, when, where, whose, how, which + helping

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verb + subject main verb) for who and what in the subject pattern, the wh word is the subject of the following verb.

According to Eastwood (1994) state that when a question word is the subject, there is no inversion. The word order is the same as in a statement. But when a question word is the object, complement or adverbial (*not* the subject), then there is inversion of the subject and auxiliary.

a) Form of wh questions in English

1. Who for information questions of object

Who + Helping Verb + Subject + main verb

- 1) Who are they?
- 2) Who is sitting next to you?
- 3) Who was your English teacher?

2. Who for information questions of subject

Who + verb + (rest of the sentence)

- 1) Who won the race?
- 2) Who read an article?

3. Whom

Whom + Helping Verb + Subject + Main verb + (Rest of Sentence).

- 1) Whom do you Visits everySunday?
- 2) Whom are you talking with?
- 3) Whom did they talk toin themeetingroom?

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4. What for information questions of object

What+ Helping Verb + Subject + Main verb + (Rest of Sentence)

- 1) What does Rio do every morning?
- 2) What are you reading?
- 3) What did they do yesterday ?

5. What for information questions of subject

What + Verb + (Rest of Sentence)

- 1) What happened next?
- 2) What causes cancer?

6. Which

Which + Subject + Helping verb+ Main verb + (Rest of sentence)

- 1) Which book do you Like most?
- 2) Which shoes did she buy?
- 3) Which color will you use to paint the wall?

7. Where

Where + Helping verb +Subject + Main verb + (Rest of sentence)

- 1) Where do you live?
- 2) Where are you camping?
- 3) Where did you go yesterday?

8. Why

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Why + Helping verb + Subject + Main verb + (Rest of sentence)

- 1) Why are you cry?
- 2) Why did you take a ojek?
- 3) Why will they visit you?

9. When

When + Helping verb + Subject + Main verb + (Rest of sentence)

- 1) When did it happen?
- 2) When do the stores open in the morning?
- 3) When are you coming back?

10. How

How + Helping verb + Subject + Main verb + (Rest of sentence)

- 1) How old are you?
- 2) How is she drawing?
- 3) How will you borow this book?

b) Form of information questions of Indonesian

1. *Apa* + Subject + (rest of the sentence).

- 1) *Apa pekerjaanmu sekarang?*
- 2) *Apakah kamu suka kelinci?*
- 3) *Apa yang ingin kamu beli?*

2. *Apa* + Object + (rest of the sentence).

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- 1) *Apa salah satu tempat yang disukai Suci?*
- 2) *Apa yang kamu beli seharga Rp 2000.000,-?*
3. *Dimana + Subject + (rest of the sentence).*
 - 1) *Dimana kamu sekolah?*
 - 2) *Dimana kamu tinggal?*
 - 3) *Dimana kamu membeli baju ini?*
4. *Siapa + Subject + (rest of the sentence).*
 - 1) *Siapa yang tidak hadir hari ini?*
 - 2) *Siapa yang memenangkan pertandingan ini?*
 - 3) *Siapa mereka?*
5. *Siapa + Object + (rest of the sentence)*
 - 1) *Siapa Rahayu?*
 - 2) *Siapa yang dilihat oleh Eny?*
6. *Mengapa + Subject + (rest of the sentence).*
 - 1) *Mengapa kamu marah?*
 - 2) *Mengapa dia menangis?*
 - 3) *Mengapa dia tidak lulus ujian?*
7. *Kapan + Subject + (rest of the Sentence)*
 - 1) *Kapan kamu kembali ke sekolah?*
 - 2) *Kapan kamu datang ke rumahku?*
 - 3) *Kapan kamu menjenguk nenek?*
8. *Bagaimana + Subject + (rest of the sentence).*
 - 1) *Bagaimana keadaanmu sekarang?*

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- 2) *Bagaimana kabarmu?*
- 3) *Bagaimana dengan nilai ujian mu?*

4. Factors Make Students' difficulties to Change Information Question of Indonesian to Wh-Questions of English

Some of the students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language in school. Language transfer also known as L1 interference, linguistic interference, and cross meaning) refers to speakers or writer applying knowledge from their native language to a second language. However, there are other crucial factor influencing success that are largely beyond the control of the learner.

According to Whong and Shen (1999) there are factors influencing the process of translating:

1. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the process of translating. Each of the linguistic factors, phonological, lexical, syntactic and textual, can interfere with translation. It can safely be assumed that interlingual differences constitute a main source of translation difficulties.

- a. Phonological factors

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Phonological interference is a common type of interference, it is most prominent manifestation being “foreign accent including stress, rhyme, intonation and speech sounds from the first language influencing the second language.

b. Lexical Factors

The most problematic and time-consuming aspect of translation is achieving an accurate lexical rendering. English has seen a snowballing of meaning expansion, the tendency to endow an old word with a new meaning by means of extensions or metaphor. It means that meaning related words that have similar or related meanings are confused and the wrong choice is made.

c. Syntactic factors

Originating from old English, which, as typical synthetic language, was highly inflected, modern English syntax is still characterized by degree of inflection. English inflections are concerned with gender, number, case, tense, aspect, voice, mood, person, part of speech and degree of comparison.

d. Textual factors

A text is constructed on the basic of individual sentences, so translation problems in realizing thematic structure and connection are similar to those encountered at the syntactic level.

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1) Thematic Organization

Thematic organization works to provide the text with a structural framework which relates back to the writer's main intention and provides perspective on what follows (Brown & Yule, 1983) in Whong & Shen.

2) Cohesion

Cohesion can present difficulties in translation because of differences in this respect between languages.

2. Cultural Factors

According to the Sapir-Whorf hypothesis (cited in Wong, and Shen, 1999), different linguistic communities have different ways of experiencing, segmenting, and structuring reality. Translating, which involves two language, is unavoidably influenced by two cultures, the source culture (SC) the target culture (TC).

a. Intercultural Factors

According to Catford (1965) in Wong, and Shen, (1999), instances of untranslatability can arise from two sources: one is linguistic, and the other is cultural. The very existence of a cultural gap can act on the process of translating by interfering with the translator's logical judgement and linguistic selection.

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In intercultural factors Wong, and Shen, (1999) consist that factors are culture-specific expressions, aesthetic differences, political interference and ethnical influence.

1) Culture-specific expressions

Culture-specific expressions is a matter of individual judgement, and a number of satisfactory solutions are generally available.

2) Aesthetic differences

The aesthetic norms of given culture reflect how people think.

3) Political interference

According to Hulpke (1991) in Whong & Shen, “political culture” of a specific society always exercises certain constraints on the process of translating.

4) Ethical influence

Usually, the ethical culture of a specific society is characterized to a certain degree by exclusiveness, and cannot tolerate threats from what it regards as unethical or immoral elements introduced by a foreign culture.

b. Intracultural factors

Intracultural factors often lead to stylistically or even semantically distinct translation of the same source text. The

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most influential factors in this case are the strategic orientation and period style within the TL cultural.

1) Strategic orientation

These strategic trends directly influence how a translator operates.

2) Period Style

Style of differ from period to period. What we call a period style results from the prevailing stylistic orientation in during a specific period of history.

3. Personal factors

The personal factors in questions, which account for many of the differences between various translation of the same source, are suitable and complex. They play crucial role in translating and can be classified into two main types there are:

a. Personal competence

According to Nida (1993) in Whong and Shen, translator usually specialize in one or more areas of knowledge in which their competence is needed [...].

b. Personal attitudes

1) Aesthetic attitudes

Aesthetic attitudes is reflected in the way the translator interprets the SL text and then respect it in the TL.

2) Attitude toward recipients' response

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The attitude in questions refers to how the translator respond to readers' needs, editors' requirements, critics' comments and the like.

3) Strategic attitudes

Strategic attitude refers to how the translator responds to the predominant or traditional strategic orientations of his or her culture.

4) Political and ethical attitudes

Political and ethical attitudes can be described as the translator's active or passive response to the predominant political and ethical atmosphere in a given historical cultural context.

5) Professional attitudes

Professional attitudes simply refer to the translator's of professional responsibility towards his or her work.

According to Syarif (2014) state that language interference, culture, language socialization, motivation, grammatical interference are factors influence students in translation.

1. Language Interference

Harmer (1990) in Syarif state that the first language acquisition commonly influence the students' ability in acquiring their second language.

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2. Culture

Second or foreign language influences the interaction among people very much. Thus, it is a challenge for the speakers using that language to learn its culture.

3. Language socialization

According to Hornberger et al (2010) in Syarif that concerns with the ways someone enter the new culture is a very important element to consider.

4. Motivation

Sort of motivation someone has in learning a foreign language is reflected on the way he/she uses the language. Thus, motivation has the probability to rise the interference.

5. Grammatical interference

There are factors causing grammatical interferences and they divided into two main factors, namely linguistic and non- linguistic factors.

a. Linguistic factor

The linguistics factors dealt with students' language mastery (morphology, syntax, as well vocabulary) in target language.

b. Non- linguistic factor

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Moreover, the non-linguistic factors related to the cultural internalization, motivation, control of social status, etc.

B. Relevant Research

There are so many relevant researches which had relevancy to the research in are about wh-questions. Relevant research is required to observe some previous researchers conducted by other researchers and most of them got the same conclusion that students' ability was not good because of several factors, especially in grammar and other requirements of a good .

First conducted by Duwi Hastutik (2007) "An Error Analysis on Constructing Wh-Question Made By The Eight grade Student of SMA Muhammadiyah 2 Klaten in 2006 / 2007 Academic Year".

This research is conducted to achieve some objectives, they are to find out:

1. The types of errors made by the students in constructing wh-questions basedon surface strategy taxonomy
2. The frequency of each type of errors; and,
3. Thedominant type of errors made by the students.

The method used in this study is descriptive method. The research wasconducted on September 19th, 2006. The subject of the study is the eight gradestudent of SMA Muhammadiyah 2 Klaten. The cluster sampling is used to get one class consisting 34 students

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out of five classes as the sample. The data analysis was started by collecting the data, identifying errors, classifying errors, and then counting the error percentage to find out the frequency of errors. Thirty items of essay test in 60 minutes were used as the instrument in collecting the data. The result of the study shows that there are 227 errors made by the students in constructing WH-Questions. Those errors are analyzed based on the surface strategy taxonomy, they are omission (72 or 31,72%), addition (50 or 22,03%), misinformation (94 or 41,41%), and misordering (11 or 4,84%).

Concerning with the percentage of errors, misinformation becomes the dominant type of errors. It means that most of the students still have difficulties in mastering structure, especially constructing WH-Questions.

The second conducted by Sulastri (2016), entitled "The correlation between students' Competence in Constructing Wh question and their competence in constructing recount text (a correlation study at sixth semester students of university of Muhamadiyah Purwokerto in Academic year 2015/2016). Based on her research, it was aimed to find out the correlation between students' competence in constructing wh question and their competence in constructing recount text at sixth semester students of University of Muhamadiyah Purwokerto. This research was correlation in nature and the participants were 25 students or 25% of the

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population (101).The technique which was used to determine the participants was random sampling technique by lottery. The data was taken through wh questios test and test. The analyzis showed that the result of product moment correlation computation between wh question and skill was 0.541. it was higher than the value of r-table which was 0.396 in the level of significance 5 %. Therefore this indicated there were significant correlation between constructing wh question and constucting recount text.

The Third conducted by Moh. Hanafi (2017) “Ability to Translate and skill: A correlation Study”. This report was a finished piece of research which was aimed to find out the correlation between students’ mastery to translate and their ability to write. It was hypothesized that the students with better mastery to translate can produce a better product. There were two test administered in this study. First test was translation test in which the students should translate text provided by the researcher. They should show their ability to translate from Indonesian into English. The second test was writing test. In this test, the students should write a descriptive text. They should show how they write in acceptable English. From 24 students of the first semester of English Department STKIP PGRI Tulungagung, the coefficient of the correlation of Kendal Tau’s analysis was .552. It can be interpreted that there was a positive medium correlation between the variables. To sum it up, the

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translation mastery, according to this study, correlate well to the ability of writing. Students who have better mastery in writing usually have better ability to write. Therefore, we can assume that this study gives a new insight on the theories of translation mastery and writing ability.

C. Operational Concept

Operational concept is the concept which be used to avoid misunderstanding and misinterpreting in scientific study. Syafi'i (2013) said that all of the variables from theoretical concepts that should be applied in an academic a research paper. This research is descriptive research that focuses on an analysis of students' ability in changing wh-question in bahasa to wh-question in english at the eight grade of SMPN 1 Bangkinang. Therefore, there is one variable that is used in this research.

- a. Students' ability to change information questions of Indonesian to wh- questions of English can be seen in the following indicators:
 - 1.The students are able to change *Apa* in to English "What" for information questions as subject .
 - 2.The students are able to change *Apa* in to English "What" for information questions as object .
 - 3.The students are able to change *Apa* in to English "Which" for information questions as determiner of subject.

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4. The students are able to change *Siapa* in to English “Who” for information questions as subject .
 5. The students are able to change *Siapa* in to English “Who” for information questions as object
 6. The students are able to change *Siapa* in to English “Whom” for information questions as object.
 7. The students are able to change *Mengapa* in to English “Why” for information questions as adverb of reason.
 8. The students are able to change *Dimana* in to English “Where” for information questions as adverb of place.
 9. The students are able to change *Kapan* to English “When” for information questions as adverb of time.
 10. The students are able to change *Bagaimana* in to English “How” for information questions as adverb or adjective.
- b. The indicators of the factors influencing students’ ability in changing information questions of Indonesian (*Apa, Siapa, Mengapa, Dimana, kapan, Bagaimana*) to wh-questions of English (What, Which, Who, Whom, Why, Where, When, How) .
1. Linguistic Factors
 - a. Lexical Factors
 - b. Syntactic factors
 2. Cultural Factors
 - a. Intercultural Factors

- b. Intracultural factors
3. Personal factors
- a. Personal competence
 - b. Personal attitudes



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