Translation of Processes in a Popular Book "*Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*": A Systemic Functional Linguistics (SFL) Approach to Translation Study

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Abstract

The SFL approach to translation studies should provide the technical terms as the linguistic evidence to account for the equivalence in the syntactical elements of the clause. This research aims at analyzing the translation of expository texts in a popular book. The research objectives are a) identifying the processes translated in the expository texts from English into Indonesian; b) identifying the techniques which tend to be used by the translator to translate the processes in the texts from English into Indonesian; and c) identifying the impacts in the translation quality of using the techniques to translate the processes in the popular book. The researcher employs a qualitative approach and a case study method. The data are taken from a document of a popular book of *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*, raters and experts and analyzed by the Spradley's model of data analysis technique which includes domain analysis, taxonomy analysis, componential analysis, and the cultural theme or values. The results of this research reveal that from 315 clauses in the target language, there are 121 Material processes (40.7%), 102 Relational Attributive (34.3%), 57 Mental (19.2%), 18 Verbal (5.7%), 6 Existential (2%), 6 Behavioral (2%) and 5 Relational Identifying (1.7%) processes. The use of some techniques such as transposition, modulation, implicitation, explicitation, literal and deletion has contributed to the shifts of types of process in the translation and has resulted in the translation with high level of accuracy, acceptability, and readability.

Keywords: Process Types, Expository Text, Translation Technique, Translation Quality

Abstrak

Dalam pendekatan SFL untuk studi terjemahan, terdapat istilah teknis untuk mengukur kesepadanan dalam elemen sintaksis klausa. Penelitian ini bertujuan menganalisis terjemahan teks ekspositori dalam sebuah buku. Tujuan penelitian adalah a) mengidentifikasi proses menerjemahkan teks ekspositori dari bahasa Inggris ke bahasa Indonesia; b) mengidentifikasi teknik yang cenderung digunakan oleh penerjemah untuk menerjemahkan teks dari bahasa Inggris ke bahasa Indonesia; dan c) mengidentifikasi dampak dalam kualitas terjemahan dilihat dari teknik yang digunakan. Penelitian ini menggunakan pendekatan kualitatif dan metode studi kasus. Data diambil dari dokumen buku populer Ask Barbara: *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships*, informan dan pakar dengan model analisis data menurut Spradley yang mencakup analisis domain, analisis taksonomi, komponen analisis, dan tema atau nilai-nilai budaya. Hasil penelitian ini mengungkapkan bahwa dari 315 klausa dalam bahasa target, ada 121 proses Material (40,7%), 102 Atribut Relasional (34,3%), 57 Mental (19,2%), 18 Verbal (5,7%), 6 Eksistensial (2%), 6 proses Perilaku (2%) dan 5 Identifikasi Relasional (1,7%). Penggunaan beberapa teknik seperti transposisi, modulasi, implikasi, explikitasi, literal, dan penghapusan telah berkontribusi pada

pergeseran jenis proses dalam terjemahan dan telah menghasilkan terjemahan dengan tingkat akurasi, penerimaan, dan keterbacaan yang tinggi.
Kata kunci: Jenis Proses, Teks Ekspositori, Teknik Terjemahan, Kualitas Terjemahan

A. INTRODUCTION

Translation is an effort to reconstruct the meaning of a text in its contexts though choices (Matthiessen 2010, 2014). The choices are taken by the translator when he is both interpreting the source language (SL) text and reproducing or reconstructing the text into the target language (TL). Researches in translation using the Systemic Functional Linguistics (SFL) approach especially the ones which focus on the transitivity aspect in the expository text type (genre) have not been widely done. Concerning with the expression or representation of ideas into language or clauses, transitivity which focuses on the verbal phrases or the Process (in the SFL term) needs to be studied. In this research, the popular book to be analyzed is "As*k Barbara. The 100 Most-Asked Questions about Love, Sex, and Relationship*" (1997) written by Barbara De Angelis and its Indonesian translation "*Tanyakan Barbara. 100 Pertanyaan yang Paling Sering Ditanyakan Tentang Cinta, Hubungan, dan Seks*" (2000) by Sudarmaji is selected and studied. This is a popular book which is written by a famous writer and the world first-rank writer according to New York Times daily newspaper and which has got positive reviews from its readers (www.goodreads.com). The book contains texts which belong to the exposition genre (text type). Emilia and Hamied (2015:161) suggest that the exposition text has specific characteristics "that requires the writer to adopt a position and argue for it, endeavoring to persuade the reader to accept the proposition". Also, the text has specific generic elements, i.e. social function, schematic structure and linguistic or lexico-grammatical features. The important linguistic or lexico-grammatical feature in the expository text is concerned especially with the use of verbal lexis (types of verbs) or the Process in the SFL term.

Nida and Taber (1982) suggest about the definition of translation that "translating consists in reproducing in the receptor langugae the closest natural equivalence of the source-language message". The definition contains the word "reproducing" and the phrase "closest natural equivalence" which imply that the act of translation means reproducing new texts which requires a natural, closest equivalence as the original text. However, Nababan (2003:25) describes the translation process in several stages. The first stage is analyzing the

SL text, which is started by reading and understanding the content of the text. The understanding of the text includes two aspects, i.e. the linguistic and extralinguistic ones. The linguistic aspects include the ranks of sentence, clause, phrase, and word, while the extralinguistic aspects relate to the socio-cultural factors of the SL text. The second stage is for the translator to understand the meaning and message contained in the SL text before he transfers the meaning and message into the meaning and message in the TL text. The last stage of the translation process is restructuring, i.e. a process of transfer into the stylistic form suitable with the TL readers and listeners (Nababan 2003:28).

The next important aspect in translation is the use of translation technique, which influences the equivalence and therefore the quality of the translation results. Molina and Albir (2002) define the translation technique as "procedure to analyze and classify how translation equivalence works". This definition refers to the steps taken by the translator in the translation process, i.e. "the actual steps taken by the translators in each textual micro unit". The translation technique means the ways by which the SL text is reproduced in the TL text on the micro-levels of word, phrase, clause or sentence. There are 18 techniques of translation including adaptation, amplification, borrowing, *Calque*, compensation, description, discursive creation, established equivalence, generalisation, linguistic amplification, linguistic compression, literal translation, modulation, partikularisation, reduction, substitution (linguistic, paralinguistic), transposition, and variation.

Some experts such as Mona Baker, Roger T. Bell, Basil Hatim and Katharina Reiss have associated the development in the linguistic theories and the development in the translation theories (Bassnett 2004). Systemic functional linguistics (SFL) views a language as a meaning-making resource used to communicate each other in the situational and social contexts. SFL is concerned with the lexico-grammar aspects, which is meaning in the level of text or discourse. Therefore, this particular linguistic theory is relevant in the translation study as the translator cannot understand and reproduce the text coherently without understanding the meaning on the level of text and discourse. Also, it is important to use this linguistic approach because this particular linguistic theory can provide the technical terms as the linguistic evidence in handling the linguistic elements on the clause level.

Halliday (1994:106) believes that the world phenomena or experiences consist of "happenings", i.e. actions, thoughts, feelings and conditions. These are discussed under the grammar of Transitivity which covers the experiential domains into six types of Process: Material, Mental, Relational, Behavioral, Verbal and Existential. Each Process has its own

characteristics although in some instances the border between one and another is sometimes subtle (Matthiessen 2004). This kind of grammar also means the way how meaning is expressed in a clause to represent the speaker's mental reality (Simpson 1993).

The expository texts have specific rhetoric or textual stages different from other types of text so that these texts require different linguistic resources. Typically, the expository text functions to express the speaker's opinion or to persuade the addressee's mind. Some typical Processes are found in the text type such as Mental, Material and Relational Processes (Gerot and Wignell 1995). The Mental processes function to express the internal phenomena within the speaker such as emotions (feeling), thoughts or ideas (thinking) or perceptions (perceiving). Material processes function to encode how the social phenomena occur (happening) or how someone conducts an action (doing). Relational processes are used to express the situation or condition of the speaker or his environment.

Molina and Albir (2002) propose 18 translation techniques as the criticism to the solution to the problems in translation suggested by some translation experts among others Nida (1964), Vinay and Darbelnet (in Venuti 2004) and Newmark (1988). Therefore, Molina and Albir's theories on the definition and 18 techniques of translation can be used to solve the problems in the micro level in translation such as adaptation, amplification, borrowing, *Calque*, compensation, description, discursive creation, established equivalence, generalisation, linguistic amplification, linguistic compression, literal translation, modulation, partikularisation, reduction, substitution (linguistic, paralinguistic), transposition, and variation.

The analysis of translation quality has been developed by Nababan et al (2012) which dictates that translation work may be said to have a good quality if it fulfills three aspects i.e. accuracy, acceptability and readability. A questionnaire has been developed and used to assess each of the three aspects.

The results of the empirical researches on the translation of transitivity in this particular type of text (genre) are expected to reveal to the translator that a textual analysis based on this linguistic perspective might represent an ideal "set of resources for describing, interpreting and making meaning" (Butt et al 2000:3). It is in this respect that the researcher formulates the aims of this research, i.e. to identify the types of process translated in the expository texts of the book "Ask Barbara: The 100 Most-Asked Questions about Love, Sex, and Relationships"; to describe the techniques used by the translator to translate the

processes; and to explain the impacts of the use of the techniques in translating the process on the translation quality.

B. RESEARCH METHOD

This is a translation research which is product-oriented using a qualitative approach and a case study method. The research location is the popular book "*Ask Barbara: The 100 Most-Asked Questions about Love, Sex, and Relationships*" and its translation in Indonesian language. There are two kinds of data resource, i.e. the linguistic and translation sources. The linguistic data source is the texts in the original book which are the processes in the clauses in the texts while the translation data source is the translation techniques obtained by comparing the texts in the original book and the texts in the translated version of the book.

In this qualitative research, there are two kinds of data, the primary and secondary ones. There are two kinds of primary data, i.e. the linguistic and translation data. The linguistic data are taken from the clauses in the target language whereas the translation data are the translation techniques taken by comparing the original and translated versions of the book. The secondary data include the findings in the previous related researches on the transitivity and translation and discussion on the popular book "*Ask Barbara: The 100 Most-Asked Questions about Love, Sex, and Relationships"*.

The purposive sampling or criterion-based sampling technique is used to determine the data and data source in this research, which implies that the selection of data and its source is based on the research objectives. However, there are specific criteria of data selection as follows:

a. Data are obtained from each of the eight topics in the book;
b. From each topic, a question is taken which contains an expository text;
c. All texts in the 8 chapters are identified to examine the staging of the text to determine the nature of the expository texts;
d. All clauses in the expository texts are analyzed using the Transitivity table to reveal the Process types in each clause;
e. All clauses in the SL are compared to the counterparts in the TL to identify the translation techniques used by the translator;
f. A questionnaire is used to assess the translation quality by measuring the scores of the three aspects of translation quality i.e. accuracy, acceptability and readability;
g. All steps in section a-d are done to both the original (English) and translated (Indonesian) books.

The data in this research were clauses taken as the sample from the 8 topics containing 100 questions by the clients and the responses from the consultant (Barbara, the writer of the book). To limit the data, each text was taken from one question and its response which make up an expository text. The data analysis was done in four stages, i.e. the domain analysis to learn the transitivity patterns of the clauses, taxonomy analysis, componential analysis and cultural theme analysis. The data collection was done in two ways i.e. the document analysis and the Focus Group Discussion.

Data analysis was done in 4 (four) steps i.e. the domain analysis to find out the transitivity pattern of the clause, the taxonomy analysis, the componential analysis and the socio-culture theme analysis. The last step was important in that it can reveal the changes in transitivity patterns in the participants, processes and circumstances. It was due to the choices of translation techniques by the translator which cause the maintenance or shift of the processes.

C. FINDINGS AND DISCUSSION

1. *Staging of the text*

There are 100 questions in this book which are grouped into 8 chapters based on the theme or topic of discussion. Therefore, there are 8 texts obtained to represent the expository text, either analytical exposition or hortatory exposition. The text identification is done based on the elements of the genre, i.e. the social function, rhetoric or generic structure and linguistic or lexico-grammatical features typical of the text type.

The next step is the identification of each generic element. First, it is confirmed that the objective of the text is to serve the function to express ideas, attitudes or position toward an issue of the consultant. Second, parts of the texts represent the generic structure of the text, i.e. the Thesis, Arguments, and Reiteration or Recommendation.

In general, the first parts or paragraphs of the text form the thesis of the text. The next parts are paragraphs which express the examples, the arguments or reasoning given by the writer as to form the arguments of the text. The next step is the identification of the linguistic features of the text. Each elements of the generic structure of the text (Thesis, Arguments, and Reiteration/Recommendation) is developed by the typical lexico-grammatical features to serve the function of the text in making meaning.

The thesis is made up from a clause or clauses having Relational processes (being verbs) to express the attitude or position toward an issue; the Mental process (thinking

or sensing verbs) also make up clauses to show thoughts or ideas or feelings; the Material processes (doing verbs) are also many in number to show the actions involved or to take in the issue discussed.

The Argument part of the text also includes the Material processes, Mental processes, Verbal processes (saying verbs) and Relational Process.

The closing part of the expository text which is supposed to serve to emphasize the writer's position or judgment toward the issue (the Reiteration) or to suggest actions or reactions pertaining to the issue (Recommendation) is realized by the Relational processes, Mental processes, or Material processes.

2. *Types of the process*

The linguistic data of the Process types are obtained from eight expository texts taken from the eight chapters in the book *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relationships.* Certain process types are supposed to represent the expository text type. Also, certain processes are found in different staging of the text. Therefore, it is important to determine the Process type in each staging of the text.

All the eight texts taken are confirmed to represent the expository texts because they meet the criteria of the expository text in that there are the opening paragraphs which convey the issue and the speaker's attitude, position or judgment which is called Thesis; there are the so-called bodies of the texts which contain paragraphs which elaborate or clarify or support the writer's opinion or judgment which is referred to as the Argument; and the closing parts which are paragraphs containing the emphasis or repetition of the attitude or position of the writer (Reiteration) or the suggested actions or reactions to be taken by the readers (Recommendation).

Here is the description of the Process types in each stage of the expository text found out in this research.

Table 1: The Process types in each staging of the Text

Staging	Process types	Total	Percentage (%)
Thesis	Relational Attributive	22	39.3
	Material	19	33.9
	Mental	11	19.6
	Existential	2	3.5
	Relational Identifying	1	1.8
	Verbal	1	1.8

Argument	Material	85	37.9
	Relational Attributive	75	33.5
	Mental	39	17.4
	Verbal	16	7.1
	Behavioral	4	1.8
	Existential	3	1.3
	Relational Identifying	2	0.9
Reiteration/ Recommendation	Material	17	48.5
	Mental	7	20.0
	Relational Attributive	5	14.2
	Relational Identifying	2	5.7
	Behavioral	2	5.7
	Existential	1	2.8
	Verbal	1	2.8

In the Thesis part of all the texts analyzed, six types of Process are found with the following frequency: Relational Attributive, Material, Mental, Existential, Relational Identifying and Verbal. From the total of 55 Processes, the Relational Attributive type is mostly found, 22 (39,3%); followed by the Material type, 19 (33,9%); Mental type, 11 (19,6%); some Existential type, 2 (3,5%); and Relational Identifying and Verbal types, each 1 (1.8%).

In all parts of Argument of the texts, 224 Processes are found, in which 85 (37,95%) are Material processes, 75 (33,5%) are Relational Attributive types, 39 (17,4%) are Mental processes, 16 (7,1%) are Verbal process types, 4 (1,8%) are Behavioral Process types, 3 (1,3%) are Existential dan 2 (0,9%) are Relasional Identifying processes. In this part of the text, the Material clauses with Material processes in there are mostly used since most of the arguments presented are in the form of illustration of physical actions given by the speaker.

From the 35 Processes found out in the Reiteration or Recommendation part of the text altogether, 48,5% (17) are Material processes, 20% (7) are Mental processes, 14,2% (5) are Relational Attributive types, 5,7% are Relational Identifying processes, 5,7% (2) are Behavioral types, and 2,8% (1) each are Eksistential and Verbal processes. Table 2 shows the Process types found in the expository texts in this research.

Tabel 2: Process types in the text in general

Process types	Total	Percentage (%)
Material	121	40.7
Relational Attributive	102	34.3
Mental	57	19.2

Existential	6	2
Behavioral	6	2
Relational Identifying	5	1.7
Total	315	

For all the text analyzed, as the above table shows, from all 315 Processes identified, the Material processes are mostly identified in 40,7% (121), the Relational Attributive Processes in 34,3% (102), Mental processes in 19,2% (57), Existential types in 2% (6), Behavioral processes in 2% (6), and 1,7% (5) are Relational Identifying process types.

3. *Translation Techniques*

A comparison is done to the processes in the SL texts and those in the TL texts to identify the translation techniques employed by the translator. Here are the data to describe the composition of the translation techniques as shown by Table 3.

Table 3: Frequency of translation techniques in the book of *Ask Barbara: The 100 Most-Asked Questions about Love, Sex and Relations*

No.	Translation Techniques	Total
1	Established equivalence	188
2	Modulation	43
3	Implicitation	23
4	Transposition	20
5	Explicitation	7
6	Deletion	5
7	Reduction + Established equivalence	5
8	Discursive creation	4
9	Literal	4
10	Addition + Established equivalence	4
11	Explicitation + Established equivalence	3
12	Discursive creation + Modulation	2
13	Linguistic amplification	1
14	Generalisation	1
15	Addition + Implisitasi	1
16	Modulation + Explicitation	1
17	Modulation + Implisitasi	1
18	Established equivalence + Implicitation	1
19	Established equivalence + Transposition	1
20	Reduction + Transposition	1
	Total	315

The analysis of the data reveals that there are 20 techniques of translation used by the translator to translate 315 clauses. Those techniques can be divided into two types: single techniques and combined techniques. There are 10 single techniques and 10 combined techniques as well.

Those single techniques include linguistic amplification, deletion, explicitation, generalisation, implicitation, discursive creation, literal, established equivalence, modulation, and transposition. The techniques of translation used in combination include addition + implicitation, addition + established equivalence, explicitation + established equivalence, discursive creation + modulation, modulation + explicitation, modulation + implicitation, established equivalence + implicitation, established equivalence + transposition, reduction + established equivalence and reduction + transposition.

The three most frequently used techniques are established equivalence which is used in 188 clauses, followed by modulation and transposition found in 43 and 23 respectively. These techniques tend to use the familiar or natural terms or expressions (both in dictionaries and daily usage).

Here is the example of the clause translated using established equivalence technique. The SL clause *becoming unhealthy and having a heart attack* ***is*** *an inevitable part of growing older*. is translated into the TL clause *bahwa jatuh sakit dan serangan jantung* ***merupakan*** *bagian tak terpisahkan proses beranjak tua.* This is the example in which Relational:Attributive Process in the SL is translated into Relational:Attributive Process in the TL. In this translation equivalence, the TL Relational:Attributive Process "is" is translated into the TL Relational:Attributive Process "merupakan" in the TL.

The next frequently used technique is modulation, which has been found in 43 instances. In this technique, there is a change in the perspective, focus, or cognitive category in the TL as compared to the SL. This technique is used in this clause *because you and your partner* ***have grown*** *in separate directions* which is translated into the Indonesia clause *karena anda dan pasangan* ***telah berjalan*** *dalam dua arah yang berlainan.* The Material Process "have grown" in the SL is translated into the TL Material Process "*telah berjalan*". While the two types of process are the same, they actually convey rather different senses or meanings. The translator provides the equivalence by changing the cognitive point of view of the SL in to the TL one. The SL phrase "have grown" means to grow or develop physically while the TL phrase "*telah berjalan*" means

to walk or take different routes. The two phrases have the similar meanings though, but they are expressed in different points of view.

The transposition technique is also frequently used to translate the data. This technique is done by changing the grammatical category of the linguistic unit. This technique is also called the shift in the language category, structure or unit. Here is the instance of this particular technique: the SL clause ***knowing*** *they won't have to come home to an empty house.* is translated into the TL clause ***dengan keyakinan*** *bahwa mereka akan pulang dan mendapati rumahnya tidak kosong.* In the SL, the Mental Process knowing is given the equivalent TL prepositional phrase which belongs to a different part of speech.

4. Translation quality

The quality of translation has three components i.e. accuracy, acceptability and readability. The three components play an important role in determining the translation quality in which the accuracy has the utmost importance followed by the other two components. It means that when a translator has to choose which of the three should be maintained, he or she should take the accuracy as the primary option.

Based on the Focus Group Discussion done with the raters, the assessment of translation quality is obtained consisting of the accuracy, acceptability and readability in the translation of the processes as shown in Table 4:

Table 4: Translation quality of Processes in general

Quality Category		Total	Percentage	Average
Accuracy	Accurate	294	93,33%	2,91
	Less Accurate	14	4,44%	
	Inaccurate	7	2,22%	
Acceptability	Acceptable	302	95,87%	2,94
	Less Acceptable	8	2,54%	
	Unacceptable	5	1,58%	
Readability	High	303	96,20%	2,95
	Medium	7	2,22%	
	Low	5	1,58%	
				2,93

In terms of accuracy, Table 4 shows that the translation has a high level of accuracy (average score of 2.91). Two hundred ninety-four processes in 315 clauses (93.33%)

have been translated accurately with the average score of 2.91. Only 7 processes of 315 clauses (4.44%) have been translated less accurately and only 7 in 315 clauses (2.22%) have been translated inaccurately.

In terms of acceptability, only 5 processes of 315 clauses (1.58%) have low level of acceptability. Also, 8 processes of 315 clauses (2.54%) have a medium level of acceptability. However, 95.86% processes (in 302 of 315 clauses) have been translated with a high level of acceptability.

In terms of readability, the readers will find it easy to understand the translated texts because 96.20% or 303 of 315 processes have a high level of readability. Only 2.22% or 7 out of 315 processes have been translated with a medium level of readability and only 1.58% (5 of 315) processes have a low level of readability.

Based on the calculation in Table 4 on the accuracy, the average score of accuracy is 2.93 which show that the translation results are accurate. The first criterion of translation quality assessment (TQA) is accurate. A translation can be said to have a quality when the translation can convey the message in the SL text and that in the TL in an equivalent manner. The equivalence is not only in terms of meaning but also in the grammatical and pragmatic aspects (Machali 2000:110).

Here is the example of the accurate data. The SL clause ***Don't buy into*** *the popular but misinformed attitude*. is translated into the TL clause ***Jangan percaya*** *pada pandangan umum yang salah-kaprah*. This is the example of a translation which has a high level of accuracy in which the message in the SL is conveyed perfectly in the TL. The Process "*don't buy into*" is an idiomatic verbal phrase in the SL which is then translated into "*jangan percaya*" in the TL. Both phrases have the same meaning in context.

Based on Table 4, the calculation on the acceptability shows that the acceptability score is 2.95. This means that the result of translation has been acceptable. Acceptability is also referred to as the naturalness of the text which means that the text may look as natural as the TL text or the text may no longer be recognized as a translation work by the reader. Acceptability also means that the translation product has represented the TL norms, rules or cultures. This naturalness of translation can also be obvious in the grammatical, lexical and cultural aspects of the TL.

Here is the example of a translation which is said to have the acceptability. The SL clause *and therefore, he* ***has*** *an awful time leaving anyone or anything without feeling*

like the "bad guy. is translated into the TL clause *dan, oleh karenanya, dia* ***menghadapi*** *saat-saat yang sulit untuk meninggalkan siapa saja atau apa pun juga tanpa merasa seperti "laki-laki yang tidak bertanggung jawab" (bad guy).* This translation shows that the SL Process "has" which is Relational:Attributive:Possessive is translated into the TL process "menghadapi" which falls into the category of Process:Material to show the physical action instead of possession. In the SL culture, the normal collocation is "have a difficult time" which means the same as "face a difficult time" in the TL. However, when the SL process "has" is given the equivalent meaning or sense of possession in the TL language, the translation result will not look as "natural". Therefore, the translation will have a low level of acceptability.

Based on the measurement of the readability in Table 4, the average score is 2.95. It means that the translation result is easy to understand since it has a high level of readability. Nababan (2004:61) also assesses the quality of translation in terms of readability. The term "readability" is used in the translation study because every task of translation involves the reading activity. Therefore, Richard (in Nababan 1997:45) determines the readability based on the length of the sentence, the number of new words, and the complexity of grammar of the language. A text with a high level of readability is the one which is easy for the reader to understand because it can convey the message easily.

The following pair of translation shows the example of the translation result with a high level of readability. The SL clause *The good news* ***is*** *that both you and your partner seem ready to make a change.* is translated into *Sisi positifnya* ***adalah*** *bahwa anda berdua agaknya telah siap untuk melakukan perubahan.* This translation is easy for the reader to understand because the sentence contains all the constituents required to make a clause. The flow of information is normal since there is no difficult part of the sentence. It has natural lexical items and simple grammatical construction and so the reader will find it easy to understand the text.

The analysis starts with the identification of the staging of the text to determine the characteristics of the expository text. The result shows that the 8 texts belong to the text type (genre). There are two types of the expository text i.e. Analytical and Hortatory. It is revealed that 4 texts belong to the Analytical exposition and the other four belong to the Hortatory exposition. The understanding of a text based on the generic elements of the text such as the social function, the generic structure and the characteristic lexico-

grammatical features is important for the translator in order that he or she can both comprehend the meaning of the text and express the text in the target language.

This is also true in

this research that this particular type of text makes use of such processes as Material, Mental and Relational to help realize the meaning into the text, which is relevant to the theory suggested by Wiratno (2010). On the contrary, other types of process such as Existential, Behavioral or Relational:Identifying are rarely used in this type of text in this study.

The shifts in the process types happen when certain techniques such as transposition, modulation, literal, explicitation, implicitation, and deletion. Transposition and established equivalence may change the types of process but they yield in a good quality of translation. Here are the examples. The clause *as long as you* ***are*** *alive.* (Relational:Attributive Process) is translated using transposition technique into *sepanjang anda masih* ***hidup****.* (Material Process). Also, the clause ***Let*** *him* ***know*** (which uses Material Process) has been translated into ***Katakan*** *padanya* (which uses Verbal Process).

However, the use of certain techniques such as literal and deletion has influenced adversely the quality of translation. Here are the instances: ***doing*** *what you thought was right* (with Material Process) is translated into *apa yang anda anggap sebagai yang benar.* (with no process). Also, in the clause *you* ***miss*** *the physical and emotional closeness.* (which according to the context is Mental:Perceptual Process) is replaced by *anda* ***telah kehilangan*** *keintiman fisik dan emosional.* (which is Material Process).

The impacts of the use of certain techniques of translation of the processes on the quality of translation can also be seen from Table 4. Based on the table about the translation quality, there are certain techniques which adversely influence the quality of translation such as discursive creation, literal and deletion.

The discursive creation technique is the one used to provide the translation equivalence which is temporary or inevitable or out of context. This technique is usually used to translate the book or film titles. The use of this technique can interfere with the quality of translation since the meaning is inaccurate.

The use of literal techniques is usually associated with the closest grammatical construction in the TL. However, very often the translation of the lexical items or words with this technique does not consider the context appropriately so that the result has low accuracy, less acceptable and medium level of readability.

The deletion technique is similar to the literal one in that this particular technique omits some parts of the text though the deletion does not necessarily produce any distortion in meaning. In other words, the use of this translation technique can make explicit information become implicit.

D. CONCLUSIONS

Material, Mental:Cognitive and Relational:Attributive processes are the three types of process mostly identified in this research. This is in line with the characteristic type of text of exposition used as the data in this research. The use of Systemic Functional Linguistic (SFL) approach is important to help the translator identify the types of process (verbal phrases) because this linguistic type focuses not only on the form but also on the meaning of the text based on the context, situational and cultural. The understanding of text type (genre) is important for the translator since the knowledge of the generic elements of the text, i.e. the social function, the generic structure and the linguistic features will facilitate the translator in understanding the meaning in the SL and to represent the meaning in the TL. The use of the translation techniques such as established equivalence, modulation and transposition has produced a translation with high level of accuracy, acceptability and readability. Therefore, the use of these techniques is advisable in translating the expository texts. However, the use of such technique as deletion, reduction, discursive creation and literal technique can reduce the quality of translation.

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