

CHAPTER II

REVIEW OF RELATED LITERATURE

To make a good analysis, the researcher of this thesis must be supported by several related theories. The theories which are applied in this thesis are, language and communication, translation, definition of translation, translation process, interpreting, consecutive and simultaneous interpreting, interpreting strategies, loss and gain technique, and loss and gain in word, phrase, and clause level.

2.1 Language and Communication

Language has certain basically functions that are used by the needs of a person, as a tool for self-expression, as a means to communicate, as a tool to organize and adapt to social integration in the environment or situation. Language has been linked in the communication process. The first major model for communication was introduced by Claude and Warren (1949). The original model was designed to mirror the functioning of radio and telephone technologies. Their initial model consisted of three primary parts: sender, channel, and receiver that are illustrated in the figure.



Figure 1. Shannon and Weaver Model of Communication

The figure simply views communication as a means of sending and receiving information. In a simple model, often referred to as the transmission model or standard view of communication, information or content (e.g. a message in natural language) is sent in some form (as spoken language) from an emisor/ sender/ encoder to a destination/ receiver/ decoder. Similarly, language is the primary thing to achieve a good communication. Languages evolve and diversify over time, and the history of their evolution can be reconstructed by comparing modern languages to determine which traits their ancestral languages must have had in order for the later stages to have occurred. From Wikipedia, it can be seen that “the languages that are most spoken in the world today belong to the Indo-European family, The consensus is that between 50 and 90% of languages spoken today will probably have become extinct by the year 2100.” Language is a tool for the creation of a good communication. There is no single event that does not communication language involve.

The essence of communication is the process of delivering a message from the sender to the receiver. In fact, the communication are confronted by a very diverse variants of the receiver, so the succesful communnication will be largely determined in how delivering the message. According to Hornby (2000:721) language means “the system of communication in speech and writing that is used by people of particular country”. It is clear that people of a particular country use language in a particular time. Lunch-debate on Culture and Translation in "Translation the language of Europe", by Leonard Orban (2008:2), he stated that:

Think of Martin Luther's Bible in German, Jakub Wujek's in Polish, and the King James Bible in English – all had lasting effects on these languages and

their cultures. Literary translation can give a language vigour and vitality. It can ensure that it carries on evolving and broadening its horizons. One German thinker even claimed that no language can fully develop its strength without making contact with other languages. This is significant.

This development is sometimes thought to have coincided with an increase in brain volume, and many linguists see the structures of language as having evolved to serve specific communicative and social functions. Another definition sees language as a system of communication that enables humans to cooperate. This definition stresses the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environment. Functional theories of grammar explain grammatical structures by their communicative functions, and understand the grammatical structures of language to be the result of an adaptive process by which grammar was "tailored" to serve the communicative needs of its users.

In addition, for having a communication that goes well, both sender and receiver must master their language used, because the language itself is an arbitrary system of sound symbols generated by said tools used by human communication, cooperation and self-identification. It is because the communication takes social activities undertaken by speech community to interact with each other as a cultural product. By Ricoeur (1955:38), he stated that "language as a medium for practical activity, namely, speech." Language facilitates communicative intention as well as being the intended medium. The distinctive features of speech are that it presupposes a subject, and is dialogical. Thus, the analysis of speech in the context of the approach advanced here

becomes the systematic analysis of the types of tools that people use strategically in the pursuit of their intentions, goals, wishes and desires.

Few people are truly bilingual. Two or more languages is helpful because it trains the ear to recognize the sounds of both languages, to grasp difficult accents, and to recognize nuances and idiomatic expressions. But, without additional study and training, it is usually not sufficient to enable a translator or interpreter to use both languages actively at a professional level. Translator should appreciate how it differs from everyday speech in order to understand the kind of language used by public speakers and at international conferences. The main function of language as used by public speakers such as diplomats, officials, and corporate executives, who are usually acting as spokesmen for groups, is advocacy. It is inline with Nolan (2005:8) that:

A campaign speech by a candidate for office is designed to win the listeners' votes. A speaker praising a public figure is seeking to persuade listeners of that person's merits. An official making a public explanation or apology for an error or embarrassment is trying to persuade the public to forgive and forget. A diplomat making a lengthy policy statement is trying to persuade other diplomats to support her positions by striving to portray her country and its policies in a favorable light.

It shows how language-skills can provide citizens with greater choice on the job market and more equal access to services and rights, how languages can help European companies prosper, and how they can strengthen our bridges with the rest of the world. Translation is too often seen as a compensation for a lack of language-skills. But it is also a key tool to encourage the study of languages.

2.2 Translation

The importance of translation in order to transfer the knowledge, especially for developed countries has been recognized and felt by all parties. Susan (1991:xiii) stated that “we can learn a great deal not only about the criteria selected by an individual translator, but about the ways in which those criteria reflect views on the task of translation held within the community at large.” Japan, for example, is a classic example of a success story of translation program for the development of a nation. Massively translation effort by Japan has resulted in the development of science and technology quickly. Thus, translation has become a catalyst for the advancement of a nation and now Japanese can align itself with the other developed countries. In addition, Western Europe also felt the same benefits. As quoted by Ida Bagus Putra Yadnya (2009:2), Louis Kelly said in *The True Interpreter* (1979) that in developing civilization, “Western Europe are deeply indebted to the translator who has acted as a mediator between writers and readers from different language backgrounds.” It is inline with Nida and Taber (1974:1), stated that “It is estimated that at least 100.000 persons dedicate most or all of their time to such work, and of these at least 3.000 are engaged primarily in the translation of the Bible into some 800 languages, representing about 80 percent of the world’s population.” From the communication perspective, translation has at least three benefits of providing access to the source (science and technology), a bridge to understand and communicate the values of socio-culture, as well as a field of study.

It can be seen, in globalization era, gaining information is a prerequisite for the survival of the nation. There is demand for rendering information and transferring knowledge from source language (foreign language) is able to make translation activities is important and needed. Larson (1998:3) describes “the translation process as a series of activities to understand the meaning of the translated text to the disclosure of the meaning of the translated text.” In addition, Nida and Taber (1974:12) pronounce, “translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and the second in terms of style”. Many theorists describe translation in different way.

2.2.1 Definition of Translation

Translation has been defined in many ways by different writers in the field depending on how they view language and translation. Generally, translation is known as a process of transferring a language to another. Cartford (1965:20) defines translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Newmark (1988:5) also gives the same definition about translation. He defines translation is rendering the meaning of a text into another language in the way that the author intended the text. According to Larson (1977:10) translation in the transfer of meaning in the source language text into the target text, this is done by replacing the form of the first language by the form of the second language. The meaning itself is maintained as the form may be adjusted by transferring the meaning of SL text by the use of very natural forms in the TL.

On the other hand, Nida (1969:12) states, “translation consists in reproducing in the receptor language that natural equivalent of the source language message, first in term of meaning and second in term of style”. Translation can be simply defined as transferring the message from the source language (SL) into the Target Language (TL), both in terms of meaning and style. So the ideal translation should make sense and be easily understood by thee target readers. However, the message in the TL should be equivalent with that in the SL. Newmark (as quoted by Machali 1998:1) adds that translation is as a craft consisting in the attempt to replace a written massage and statement in one language by that same message and statement in another language. While Catford (as quoted by Nababan 1999:19) also defines translation is as process of changing a source language text to the target language text.

All definitions above are a little closely, related all definition imply that translation involves two languages; they are Source language (SL) and Target Language (TL). So, translation is a process of transferring the message, meaning, statement, utterance of the SL to the TL, and his product of translation is the author’s meant. So, by translation a translator re-tell about the text into another language. Catford, Nida, Newmark, McGuire and Pinhuct in Machali (1998) propose different definition of translation but their definitions share three common motions, namely:

1. the term ‘equivalent’ which is used by Catford (1980:20), Nida (1969:12) and Pinchuck (1977:38), McGuire (1980:2) for them, the use of the term is ‘similar’.

2. the term ‘textual material’ or ‘text’, which are used by Catford and McGuire, while Newmark uses the term ‘written message’ and Nida ‘SL message’.
3. the term ‘replacement’ is used by Catford and Newmark, while Nida uses the term ‘reproducing’ for the same concept.

The understanding about general concept of translation theory is very important and useful for the translators. Translation theory is general orientation for the translators in taking a decision while they are doing translation. Furthermore, it is crucial to understand the translation process because it shows how the translator discloses the meaning from source language to target language as a series of activities.

2.2.2 Translation Process

Translation is not only about changing a SL to TL. It is not writing his own thinking, how best it is, and it is not to re-write only. Besides understanding what the translation is and what should be produce in translation, a translator should know that translation is complex; there are processes which contains of a bunch activities-elements. Translation is the process to translate the activity rather than the tangible object whereas a translation is the product of the process of translating for example the translated text. Levy (in Venuti 2000:148) says, “translation is a process of communication: the objective of translating is to improve the knowledge of the original to the foreign reader.”. So a process of translation means as some activities that doing by a translator while he transferring the message from SL to TL.

According to Larson (1998:), when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the source text into the natural forms of the receptor language. Larson simply presents the diagram of the process of translation which is quoted from Basnet in translation studies (1991 : 16)

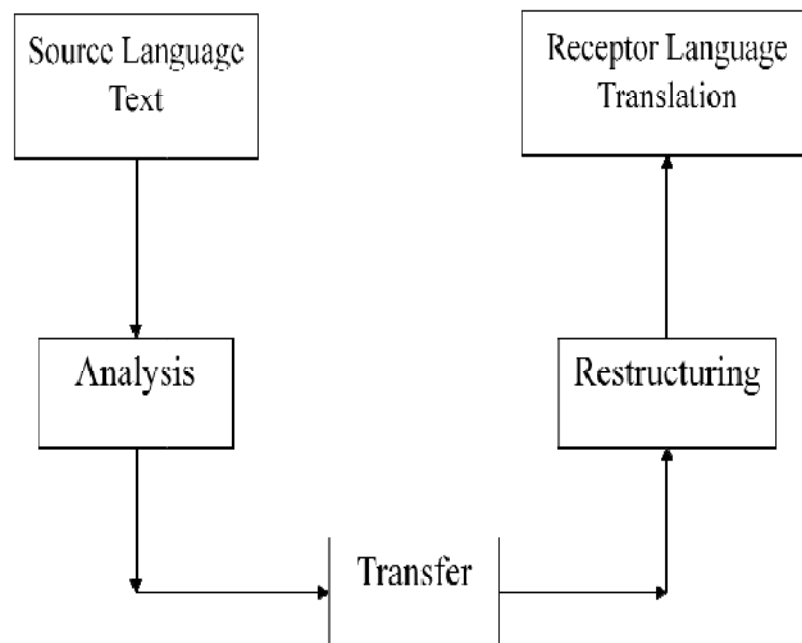


Figure 2. Diagram of Translation Process

Based on the diagram above, it can be concluded that process of translation can be divided into three parts, they are *analysis*, it means the surface structure (message) as given in the SL is analyzed in terms of the grammatical relationship and the meanings of combination of words. *Transfer*, it means the analyzed material is transferred in the mind of the translator from the source language to the

receptor language. And, *restructuring* means that the transferred material is restructured in order to make the final message fully acceptable in the TL.

By knowing the processes according to some experts above, anyone can do translating easily. It is because the processes above give explanation that anyone can follow. Moreover, even in the interpreting of speech, that are now subject to time limits, force the speaker to speak fast or at least to speed up at certain points. This time allows the interpreter to take in subjects and verbs in order to rearrange grammar appropriately while picking accurate vocabulary before starting the message. It is necessary to learn more about interpreting and its strategies.

2.3 Interpreting

Interpreting is the facilitating of oral or sign-language communication, either simultaneously or consecutively, between users of different languages. The process is described by both the words interpreting and interpretation. Nolan (2005:2) stated that:

Interpretation can be defined in a nutshell as conveying understanding. Its usefulness stems from the fact that a speaker's meaning is best expressed in his or her native tongue but is best understood in the languages of the listeners.

In professional parlance, interpreting denotes the facilitating of communication from one language form into its equivalent, or approximate equivalent, in another language form; while interpretation denotes the actual product of this work, that is, the message thus rendered into speech, sign language, writing, non-manual signals, or other language form. This important distinction is observed in order to avoid confusion. Occasionally, interpreters may

be asked to do “whispering” or “chuchotage”, which consists of sitting behind a participant at a meeting and simultaneously interpreting.

It is easier to translate or interpret with an understanding of the subject. Some translation agencies specialize in technical, business, or legal translation and rely on translators and interpreters with expertise in those areas. Many translators and interpreters make an effort to keep abreast of certain fields in which their language combination is useful. However, most translators and interpreters are of necessity generalists, since it is not possible to be an expert in every field in which there is a demand for translation. Accordingly, translators and interpreters must cultivate the ability quickly to assimilate the basic issues and vocabulary that go with a particular assignment. Among conference interpreters, the usual practice is to obtain background materials from the conference organizer prior to the meeting and study the materials to gain a basic understanding of the subject and the specialized vocabulary. A translator or interpreter who works regularly for a particular organization or client will soon become familiar with the subject and its jargon.

2.3.1 Consecutive and Simultaneous Interpreting

A consecutive interpreter listens to the speaker, takes notes, and then reproduces the speech in the target language. Depending on the length of the speech, this may be done all at one go or in several segments. The consecutive interpreter relies mainly on memory, but good note-taking technique is an essential aid. A simultaneous interpreter, usually sitting in a soundproof booth, listens to the speaker through earphones and, speaking into a microphone,

reproduces the speech in the target language as it is being delivered in the source language. Because the simultaneous interpreter cannot fall too far behind, this method requires considerable practice and presence of mind. Nolan (2005:4) stated that

consecutive interpretation was long the standard method, until simultaneous interpretation was first tried out on a large scale, and found to be workable, at the Nuremberg trials. Simultaneous interpretation has now become the most widely used method, in every type of meeting from business conventions to summit conferences, and can even be done via remote communications links.

It is much less time-consuming and enables a multilingual conference, with participants speaking a number of languages, to proceed without interruption. However, consecutive interpretation is still preferred in certain situations, such as one-on-one interviews, confidential hearings, brief public appearances by prominent persons, or some legal proceedings. It has the advantage of not requiring much equipment. Nolan (2005:4) stated that

Simultaneous interpreters normally work in teams of two per booth, taking turns in shifts of about 30 minutes each for a maximum of about three hours at a time, which has been found to be the maximum average time during which the necessary concentration and accuracy can be sustained. They generally work only into their “A” (best) language, or their mother tongue. In certain situations (e.g. in a meeting where one language largely predominates), a single team of three people, known as a “petite equipe”, will work both ways, rather than two booths of two people each. The number of languages spoken at the meeting may also determine the make-up of the team. In the United Nations, for example, the standard “English booth” team consists of two interpreters, one of whom interprets from Russian, one of whom interprets from Spanish, and both of whom can interpret from French.

For certain language combinations, relay, or two-step, interpretation is also sometimes used: a speaker will be interpreted in one booth from language A into language B, and then in another booth from language B into language C. In

interpreting the speech, the interpreter will face some difficulties. To solve the problem, it is important to learn interpreting strategies.

2.3.2 Interpreting Strategies

When speaker uses short, declarative sentences and speak at moderate speed, the interpreter's task is made easier. More complex sentences can also be interpreted without too much difficulty if spoken at moderate speed. However, when speakers use long, complex structures and deliver them at high speed, the interpreter's task is greatly complicated. A lag of a single sentence or phrase can lead to an omission and inability to catch up. By James Nolan (2005:25), there are some strategies that is used to help cope with the combined difficulty of complexity and speed.

2.3.2.1 Complex syntax

In interpreting a speech, especially a fast speech, it is usually a good strategy to “simplify the syntax as you go along”, breaking up any long and convoluted sentences into shorter ones, identifying whole ideas or units of meaning, clarifying the relationship between the sentences (for yourself as well as for the audience), deleting superfluous and/or ambivalent conjunctions, and organizing lists of items by means of parallel constructions. This is particularly true when interpreting into English, because clarity, concision, and parallelism are positive stylistic values in English. There is nothing “elegant” about a complicated run-on sentence in English, especially if the meaning gets muddled because the speaker or the interpreter has lost track of the syntax. It is better to get the

meaning – or at least most of it across even if some “elegant flourishes” are lost in the process.

Although the sentence as a whole is very complex, each of the different ideas it contains is fairly simple and the connections are fairly obvious. In other words, troublesome ambiguous links are not essential and need not necessarily be translated. If each idea is stated in a separate sentence one at a time, it is fairly clear how they all fit together. Moreover, once you have gotten one idea out of the way, your mind is then free to focus the next idea.

If, due to the speaker’s speed, you managed to interpret all of these ideas except (c), that would be a minor omission, because (c) so obviously flows from the rest that it is almost a superfluous statement of the obvious. The same applies to idea (d). On the other hand, if the entire sentence and *all* of the ideas got lost or garbled because you were struggling to make sense of the ambiguous syntactic links, that would be a more serious error.

2.3.2.2 De-verbalization

The first step in good interpreting is to “get beyond the words”. The words are nothing more than a container for the ideas. The interpreter must pour those ideas into a new container: the target language. A useful term coined by Spanish interpreters to refer to this mental process is *desverbalización*, which might be translated as “deverbalizing” or “de-wording” the speech. Another way of describing this mental process is to say that interpreting a speech involves two translations: first, the words of the original are translated into a mental image; then, the mental image is translated into the words of the target language. So, the

accuracy of the translation depends on how accurate a mental image one can form from the original meaning.

2.3.2.3 Compression

Human speech can attain speeds of 200 or 300 words per minute and remains comprehensible even at 500 words per minute. Generally, only excited sportscasters or auctioneers reach such a rate of delivery, but many normal speakers do tend to speak very fast in certain situations, e.g. when they have several important points to make and are up against a strict time-limit. At these inordinate speeds, it is important for an interpreter to do everything possible to reduce the number of words and syllables the vocal apparatus must produce. Otherwise, one will fall prey not only to errors of language and meaning but also to errors of articulation e.g. confusing two similarly pronounced words, such as “statesmen” and “statements”. When high speed of delivery makes it necessary for an interpreter to resort to short cuts or to “edit” the speech in order to get across the essential elements of the message, certain non-essential items can be deleted, abridged, or treated by short references to what has already been said at full length.

The most obvious candidates for “compression” are the redundant and the obvious. If a speaker repeats the same point several times in the same passage of his speech, the redundant repetitions can be deleted or abridged once the point has been made clear. (However, a final repetition at the conclusion of the speech should not be deleted, since it is meant to “round out” or “wrap up” the speech.) Similarly, an item in a statement which is a matter of common knowledge or

which the interpreter knows is already familiar to the audience may sometimes be sacrificed when the speaker's speed is such that "something has to go" and there are other ideas in the statement which are more important or relevant.

Second, resorting to abbreviations or acronyms can reduce the number of syllables one has to pronounce at high speed. For example, "The Organization for Economic Co-operation and Development" can be reduced to "OECD" (four syllables instead of 20) once the organization has been identified in the speech. In a speech to physicians about the work of General Practitioners, it would be acceptable, once that theme has been made clear, to reduce subsequent references to "doctors" (two syllables instead of seven). Or, in a presentation to an audience of specialists in Obstetrics and Gynecology, once that nine-syllable theme has been mentioned, shortening subsequent references to "Ob-Gyn" (two syllables) would be acceptable. One should make an effort to be familiar with common abbreviations that are widely recognized and save syllables, e.g. SUV (three syllables) for Sports Utility Vehicle (eight syllables).

2.3.2.4 Word order/cluster

It is important to avoid automatically following the word order and structure of the source language when translating and interpreting. The words of the source language must be recognized, and the sentences must be understood. But the words are only the trees, and it is more important to see the forest. Notice, for example, that the units of meaning in the following text, marked off with brackets, do not correspond to single words or to whole sentences:

[Once upon a time] [there was] [a lovely little girl] [by the name of] [Little Red Riding Hood]. [One fine day] [she decided] [to go and visit] [her poor,

dear old grandmother, [who lay sick in bed]. [Taking a basket] [filled with flowers and fruit] [under her arm], [Little Red Riding Hood] [set out happily] [through the forest]. [Little did she know] [that] [deep in those dark woods] [lurked] [the Big Bad Wolf]!

It is important quickly to identify units of meaning by scanning a speech as you hear it for phrases or clusters of words that can be translated into corresponding clusters of words in the target language. The way words are organized into clusters in the source language will not necessarily correspond to the way they should be organized in the target language. But the meaning will correspond. Two kinds of clusters are especially important:

1. Noun + adjective clusters

Noun + adjective clusters must be dealt with as units because adjectives in different languages fall into different sequences in a noun phrase. For example, in English, the adjective of size must come before the adjective of color (“*big black dog*”, not “*black big dog*”) Moreover, in English, adjectives of age generally precede adjectives of color (“*old blue car*”, not “*blue old car*”), adjectives of size precede adjectives of age (“*big old house*”, not “*old big house*”), and all of the foregoing precede an adjective of nationality (“*old blue French car*”). Phrases containing several adjectives will become unmanageable for a simultaneous interpreter unless they are mentally processed as a unit.

2. Verb + object clusters

Verb + object clusters should be dealt with as units because, as a practical matter of usage, some verbs will not work with some objects and vice versa. In English you do not “register” or “carry” a complaint; you “make” or “file” or “lodge” a complaint; and you do not “register” progress, you “make” progress. In

other words, these verb + object combinations have become crystallized by usage into clusters.

Treating clusters as single units of meaning will also help to identify those cases where we can compress wordiness by translating several words with one, which is especially useful in interpreting a fast speech. A good way to identify these cases is to “listen for definitions” and then use the word corresponding to the definition that we have just heard.

2.3.2.5 A general adverbial clause

A general adverbial clause modifies the main verb in the sentence. It is often used to set the scene for the rest of the sentence. The following two examples are taken from a speech made by the representative of Belarus at the 48th session of the UN General Assembly. First is a translation following the original phrasing or structure, then the official English translation as it appeared in the UN Official Records after being interpreted and edited.

Example 1

Original structure: *Let us take a look at this experience and potential in those areas which, **as is widely recognized and attested to even by this current debate,** have become very important for preserving world peace and security.*

Official English version: *Let us take a look at this experience and potential in those areas which have become very important for preserving global peace and security, **as is widely recognized and attested to even by this current debate.***

Example 2

Original structure: *Taking an authoritative position on these issues, Belarus intends to present **during this session** of the General Assembly, **on behalf of and***

on the instructions of the states of Commonwealth of Independent States, a joint declaration of the CIS on issues of the non-proliferation of weapons of mass destruction and their delivery systems.

Official English version: *Taking an authoritative position on these issues, Belarus, **on behalf of and on the instructions of the states of the Commonwealth of Independent States, intends during this session** to present a joint declaration by the CIS on issues of the non-proliferation of weapons of mass destruction and their delivery systems.*

These two passages illustrate a feature which is very important to translators and invaluable to interpreters: the fact that a general adverbial clause modifying the main verb (also known to some grammarians as an “absolute phrase” because it can stand alone) can be put in any one of several different positions (regardless of where it appears in the original language) without doing violence to the meaning. In Example 1 the basic subject–complement structure of the sentence is “areas are becoming”, and in English the general adverbial clause (marked in bold type) could go before the verb, or after the verb, or even at the end of the sentence, as has been done in the official version.

In Example 2, the basic subject– complement structure of the sentence is “Belarus intends to present a declaration”, and the two general adverbial clauses (marked in bold type) could also go in several different positions, or could be combined together (“*Belarus intends, during this session, on behalf of and on the instructions of . . .*”), or could even be combined and inserted at the end in a separate sentence (“*We shall do so during this session, on behalf of and on the*

instructions of . . .”). A short adverbial clause can also be squeezed in between two parts of a composite verb, as has been done with “during this session” in Example 2 above (between the auxiliary “intends” and “to present”).

It is noticed that this feature gives one much greater leeway in interpreting than if one were forced to follow the original sequence of phrases. If the adverbial clause is short, one can slip it in before or after the verb (“*We intend, at this session, to declare . . .*” or “*We intend to declare at this session . . .*”) or place it before the subject (“*At this session we intend to declare . . .*”). If it is long enough that leaving it in the middle tends to disrupt the sentence (as in Example 1 above), one can save it for the end of the sentence. Or, if speed is a problem, one can save it, making an independent sentence out of the adverbial clause and slipping it in during the speaker’s pause between sentences (“*We shall do so at this session.*”).

The interpreter may adopt the interpreting strategy whereby he could plant in the target language from the source language to atone for an inevitable loss of a preceding rhetorical feature in the source text. The alteration of even a single word in a material can totally mislead the triers of fact. There are many problems in translation process faced by a translator and one of problem is loss and gain in translation process. The most important factor for this level of accuracy is the use of a team of two interpreters during a lengthy process, for a greater accuracy. Furthermore, an equilibrium should be maintained with regard to loss and gain in the translation.

2.4 Loss and Gain Technique

In court interpretation, it is not acceptable to omit anything from the source, no matter how quickly the source speaks, since not only is accuracy a principal canon for interpreters, but mandatory. The concept of loss and gain is proposed by McGuire (1980:30) said that,

Once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach the question of *loss and gain* in the translation process. It is again an indication of the low status of translation that so much time should have been spent on discussing what is lost in the transfer of text from SL to TL whilst ignoring what can also be gained, for the translator can at times enrich or clarify the SL text as a direct result of the translation process. Moreover, what is often seen as 'lost' from the SL context may be replaced in the TL context.

The linguistic knowledge that should be mastered includes morphology, lexis, syntax, and semantics, while cultural knowledge should be sufficiently possessed as the background of the user of these languages. As a matter of fact, it is very difficult to find lexical equivalents between TL culture and SL culture since they are different from one another. The lexical meaning of the two languages will not exactly be the same. There tends to be loss, gain and skewing of information because two languages (SL and TL) have different characteristics.

In transferring the message from SL into the TL, the translator should add or omit some of the information in order to have a natural translation and the naturalness of the translated work can be realized if the Target Language Text is read and the readers feel that it is not like translated text. This definition expresses the idea that if we want to have the meaning of words or phrase, it must be in the context of a sentence. An example is in a sentence like this: '*The man who had pressed the remote control device*' and the translator translates it into '*Lelaki yang baru saja*

menekan tombol alat control jarak jauh'. In this case the translator necessary gives addition of information in translating the underlined nominal group construction by the word *tombol* which is not stated in the SL. On the other hand, the translator does not translate the phrase "*hanging around, anyway*" in the example like this: '*Me and Rowley were better off without a girl hanging around, anyway*' that is rendered into '*Lagi pula aku dan Rowley merasa lebih baik tanpa kehadiran seorang gadis*'. It can be seen from the example that there is an omitting process in TL. Whereas, the phrase "*hanging around, anyway*" give information to the reader that *Me* and *Rowley* were better off without a girl when they are hanging around in someplace.

Due to the discrepancies between Indonesian and English, loss in translation is in very high level. Gain, on the other hand, is not only rare but also not always feasible. To bring about some gain in the translated text is a laborious task on the part of the competent translator who has to resort to certain strategies. The generic differences in the two language systems naturally generate loss on all levels. Gain, on the other hand, is very rare, if ever, because, as Bassnett (2002:38), points out about translation theoreticians as well as practitioners are mainly concerned with matters of equivalence and the like, that "ignoring what can also be gained, for the translator can at times enrich or clarify the SL text. Moreover, what is often seen as 'lost' from the SL context may be replaced in the TL context". It can be achieved mostly on the stylistic/rhetorical level through the following strategies, among others:

1. Adopting a TL-oriented strategy so as to reproduce an original piece of literary art, implementing the principle : “the best translation is the one that does not sound as a translation, but a genuine product”;
2. Repudiating the formal equivalence which produces literal, wooden and unnatural translation towards a functional, dynamic one;

The applying of loss and gain technique influences the quality of the speech. Because adding and omitting in target text by the interpreter potentially change the content message of the source text. The quality of translation result can be viewed through linguistics approach. It is in line with Kopczynski (1994:189) that

I believe that quality can be viewed ...,which I call linguistic. In its linguistic sense quality in translation is viewed as a set of rigid standards of equivalence in content and form between the spoken message in L1 and L2. Concepts such as *equivalence* (= identity or similarity of meaning), *congruence* (= identity or similarity of meaning and form) and *correspondence* (=formally closest translation overriding differences between two languages) have been developed to deal with text in L1 and L2. Their common feature is to view T2 strictly in terms of T1 measuring the fidelity of translation. However, I believe that these concepts are useful in investigating the process of interpretation: e.g. one can provide the fullest possible translated text (= correspondent text) as a reference to see what the interpreter omitted, added or replaced and why. This procedure is similar to a well-known method in discourse analysis where one provides default elements to investigate presuppositions.

The quality of translation or interpreting result is influenced by the accurateness of using loss and gain technique by the interpreter. Furthermore, it can be used to investigate which interpreter has better ability in using loss and gain technique in interpreting the speech. By the variable relationships between the participants in the act of interpreting, speaker (S), interpreter (I), and receptors (R) helps to know the reason why the interpreter omitted, added, or replaced. In

an interesting study, Kopczynski (1994:192) quoted that David Snelling (1989) gives at least three such possibilities which can be presented as:

1. S = R. An example of this situation can be a technical congress where the speakers and the audience discuss the newest developments of a field of study. On the one hand, I believe one can assume that the receptors are primarily interested in the content of T1 and the precision of terminology rather than its style. On the other hand, the interpreter, even if s/he is thoroughly prepared, cannot possibly match the knowledge and background of the participants of the congress. S/he, therefore, has to adopt a different strategy to achieve the quality requirements from those cases when her/his knowledge matches the speaker and/or the receptors, e.g. keeping close to T1 and to the speaker.
2. S = I. in this case the interpreter shares the same set of presuppositions, cultural values and the language with the speaker. If he translates into a distant culture he may be expected to expand on what the speaker is saying in order to explain culture-specific phenomena and frequently readjust the style of T1 in order to comply with the target culture. In this case the interpreter probably has more of an intruder role in the act.
3. I = R. This case is a mirror image of the previous one: the interpreter shares the presuppositions, culture and language of the receptors. Therefore, s/he sometimes can be allowed to make shortcuts in rendering the meaning of T1. This is also more of an intruder role. The picture is somewhat simplified in that other important factors may come in, such as the field of discourse (topic of

conversation, theme of the congress, etc.), level of formality (e.g. translating for the top dignitaries of the state), individual tastes, and so on.

Everything is translatable, and linguistic difficulties do not exist. In this research the researcher only analyze the sentences which influenced by loss and gain in the interpreting of speeches. From this statement, the researcher includes the elements of the sentences. They are word, phrase, and clause.

2.5 Loss and Gain in Word, Phrase, and Clause Level

One set of choices has to do whether to put an idea or some part of an idea in a word, phrase, or clause. Expressing some part of an idea in a word (or small phrase) is the most confining. Because in language, from Wikipedia, “a word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning).” Furthermore, expressing the same idea in a phrase (perhaps using a gerund or participial phrase) gives you more room. Aarts (1982:11) stated that “phrases are composed of words, and minimal phrase consists of one single word.” And, expressing that same idea in a clause (a noun, adjective, or adverb clause) gives you maximum room. A clause, from Wikipedia, is the smallest grammatical unit that can express a complete proposition.

The “meaningful structures” which interpreters deal are neither words nor sentences. They are units of meaning, which may comprise a number of word, phrase, and clause at a time. Furthermore, those are related with loss and gain technique, that can be seen in the classification level below.

1. Word Level Loss

ST: *Aku akan bahagia bila kamu **bahagia**.*

TT: *I'm happy if you are.*

We often omit one or more words in a sentence to avoid repetition, so that from sight the structure is seemingly incomplete. The words removed in ellipsis sentence might be any word, which first existed in the beginning, in the middle, or in the end of the sentence. (Effendi, 2004:37)

2. Phrase Level Loss

ST: *Wanita yang **memakai rok dan kemeja putih** itu dokter gigi.*

TT: *She is a dentist.*

Considering the sentence above, translation is “the process of transforming message by reconstructing sentence” in another language, so it is not the process of changing sentence from language A into language B. (Effendi, 2004:8)

3. Clause Level Loss

ST: ***Saya tidak makan dan minum** karena sekarang saya sedang puasa.*

TT: *I'm fasting now.*

It has been clear when someone in fasting, he doesn't have meal or drinking. Traditionally, the role of the message especially in terms of cognitive equivalence, has been the dominant element. (Effendi, 2004:27)

4. Word Level Gain

ST: *Pak Ronal berkata kepada saya, “segera kirimkan uang”.*

TT: *Mr. Ronal told me **to** send the money immediately.*

In translating, it may change the sentence from direct to indirect speech form. However, in making such changes, it must be remembered to follow certain procedures. Grammatically, basic structure of English sentence has actually been standardized. (Effendi, 2004:20)

5. Phrase Level Gain

ST: *Gedung Putih.*

TT: *The building is **essentially painted** white colour.*

It is ambiguous compound noun. The phrase gain is produced to prevent misunderstanding of the message. Because “Gedung Putih” can be meant The White House, the official house of The USA’s President. (Effendi, 2004:16)

6. Clause Level Gain

ST: *Aku ingin makan durian.*

TT: *I want to eat durian, **the fruit whose peel is thorny.***

Not all of the people recognize a noun especially foreigner. Explaining the noun will be efficient to do and as the most effective way is by naming its physical criteria. (Effendi, 2004:14)