

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

Understanding syntax is required in English language skills for students in English Language Education, especially writing. One aspect of writing ability is translating language. Then, the level of translation ability of students can be divided into five, namely poor, fair, good, very good and excellent. In addition, by knowing how the ability of students translation, it can help the students in finding a solution of a problem in translation.

2.1.1. Translation

2.1.1.1. Concept of Translation

The translation process consists of three main phases: comprehension of the source text, the transfer phase and revision (Gile, 1995). The first aspect to be considered in this phase of the translation process is the translation assignment. Students should first know of which elements a translation assignment is composed. Firstly, they should be aware of the fact that a true professional translation assignment rarely provides translators with specific instructions. In professional practice, what translators usually receive is only the source text, the price agreed per word, and the deadline for the submission of the translation.

Nevertheless, there are other elements translators should always take into account before proceeding with the translation. The instructions given in a translation assignment should provide translators with the basic criteria to be taken into account in the translation process. In other words, the translation assignment should actually contain the requirements to be met in the final version of the target text. However, as this is not usually the case in professional practice and a translation assignment does not usually provide information about the best way to succeed in producing the end product, translators are in fact responsible for these decisions.

Thus, “translators themselves are responsible for applying the best translation strategies and solutions” (Nord, 2005: 9). In this context, the translation process relies on four basic factors (Rabadán; Fernández Nistal, 2002: 34):

- a) Analysis of the source text.
- b) Detection and classification of translation problems from the text.
- c) Reflection on general theoretical translation concepts, namely where the translator should activate and apply the theoretical concepts of translation to the reader’s cultural context. This does not only involve providing acceptable solutions in terms of linguistic and textual aspects but also applying appropriate translation principles to the reader’s culture.
- d) Evaluation of the end product. This is the phase where the final translation is revised and corrected, which requires checking and

correcting certain aspects such as format or typographical issues, evaluating and correcting the possible errors detected in both the translation process and translation product, and guaranteeing that the target text complies with the instructions given in the translation assignment.

The aforementioned factors constitute the main tasks to be performed in the development of the translation process: tasks, to be carried out in the comprehension phase of the process; to be carried out in the transfer phase of the process; and to be carried out in the revision phase of the process.

2.1.1.2. Purpose of Translation

According to Peter Newmark (1991: 57-58), on his books in various universities in the world, including Indonesia, explains the five purposes of translation:

1. To contribute to knowledge and harmony between community and language groups.
2. To promote information and technology, especially for third and fourth countries (meaning a country whose language is not allied)
3. To explain ethnic culture and its differences so as not to be contaminated.

4. To make works of religious values holy, artistic value in the world of art and humanity, as well as scientific papers, to be affordable throughout the world.
5. To facilitate foreign language learning.

2.1.1.3. Process in Translation

Dr. Ronald H. Bathgate, in his essay "A survey of Translation Theory", presents seven elements, steps, or parts of the translation process as follows:

1. Tuning. By this we mean getting the feel of the text to be translated.
2. Analysis. Once the translator has attuned his mind to the frame work of the text to be translated, he will take each sentence in turn and split it up into translatable units-words or phase.
3. Understanding. After having split up the sentences to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally.
4. Terminology. The next step is to consider the key words and phrases in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target-language reader.
5. Restructuring. When all the bricks needed for the edifice of the target-language text have been gathered or made, the translator will fit them

together in a form which is in accordance with good usage in the target language.

6. Checking. The translator will doubtless check his draft translation for typing errors and passages where a second perusal suggests a more elegant, or more correct, translation.
7. Discussion. For this reason, a good way to end the translation process is often with a discussion between the translator and the expert on the subject matter.

2.1.1.4. Characteristic a good translation

Characteristic for a good translation A good translation is one that carries all the ideas of the original as well as its structural and cultural features. Massoud (1988) sets criteria for a good translation as follows:

1. A good translation is easily understood.
2. A good translation is fluent and smooth.
3. A good translation is idiomatic.
4. A good translation conveys, to some extent, the literary subtleties of the original.
5. A good translation distinguishes between the metaphorical and the literal.
6. A good translation reconstructs the cultural/historical context of the original.

7. A good translation makes explicit what is implicit in abbreviations, and in allusions to sayings, songs, and nursery rhymes.
8. A good translation will convey, as much as possible, the meaning of the original text (pp. 19-24).

2.1.1.5. Aspect in Translation

1. Extra-textual Aspects (Translation Assignment)

According to Rabadán & Fernández Nistal (2002: 33) and Nord (2005: 43), extra-textual aspects specified in a translation assignment should be as follows:

- a. The reason why the translation has been requested
- b. The function of the target text
- c. The target reader's profile and expectations
- d. The means of publication of the target text
- e. The situational coordinates: time and place of text reception, as follows:
 1. Deadline for the submission of the target text
 2. Time when the source text was written and, if necessary, adaptation of the target to the present day
 3. Adaptation of the source text volume to the volume or space required by the client for the target text, when necessary.

4. Adaptation of the socio-cultural context of the source text to the socio cultural context of the target text.

2. Intra-linguistic Aspects (Source Text): The Importance of Linguistics

On the other hand, with regards to the analysis of the intra-linguistic aspects of the source text, it is important to mention the relevant role played by Linguistics in the field of Translation. In this context, Mona Baker affirms the following: “If translation is ever to become a profession in the full sense of the word, translators will need something other than the current mixture of intuition and practice to enable them to reflect on what they do and how they do it. They will need, above all, to acquire a sound knowledge of the raw material with which they work: to understand what language is and how it comes to function for their users” (1992: 4).

2.1.2. Methods of Translation

From a similar perspective by Newmark, El Touny (2001) focused on differentiating between different types of translation. He indicated that there are eight types of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation.

2.1.2.1. Word for word translation

Word for word translation is a process of translation in which the source language word order is preserved and the words translated singly by their most common meanings out of context.

2.1.2.1.1. Concept of word for word translation

The lingual unit on the application of this method is at the word level. One by one the words are translated sequentially, regardless of the context. The cultural terms in the literature are literally translated. This method can be applied well if the source language structure is similar to the target language structure, or the text of TL containing only single words - not constructed into phrases, clauses or sentences - so that they are not interconnected meanings. This method can also be used when faced with a difficult phrase, by doing preliminary translation, then reconstructed into an appropriate expression translation.

2.1.2.1.2. Purpose of word for word translation

Translation of word for word based on general or out-of-context meaning, while words related to culture are literally translated. The purpose of this method is generally used in pre-translation stages when translators translate difficult texts or to understand the mechanism of source language. So this method is used in the analysis phase or early stage of translation.

2.1.2.1.3. Characteristic of word for word translation

- a) Translation of this type is considered closest to the source language.
- b) The word command in the source language text is preserved.
- c) Words are translated according to their basic meaning out of context.
- d) Feel doesn't right in target language.

2.1.2.2. Literal Translation

Literal translation is a translation where the source language grammatical construction are converted to the nearest target language equivalents but the lexical word are again translate singly, out of the context.

2.1.2.2.1. Concept of Literal Translation

The literal translation (also called linear translation) is between word-by-word translation and free translation. In the process of translation, the handler seeks grammatical construction of source language that is commensurate or close to the target language. This literal translation is independent of context. This translation was originally done like word-for-word translation, but the translator then adjusted the order of his words according to the grammatical Bsa (Soemarno, 1983: 25; Newmark, 1988: 46; Machali, 2000: 51; Nababan, 2003: 33 ; Moentaha, 2006: 48).

2.1.2.2.2. Purpose of Literal Translation

In this translation the grammatical construction of the source language is converted into the target language, while the words are translated out of context. As the literal translation process of this literal translation can help to see the problems that need to be addressed. Literal translations are to translate a word or an expression word for word "(Hurtado Albir: 2001). Word for word on this definition, does not mean translating one deed to another, but more likely to translate verbatim by function and meaning in the sentence.

2.1.2.2.3. Characteristic of Literal Translation

The main characteristics of this method are:

- a) TL is the placement at the lower end of SL
- b) SL word-order is nurturing and translating literally into context.
- c) Related to word boundaries. This method can be used in the process of beginning the translation to understand the difficulty of the text and to understand the intricacies of the SL.

2.1.2.3. Faithful Translation

A faithful translation is a translation which attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical abnormality in the translation. It attempts to be completely faithful to the intentions and the text realization of the source language.

2.1.2.3.1. Concept of Faithful Translation

In faithful translation, the translator reproduces the contextual meaning of the original text appropriately within the boundaries of the grammatical structure of the target text. The words that are culturally translated, but the grammatical deviations and choice of words still remain or are left. This translation holds firmly to the intent and purpose of Tsu, so that the translations sometimes still feel stiff and often strange (Newmark, 1988: 46; Machali, 2000: 51).

2.1.2.3.2. Purpose of Faithful Translation

The purpose of this translation is for preserving as far as possible the aspect of the format (in the text of the law) or aspects of the form (in the poetical text) so that we still fully see the loyalty in terms of its form. This method is more free than literal translation, but still feels stiff because it is still very loyal to the intent and purpose of source language.

2.1.2.3.1. Characteristic of Faithful Translation

The characteristics of faithful translation are:

1. Language text of translation similar with the source language
2. Language text of translation looks rigid, because the translator depends on the source language

2.1.2.4. Semantic Translation

Semantic translation is a translation which take more account of the aesthetic value (that is, the beautiful and natural sounds of the source language text, compromising on meaning where appropriate so that no assonance, word play or repetition jars in the finished version. Semantic translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to fidelity and allows for the translator's intuitive empathy with the original.

2.1.2.4.1. Concept of Semantic Translation

Semantic translation (semantic translation) is more flexible than faithful translation. Loyal translations are more rigid and do not compromise with Bsa rules or are more tied to Bsu, while semantic translation is more flexible with Bsa. In contrast to faithful translation, semantic translation should consider the aesthetic elements of the Bsu text by compromising meanings as long as it is within reasonableness (Newmark, 1988: 46; Machali, 2000: 52).

2.1.2.4.2. Purpose of Semantic Translation

The purpose of the semantic translation is to maintain a semantic and syntactic structure as well as the contextual meaning of the source language text. Thus, the cultural element of the source language must remain a cultural element of the source language even though it is present in the text

of the target language translation. This translation usually feels more rigid with more complex structures because it seeks to describe the original thought process, retaining the author's idiolect or perhaps the uniqueness of the original author's expression.

2.1.2.4.3. Characteristic of Semantic Translation

The characteristics of semantic translation are:

1. Sided with the original author
2. Using the process of thinking the author of the source language
3. Oriented to the structure of semantics and syntactic source language. as well as maintaining the length of the sentence, clause position and the position of the sentence
4. Informative
5. The translation unit tends to word, sanding words, and clauses

2.1.2.5. Adaptation Translation

This is the freest form of translation. It is used mainly for plays comedies and poetry; the themes, characters, plots are usually preserved, the source language culture converted to the target language culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have rescued period plays.

2.1.2.5.1. Concept of Adaptation Translation

Adaptation by Newmark (1988: 46) is called the most freest form of translation and closest to target language. The term "adaptation" may be admitted here, provided that its adaptation does not compromise on the theme, character or flow in the source language. Indeed, this translation of adaptation is widely used to translate poetry and drama. Here there is a cultural transition of source language to the target language and the original text is rewritten and adapted into the target language. If a poet adapts or adapts a drama script to be played, then he must retain all the characters in the original script and the storyline is also maintained, but the source language dialog has been adapted and adapted to the target language culture.

2.1.2.5.2. Purpose of Adaptation Translation

This translation used to translate plays or poems in which there are themes, characters, and plots maintained during the SL culture that were changed to the TL culture. Example: WS Rendra, a famous Indonesian poet poet Indonesia adopted from the drama "Macbeth" written by Shakespeare. He follows the characters and plots of the SL, but he changed the culture, the dialogue of the TL culture.

2.1.2.5.3. Characteristics of Adaptation Translation

In adaptation translation may similar of the original text, it traces the source, but modifies it based on the transposer's plan for the content and form. In terms of possible options open to the transposer, the characteristics of adaptation translating are the target language adapting content and form

from source language and rendering narration as image or illustration or film or another form of media, for more details can be described as follows:

- a) This method is the most free and closest form of translation to the target language.
- b) Adaptation method is more emphasis on the message content, while the shape is adjusted to the needs of the reader.
- c) Typically, the characters, background, and social context are tailored to the target language culture.

2.1.2.6. Free Translation

Free translation is a translation which reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so called intralingual translation, often prolix and pretentious, and not translation at all.

2.1.2.6.1. Concept of Free Translation

Free translation is a type of translation that is not tied to the search for equivalents of words or sentences but the search for equivalents is more emphasized on a broader level than the sentence (Catford, 1974: 25). This method is a translation that gives priority to the content and sacrifices the form of source language text. Usually, this method is in the form of a paraphrase that can be longer or shorter than the original text.

2.1.2.6.2. Purpose of Free Translation

The purpose of a free translation method is to produce target text that does not contain the style, form or content of the source text. Free translation methods are not tied to matching searches on a word or sentence level. The search for equivalents tends to take place at the text level. The method of free translation is not the same as the adaptation method. Messages in free translation should remain true to the text messages of the source language.

2.1.2.6.3. Characteristic of Free Translation

The characteristics of semantic translation are:

- a) More emphasis on the transfer of messages, while disclosure in TL done according to the needs of prospective readers.
- b) In free translation, the translator does not make cultural adjustments.
- c) This method can take the form of a paraphrase that can be longer or shorter than the original.

2.1.2.7. Idiomatic Translation

Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original one.

2.1.2.7.1 Concept of Idiomatic Translation

Larson in Choliludin (2006: 23) says that idiomatic translation uses a natural form in the target language text, in accordance with its grammatical

construction and lexical choice. Idiomatic translations as if they do not look like the direct writing of the native speakers.

2.1.2.7.2. Purpose of Idiomatic Translation

The purpose of idiomatic translation is a translation in which the target text reflects the exact message of the source text in a manner that is naturally expressed in the target language. It follows the structure and grammar rules of the TL in order to express the message of the SL, without carrying SL forms into our final text. This will result in a translation that communicates the message of the ST most clearly and naturally into the TL so that the translation is easy to read and understand. Idiomatic translation refers to achieving a target text that sounds natural in the target language, while idiomatic expressions are idioms or fixed expressions in a given language.

2.1.2.7.3. Characteristic of Idiomatic Translation

The characteristics of Idiomatic Translation are:

- a) Reflect the exact message of the source text as completely as possible
- b) Be written in a way which reads naturally in the target language
- c) Use idiomatic expressions when appropriate
- d) Be as easy to read as if it were written in the target language

2.1.2.8. Communicative Translation

Communicative translation is a translation which attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

2.1.2.8.1. Concept of Communicative Translation

According to Newmark (1988: 47), communicative translation attempts to translate contextual meaning in source-source text, both the language aspect and its contents, in order to be accepted and understood by the reader. Machali (2000: 55) adds that this method takes into account the principles of communication, the reader's stand and the purpose of translation. In addition Nababan (2003: 41) explains that communicative translation basically emphasizes the transfer of messages. This method is very concerned about readers or listeners Bsa who do not expect any difficulties and vagueness in the text of the translation. This method is also very concerned about the effectiveness of the translation language.

2.1.2.8.2. Purpose of Communicative Translation

The purpose of communicative translation is try to convey the contextual meaning of the source language in such a way that its content and language are acceptable and understandable to the world of the target language reader. This translation is usually considered an ideal translation.

2.1.2.8.3. Characteristics of Communicative Translation

The characteristics of Communicative Translation:

- a) It stands on the target language
- b) Prioritize the author of source language

- c) Increase target language readers to be able to understand the mind, cultural content source language
- d) Oriented on the effect of text on the reader
- e) Effective (prioritizing the creation of effects on the reader)
- f) Easy to read, more flexible, smooth, simple, clear, longer than source language
- g) Using words that are more common than the words of the original text

2.1.3. Category of Translation

Translation has four fundamental categories as the guidance in transferring the meaning from source language to target language, that four items are accuracy, clarity, naturality, and intelligibility ((Larson, 1984).

2.1.3.1. Accuracy

Accuracy is having free from error of defect, consistent with a standard rule or model; precise, exact, careful or meticulous (American Dictionary: 2000). It means that the translation on the target language has obey the rule of grammatical structure, lexical and the culture of the source language. Furtherly, “What is meant of accuracy is that the translator transfers information from the source text completely, without adding or deleting information that is not in the source text” (Larson 1984: 530).

2.1.3.2. Clarity

Clarity is clearness of appearance and clearness of thought or style. It means that the translation of target language meaning has to be clear and suitable with the source language style (American Dictionary: 2000). Furtherly, Clarity refers to the form of the language used in translating which requires that the source text message be easily understood as the source of the text itself. The translator should be able to explain the ambiguity of the word in the sentence or text. Then, the translation will look smooth, easy to understand, and also easy to read. According to Larson the only way that can be used to check whether the translation is clear or not is by looking for people to test and then asking questions to them (Larson, 1984: 531).

2.1.3.3. Naturality

Naturality is characterized by spontaneity and freedom from artificiality, affection, or inhibitions. It also means not altered, treated or disguised (American Dictionary: 2000). It means that the translation in target language does not change the natural meaning of source language originally. "Naturalness is the extent to which the message is communicated in a general form so that the recipient of the recipient's text texts is impressed that the manuscript it reads is the original text written in its own language. This relates to how the translator chooses the commonly used vocabulary and grammar

structure and the target language. Hence the target language will sound natural” (Larson 1984: 532).

2.1.3.4. Intelligibility

Intelligibility is capable of being understood or apprehend by intellect alone. It means that the translation of source target language conveys understandable meaning of target language. A traditional way of assessing the quality of translation is to assign scores to output sentences. A common aspect to score for is Intelligibility, where the intelligibility of a translated sentence is affected by grammatical errors, mistranslations and untranslated words. Some studies also take style into account, even though it does not really affect the intelligibility of a sentence. Scoring scales reflect top marks for those sentences that look like perfect target language sentences and bottom marks for those that are so badly degraded as to prevent the average translator/evaluator from guessing what a reasonable sentence might be in the context (Larson 1984: 533).

2.1.4. Kinds of Text

Writing is done for a number of different purposes and for different audiences. These different forms of writing are often known as text types at school. *Factual texts* inform, instructor persuade by giving facts and information. *Literary texts* entertain or elicit an emotional response by using

language to create mental images. Students are often asked to present an assignment or project which may be one of these text types. Below are lists of different text types, purposes and features that are included in the English.

2.1.3.1. Factual Text

- a) Factual description; describes a place or thing using facts.
Example: landscape description
- b) Factual recount; retell events which have already happened in time order
Example: historical report
- c) Information report; classifies, describes and give factual information about people, animals, things or phenomena
Example: facts about whales
- d) Procedure; gives instruction on how to make or do something
Example: recipes instructions manual
- e) Procedural Recount; tells how something was made or done in time order and with accuracy
Example: documentaries, retelling a science experiment and its result
- f) Explanation; explains how or why something happens
Example: the life cycle of butterfly, how gears work, labelled diagrams, flowchart

2.1.3.2. Persuasive Text

- a. Exposition; gives reasons for a point of view to try and convince others of it. Example: a team's argument for a debate.
- b. Discussion; gives different points of view in order to make an informed decision. Example: Should cars be banned from the inner city?

2.1.3.3. Literacy Text

- a. Literary description; describes people, characters, places, events and things in an imaginative way. Example: description of a character or setting within a story.
- b. Literary recount; retells events from novels, plays, films and personal experience to entertain others. Example: - A recount of a traditional story, eg The Gingerbread Man.-A humorous and creatively interpreted recount of an ordinary incident that actually took place.
- c. Personal response; gives a personal opinion on a novel, play or film, referring to parts within the passage. Example: what did you like about that artwork and why? Describe why you do or do not like this story/poem?.
- d. Review; summaries, analyses and assesses the appeal of a novel, play or film, to a broader audience. Example: commentary on a film, play, book etc.

- e. Narrative; tells a story using a series of events. Example; picture books, cartoons, mystery, fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables, plays.

2.1.3.4. Report Text

Report text is a text which present information about something, as it is. It is as a result of systematic observation and anlysis. The report text is a piece of text that presents information about a subject. It usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about peson, places, animals or things in general based on people research (Gerot and Wignell 1994). In this research, the researcher will use a report text about animals.

2.1.3.4.1. Social Function of Report Text

Social function of report text is to present information about something. It generally describe an entire class of things, wheteher natural or made (Gerot and Wignell 1994).

2.1.3.4.2. Organization of Report Text

The text organization of the report text consists of general classification and description (Gerot and Wignell 1994) that are:

1. General classification is stating classification of general asfekt of thing; animal, public place, plant, and many other which will be

discussed in general. In other words, it tells what the phenomenon under discussion is

2. Description is describing the thing which will discussed in detail; part , customs or deed for living creature and usage for material. In other word it tels what phenomenon under discussion is like in terms of part and their function, qualities, habit or behaviours, if living, uses, if non-natural (Gerot and Wignell 1994).

2.1.3.4.3. Language Feature

According to Hartono (2005), the language features of report text are as follow:

- a) Introducing group or general aspect
- b) Using conditional logical connection; such as when, so, etc.
- c) Using of simple present.
- d) Using action verb when describing behaviour
- e) Using technical terms

2.1.3.4.4. Example of Report Text

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria.

Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as “magic bullet “because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial.

Antibiotic has diverse types based on their effectiveness against bacteria. There are antibiotics that target gram- negative or gram- positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

2.1.3.4.5. Example of Good Translation

Table 2.1. Example of Good Translation

Source Language	Target Language
On 2 October 2002 Underscretary of Defense for Acquisition, Technology, and Logistics requested the Defense Science Boards <u>stand up</u> a task force to identify the criteria by which the Departemen of Defense would select the next smallfox vaccine from a list of various	Pada tanggal 2 Oktober 2002 <i>Underscretary of Defense for Acquisition, Technology, and Logistics</i> meminta <i>Defense Science Boards</i> <u>menolak</u> sebuah satgas guna mengidentifikasi kriteria yang digunakan oleh Departemen Pertahanan untuk memilih vaksin cacar berikutnya

<p>candidates available at the time. The DSB Smallfox Down Select Process Task Force (SDTF) stood up under the leadership of Dr. George Poste. The task force terms of reference included several key parameters by which the SDTF would develop the criteria. These parameters included an assessment of:</p> <ol style="list-style-type: none"> 1. The cell line and viral strain to be used; 2. Pralinal data; 3. Vaccine production methodology, to include rates of production and surge capacity; 4. Protocols for clinical trials, including adverse reaction artes; 5. Cost issues related to production of the vaccine; 6. Critical regulatory, legal and ethical issues; and 7. Any other relevant issues. 	<p>dari sebuah daftar yang berisi berbagai calon yang ada pada waktu itu. <i>The DSB Smallfox Down Select Process Task Force (SDTF)</i> menolak dibawah kepemimpinan Dr. George Poste. Rujukan yang digunakan oleh satgas tersebut terdiri atas beberapa parameter kunci yang digunakan SDFT untuk mengembangkan kriteria tersebut. Parameter tersebut meliputi penilaian atas:</p> <ol style="list-style-type: none"> 1. Sederetan sel dan turunan virus yang digunakan; 2. Data pra-klinik; 3. Metodologi untuk memproduksi vaksin yang meliputi biaya produksi dan kapasitas; 4. Protokol uji coba klinis, termasuk biaya atas reaksi yang timbul; 5. Masalah biaya yang terkait dengan produksi vaksin; 6. Masalah-masalah peraturan hukum; dan 7. Masalah-masalah relevan lainnya
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(Taken from English for Translation Book: 2017)

2.1.3.5. Vocabulary

Vocabulary is a word that is understood by the students about the meaning and the usage. Mastery of vocabulary is the most important thing that must be mastered by students in learning English. To learn new vocabulary not only remember the shape of the word but also understand the

meaning of new vocabulary. According Juhendi (2011; 4) in research says “vocabulary is a vital aspect in language, because it appears in every skill of language including listening, speaking, reading, and writing skills. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea.

In creating a sentence student must understand the vocabulary knowledge. Previously, only the vocabulary ability is closely related to reading, but at the moment Studies show that there is a strong relationship between vocabulary, reading and writing. “Reading and writing are two analogous and complementary processes in that both involve generating ideas, organizing ideas into a logical order, drafting them a number of times to achieve cohesion, and revising the ideas as appropriate”(Laflamme, 1997, p.373). So that researchers recommend to teaching reading and writing simultaneously.

Vocabulary knowledge is a significant aspect of learning a second or foreign language. Vocabulary size is also one of the determinant factors of language proficiency. However, knowing a word entails knowing many attributes of a word. Nielsen (2010) believes that to know a word implies knowing its form and meaning and a word often enjoys many arrays of meaning. As Ooi and Kim-Seoh (1996, p. 56) pointout, “lexical competence implies more than just knowing what a word means”.

In some ways, the ability of writing more effectively has an adequate vocabulary than the ability of reading. After students have learned to decode

words, they may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but also that are understood well enough to use correctly.

The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. As Ediger (1999) notes, "variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts" (p. 1). Corona, Spangenberg, and Venet (1998) concur: "At any level, written communication is more effective when a depth of vocabulary and command of language is evident" (p.26).

Some vocabulary researchers (Knight, 1994; Schmitt, 2000) believe that overuse of dictionaries for vocabulary learning impedes comprehension process and hinders short-term memory processes involved in vocabulary learning. Instead, they encourage print exposure in the sense that encountering words in various contexts over time is far more effective and helpful in learning words. Despite researchers' concerns, it is undeniable that a dictionary is a great asset in vocabulary learning if it is used properly since it provides immediate and direct access to various layers of vocabulary knowledge. It can serve a lot of purposes especially in providing the

definition of words. Krashen (2003) points out that these are dictionaries that learners carry around, not grammar books. Consequently, nowadays many EFL students are found who are greatly dependent on dictionaries, paper or electronic, for their vocabulary learning.

2.2. Relevance Research

There are some thesis that related to this research:

1. A researcher Imam Santoso Pradana. 2011. The Translation Ability of The Second Semester Students in English Department, Gunadarma University (A Descriptive Study). Gunadarma University encourages translation as the main subject in the Faculty of Letters. Some of the graduates are expected to be translators in the future since translation field is one of the field jobs that contribute much to the development of Indonesia. Therefore, this study focuses on finding out the ability of the students of Faculty of Letters of Gunadarma University in translating English text into Indonesian, the study was consisting of accuracy, clarity, naturalness, and intelligibility of the students' translations.
2. A researcher Inmaculada Mendoza & Nuria Ponce, has conducted a study "Analysis of the source Text in the Comprehension Phase of the Translation Process: Contextualization, and Analysis of Extra-linguistic and Intra-linguistic Aspect". This finding based on underlines the importance of textual analysis in the comprehension

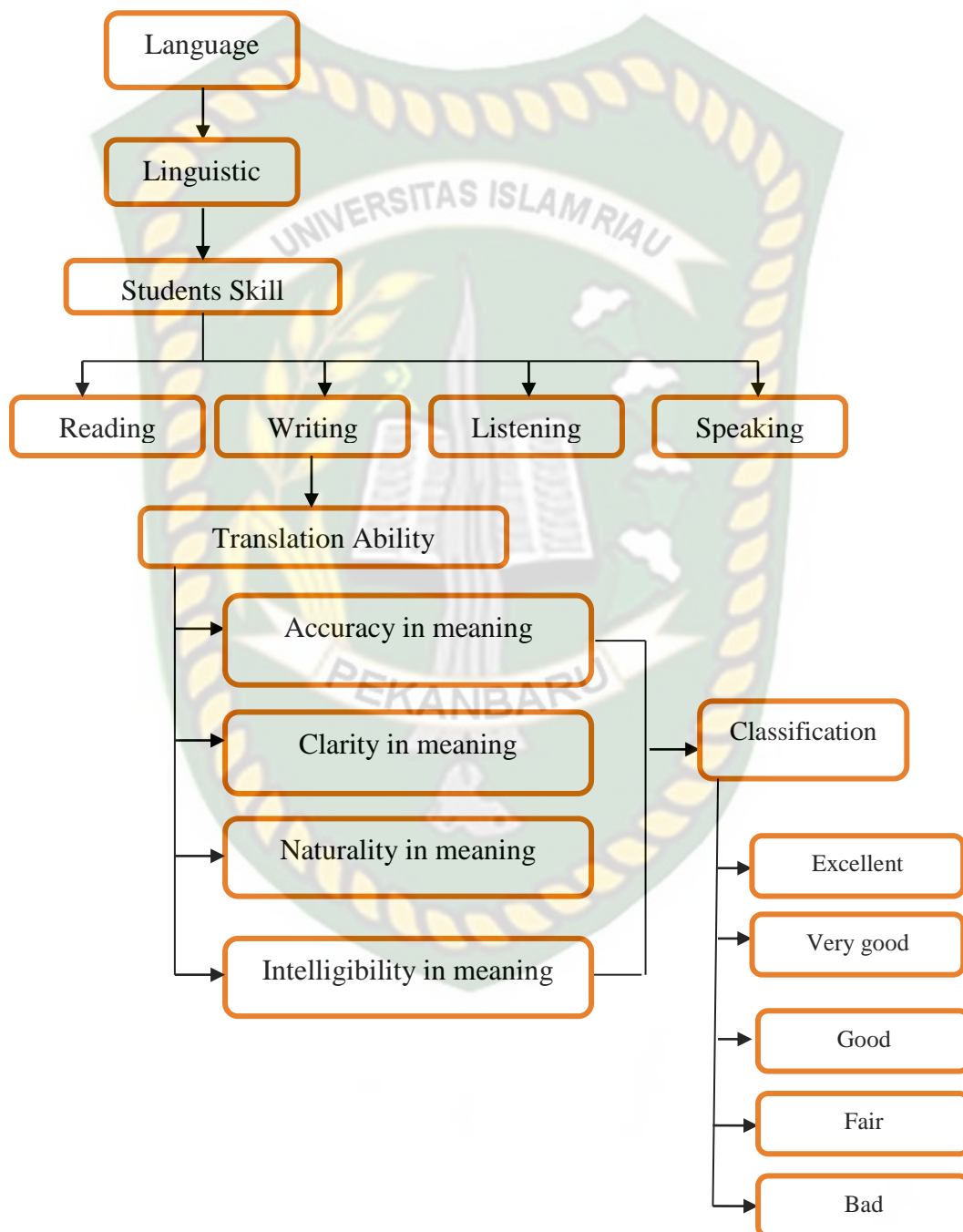
phase of the translation process. This study proposes a teaching activity model for first year Translation students, consisting mainly of three different stages focused on detecting and classifying translation problems in a specific text: contextualization of the source text and analysis of extra-linguistic and intra-linguistic aspects related to the translation process.

2.3. Conceptual Framework

English is one of the languages widely used as a means of International communication in the world. Because of the importance of English, Indonesian government puts English as a compulsory subject in Junior high school, Senior high school and majors at a university. Every student should obtain four English language skill, namely listening, speaking, reading and writing.

In this research, the researcher focuses only on student's translation ability. Besides, the researcher will determine results of translation test students to find out how the ability of fourth semester students in English Language Education, Riau Islamic University. In translating the text students find the problems. The general the problem can be divided into three, namely students are not understanding translation objectives, problem ambiguity in text and forgetting cultural sensitivity when translating. From these three problems can be seen how the ability of students in translating

by classified into excellent, very good, good, fair, and bad, so the conceptual framework of this research can be shown in the diagram below:



Picture 1: The conceptual framework of the research

2.4. Assumption

The assumption of this research is the researcher believes that students' translation ability is in "Good", category because they had already studied about grammar, vocabulary in context and linguistics of source language in previous semester. On the other hand, they had already had a basic competency in translation since studying in Faculty of Teacher Training and Education at Islamic Riau University.

