

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Business**

According to Business Dictionary, business is an economic organization or system which exchanges products or services one another or for money. A business can only be operated with the support of investments and customers. Businesses can be privately owned, non-for-profit or state-owned.

##### **2.1.1 Business Letter**

Business letter is any kind of letter used in the communication of the business world inside or outside the company. There are many types of business letters. The types being studied in this research are sales letter, inquiry letter, order letter, complaint letter, and adjustment letter.

##### **2.1.1.1 Sales Letter**

A sales letter is a letter which an advertiser or a company sends to a potential customer to promote or sell a product or service. Usually, a sales letter is used for products or services which are considered as medium or high value due to their price. A sales letter typically promotes or sells either single product/product line or service. This type of letter is often the last stage of sales process before a customer places an order. However, a sales letter is sometimes followed with direct presentation about the product or service to the interested customer through sending a salesman. As the development of the technology and the Internet, sales letter usually takes form of an email or a webpage.

### **2.1.1.2 Inquiry Letter**

An inquiry letter is written to request information or ascertain its authenticity. This type of letter covers different subjects such as job vacancies, projects, products, contracts, and others. This letter can be mutually beneficial to both the recipient and the sender.

### **2.1.1.3 Order Letter**

An order letter is a letter written to place order of goods or service. This type of letter is written in a very precise and specific manner. Even though written in precise manner, an order letter should cover the specific information like quantity, quality, price, payment method, etc. This letter is sent by a customer or a company to the seller or other company.

### **2.1.1.4 Complaint Letter**

A complaint letter is a type of letter written with the purpose of addressing any wrong doing or inconvenience as the result of some unexpected situations to those who own the responsibilities. This type of letter should also state precisely what the sender wants done by the recipient in order to obtain the productive outcome. The letter of complaint is usually written when any other attempts like phone contacts or email have failed to resolve the situation. This letter is sent by the customer or business owner to the seller or other owner.

### **2.1.1.5 Adjustment Letter**

An adjustment letter is written as the response to a complaint letter. This type of letter is written with the intention of stating the acceptance or rejection of the complaint or claim. If the sender accepts the complaint, the letter should

include what action will be taken to fix the situation. This letter is sent by the seller or business owner to the customer or other owner.

## **2.2 Translation**

According to Newmark (1988), translation is exchanging ideas from one into another language without adding or omitting the meaning from the original text. On the other hand, Wang (2016) defined translation as the bridge between languages together with the ideas through the new form of the original information which allows the target readers to comprehend the message given by the author.

### **2.2.1 Translation Materials**

On the subject of translation materials, experts have made some remarks. Xu (2005) noted that translation books in China demanded complete translation, which covers basic course, literary translation, technical translation, interpreting, commercial translation, etc; but disregarding its variations, such as selective translation, edited translation, translated narration, condensed translation, translated summarization, translated commentary, translated writing, etc. Xu also noted that translation books on different categories were published in different periods of time depended on the needs. In addition, Stewart (2008) brought about the contrast of vocationally-oriented and pedagogical translation textbooks. The former provides different text categories while the pedagogical mostly presents literary and journalistic texts only, which types of texts are rarely dealt with by professional translators. Moreover, from the legal translation materials, Biel (2011) stated that only few publications have been written in English concerning on how translation of this field is being taught.

Some components are also suggested as needed to be included in the textbooks or materials in general. Aguado-Giménez and Pérez-Paredes (2005) stated that theory of translation is needed to be taught as well as the strategies of translation in order to minimize the difficulties during the process of translation. The theories include the knowledge of principles, kinds, strategies, etc. For the approach, Chen (2009) in Chien (2015) hints that student-centred approach in translation training is effective to teach the process of translation and to improve students' translation competence. Relating to the content of the material, Liu (2012) in Chien (2015) mentioned grammar and basic English as needed to gain better translation competence. Regarding to the exercises, hands-on translation practice is noted as efficient for college students (Liao, 2011 in Chien, 2015).

As one can see, despite the fact that specific translation materials is essential to optimize practical translation theory application (Zabalbeascoa, 2000 in Olvera-Lobo, et al., 2005) and the importance of its quality (Kolahi, et al., 2013), the availability still needs expanding.

### **2.3 Need Analysis**

Need analysis is the key to begin the designing process of language course (Songhori, 2008) as well as for designing the language teaching or learning material. Mutlu (2004) deduced a definition from previous studies that need analysis is an organized procedure taken with the aim of identifying needs and the absences of the elements from the set standard and putting the identified needs in an order of priority. According to Károly (2011), need analysis is a tool for the teachers to determine which competence and elements are going to be put as the focuses and which methods are going to be employed in a translation course.

Likewise, Mutlu (2004) implied that the actual purpose of need analysis is to make particular recommendations or decide specific actions to be taken in order to fill the gaps or to fulfil the needs. Moreover, Chambers (1980) in Mutlu (2004) suggested that need analysis be held in advance before starting the course, so that the practitioners have sufficient time to construct the syllabus and develop the materials which meet the learners' needs. In short, need analysis role in language teaching and learning is paramount to appoint the materials, media, and methods for the teaching learning process which meets the learners' needs.

Corresponding to the component of need analysis, some approaches have been proposed. To begin with, Hutchinson and Waters (1987) brought learning-centred approach for ESP with two categories of needs, target need, which is what learners need to reach the target situation; and learning needs, which is how the learners act upon achieving the goal of target situation. Target need encompasses: necessities which is what learners need to know to perform well in target situation, lacks which means identifying what learners already know to determine which necessities the learners do not have, and wants which is the learners' self-identification of their necessities and lacks.

Similarly, Berwick (1989) and Brindley (1989) cited in Wang (2014) proposed learner-centred approach with six different points of view to collect need analysis data: perceived vs. felt needs, product vs. process oriented interpretation, and objective vs. subjective needs. Berwick (1989) in Wang (2014) briefly defined perceived needs as experts' view while felt needs is students' view. Product-oriented interpretation refers to learners' achievement toward target situation and process-oriented interpretation is the learners' respond toward the

learning situation (Wang, 2014). Objective needs include information of learners' real-life situation, language proficiency, and learning problems; and subjective needs gathered from affective and cognitive factors of learning (Brindley, 1989).

Dudley-Evans and St. John (2008) in Károly (2011) proposed a holistic model which includes the previous two approaches. This model consists of eight aspects. First, the real situation in which the learners will use the language: the tasks and activities the learners will do in using the language. This aspect is similar to Hutchinson and Waters' necessities and Berwick and Brindley's objective needs. Second, the factors which influence the learners' way of learning, including learning experiences, cultural information, reasons for joining the course together with their expectations of the course, and their attitudes toward the language being learned. This aspect resembles Hutchinson and Waters's wants and Berwick and Brindley's subjective needs. Third, learners' language information takes in the learners' current level of language skills and use. Fourth, lacks, which is the gap between the learners' actual use of language and their current language skills level and use. Fifth, language learning information: the effective ways in learning language skills they need. Sixth, professional communication information: how language and the skills are used in target situation. Seventh, the learners' expectations after joining the course. Eighth, learning environment information: the methods, media, and materials which will be used during the teaching learning process.

### **2.3.1 Need Analysis on Translation Learning**

Some researchers have done need analysis for translation course. To start with, Mutlu (2004) conducted English-Turkish translation course need analysis

toward the management students at Başkent University. The need analysis was to seek for four focuses: the learners' personal information and English education background; the learners' opinions about the translation course, translation difficulties, translation proficiency, and advantages from the translation course toward their Turkish and English proficiency; the learners' perception on academic studies and tasks, English language-related difficulties and the contributions of translation course toward their academic performance; and the learners' perception on their future professional lives and benefits they get from translation course to their performance in their future professional lives.

Next, Károly (2011) administered a translation need analysis on first-year students who took EU (European Union) specialization module at Eszterházy Károly College. The need analysis concerned on four aspects: personal background information comprising age, English learning experience, and reason of joining the course; information about foreign language competence which is their English proficiency level together with their strengths and weaknesses; information regarding translation including translation experience, translation difficulties, their perception on good translator, and the tools needed during translation process; and information related to course content and methodology, like the learners' expectations of the course, the learners' perception on how they will use the translation competence in the future, topics to be included in the course, learning activities in the course, and the form of evaluation instruments.

Later, Wang (2014) did a need analysis toward the juniors of Chinese to English Translation course. The need analysis aimed at collecting data from some aspects: the learners' learning goal in joining translation course; the learners'

course planning including the importance of translation course, when to start joining translation course, and number of students in a class for translation course; the learners' perception on the instructional materials including the need of textbook and the content of the textbook for the translation course; the learners' perception on teaching and learning activities in translation course; and the learners' perception on the assessment of the translation course.

From the previous study on translation need analysis above, it can be concluded that the researchers gathered the learners' data from some aspects, there are personal background information including age, experience and language proficiency; the learners' expectations toward the translation course including material, activities, and assessment instruments; and their perception on the contribution of translation course for other life aspects such as for future career, academic performance, language proficiency, etc.

This study will use the learner-centred approach and the focus will be on students' perspective or felt need, process-oriented interpretation, and subjective need. Felt need means that the data for the need analysis of this study will be gathered from the learners. Process-oriented interpretation includes the information about the activities, tasks, tools, and resources which are preferred by the learners during the learning process. Subjective need encompasses learners' learning experiences, the motives of learning translation along with their expectation, and their attitudes toward translation.

#### **2.4 Previous Study**

In this section, the researcher will be discussing about translation material availability together with several books of translation, difficulties faced by



Indonesian students in translating English to Indonesian or vice versa, and the direction of the product of the study, the translation material.

Concerning the material availability, Stewart (2008) documented that works on translation training are undoubtedly got little attention as can be seen from only few works have been written in the field, especially which focus on how to teach translation into foreign language. Even though experts agreed that the quality of translation training relies on the support of translation materials quality (Kolahi, et al., 2013), in some degree (Xu, 2005), which influences the whole system of teaching learning process and the target of the curriculum (Yulan, 2005 in Kolahi, et al., 2013), translation teaching learning resources have been paid little attention, in studies and availability.

To extend the topic of translation material, some books of translation are noted, mostly for professional use. First, Translation Training Manual for Mother Tongue Translators (Mark Wannemacher, 1998). This book mostly concerns on the translation of the Bible with English as Second Language speakers as the target audience. Second, Translation: An advanced resource book (Hatim, B. & Munday, J., 2004). Third, Guide to Translation of Legal Materials (Consortium for Language Access in the Courts' Professional Issues Committee, 2011). This book is purposed at assisting the state courts language access programs in translation work. Fourth, Translation, Grammatically, Viewed (Qassim, A. Sh., n.d.) which was created for assisting the English language department students of University of Baghdad College in learning Arabic to English translation.

Regarding the difficulties encountered by Indonesian students in translating English text to Indonesian, and vice versa, Priyono (2005) noted the difficulties

due to the differences of expression system of sentence construction in Indonesian and English. Also, Krisetyawati (2010) discovered the difficulties in translating English noun phrases into Indonesian on omission, addition, inappropriate sentence formation, and word order. Additionally, Azmi (2012) mentioned several difficulties encountered by students in translating special terminology: unfamiliarity of the vocabularies, word order, sentence formation, and lack of strategies and techniques. Moreover, Karjo (2015) revealed that in translating legal texts from English into Indonesia, there are difficulties on the application of literal translation, deciding the appropriate meaning of polysemous words, and word order.

As to the aspects to be put in need analysis, Mutlu (2004) pointed out learners' personal information, English education background, opinions on translation course, perception on academic studies and tasks, English language-related difficulties, perception on their future professional lives, and the contributions of translation course toward their academic performance as well as their future professional lives. Similarly, Károly (2011) highlighted the information about personal background, English competence, translation competence along with their perception on translation, course content, and methodology. Correspondingly, Wang (2014) include learners' learning goal, course planning, perceptions on the instructional materials, teaching and learning activities in translation course, and the assessment of the translation course.

To put it briefly, the translation material got little attention for its availability, Indonesian students are still facing difficulties in translating English texts to or from Indonesian because of the differences of both languages, and the

aspects to be included in need analysis are learners' personal information; learners' language learning experience; and learners' perception and expectations on translation learning. Because of the mentioned reasons, this study will be creating a translation material which based upon the students' needs in learning translation, including the suggested aspects of need analysis, to help them dealing with the difficulties as well as to respond to the issue of the availability of the translation material.