

**TRANSLATION OF “PENGERTIAN BAHASA DAN ASPEK BAHASA” INTO ENGLISH
USING ANALYSIS OF TEXTUALITY FROM THE VIEW OF TEXT CENTRE COHESION
AND COHERENCE**

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ABSTRACT

This paper analyzes a translated text by comparing of work of the two participants in translating source language into target language by seeing its pros and cons viewed from the main core of text ; coherence and cohesion. The analyses cover the strengths and the drawbacks of each translator work. The strengths focused on the elements of coherence and cohesion, while the drawbacks are mapped through the communicative competence; grammatical competence, sociolinguistic competence, discourse competence and strategic competence. At the end of the paper the writer serves the recommendation for each of the translator dealing with the work he/she has done. In general, the work of translation text much depends on how the translator prepares himself with 1) a knowledge of source language knowledge, target language knowledge, text-type knowledge, domain language, and contrastive knowledge each of the above, 2) an inference mechanism which permits :a) the decoding of texts, i.e reading and comprehending source language texts, b) the encoding of texts i.e writing the target language texts, and 3) communicative competence; four areas of knowledge and skills namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. At last, a good translation is called coherence when the all elements of the text works to frame it and a text is achieving its cohesion means that the text is also coherence.

Keywords: Translation, Textuality, Cohesion and Coherence

INTRODUCTION

Translation is the process of how to convert source language (SL) into target language (TL) in the form of product that is easily comprehended by the readers. It is easily understandable that translating refers to process while translation presents the product of the process. (Bell, 1991)

Translation also can be generally defined as the action of converting the information or the meaning of a source text, and production of the equivalence target text that communicates the same information or message in another language. Based on <http://en.wikipedia.org/wiki/Translation> December, 21nd 2013; 11:27 AM, translation is defined as the communication of the meaning of a source-language text by means of an equivalent target-language text.

From the definitions above it is clear that translation is how to convert the source language into target language by seeking the equivalent meaning in the target language either lexical and grammatical features and it looks natural.

It is also necessary to point out the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers. In addition, the aim is to reproduce as accurately as possible all grammatical and lexical features of the Source Language original by finding equivalents in the target language. At the same time all factual information in the original text must be retained in the translation.

What to be important to highlight that translation is a kind of process and product of generating a text in the target language by noticing some aspects of translation. A translator thus, is demanded to have qualified knowledge and skill in order to be able to deliver the reliable information from the source language into the target language. In line with Nida in *Theory of Translation* (<http://www.pliegosdeyuste.eu/n4pliegos/eugeneanida.pdf>), states that Translating is not a separate science, but it often does represent specialized skills and can also require aesthetic sensitivity. Skilled

translators must have a special capacity for sensing the closest natural equivalent of a text, whether oral or written. But translating is an essential skill and depends largely on a series of disciplines, for example, linguistics, cultural anthropology, philology, psychology, and theories of communication.

Barnwell (1983 cited in Mahasari, 2012) also states that a good translation should be accurate, clear and natural so it does not sound foreign. Therefore, to get a good translation, translator should master in both source and target language. There are competencies should be possessed by translator, they are language competence, textual competence, subject competence, cultural competence, and transfer competence. There are also some factors should be considered by the translator in order to produce a good translation product. As Nababan (1999) states that there are two important factors in translation, they are linguistics factor that cover words, phrases, clauses and sentences; and non-linguistics factor that cover the cultural knowledge on both source and target language culture. Every language in the world has its own characteristics. Therefore, when the source language and the target language are widely different in structure and cultural background, there cannot be an exact equivalent transfer of the source language into the target language. According to Mahasari (2012) to overcome the differences in characteristics of these languages, translators are required to understand the structure of both the source and target languages. It can be said that translation is a complicated process encompassing both linguistic and non-linguistic problems. One aspect of the linguistic problems to be mastered by a translator is the structure, meaning the sequence of linguistic units that have relationship to each other. A translator who translates Indonesian text into English has to be competent in mastering both Indonesian and English language structure. It will make them capable in grasping the meaning embedded in the text accurately, and will allow them to transfer the same meaning correctly and appropriately using the suitable structure in the target language.

Socio cultural background

In translation studies, its socio-cultural dimension has been taken into account. In fact, Translation may bring new inputs into local cultures to the extent that it may even reshape them. In other words translation modifies, or preserves, the perception of the other. Hence, translating as an activity and translation as the result of this activity are inseparable from the concept of culture (ITAININDIA, 2010). Taking from the case of the first translator, she is growing in the culture of Indonesian, Sasak. She will bring much the concept of Indonesian or Sasak in the way of thinking in the sense that when she is translating a text into English, the pattern of her Indonesian will greatly influence on the way she coconstructs the sentences in the target language (TL). Academically the first translation is provided with good knowledge in English. She is a University student of (the name of University is hidden), She is majoring in English. Now she is taking translation class in her seventh semester. Now she is a 22-year old girl. She is still fresh and still ambitious with the ideas of English knowledge. From these facts, it is clear that she is taking advantage in translating the text into English because she has good basic knowledge in English. She represents herself as the multilingualism. She knows sasak, Indonesia, and English. It is no wonder if her translation product is quite smooth and well-patterned sentences. Though it is still found several drawbacks of elements of linguistic aspect in her translation.

For the second translator, with the background of language program in his Senior High School, it is a great chance for him to advance his English to university. In fact, he is now the seventh semester in (the name of University is hidden) and he is majoring in English. His provision in translating is great for he has side job as translator to earn his living while attending the university. Also, he is sometimes as a freelance guide whenever he has time. Besides, the translator, he likes reading science, news, any articles dealing with serious matters like politics, wars, and social conflicts. Additionally, he is multilingualism. He speaks Sasak as the first language, Indonesian, English, and he is now studying French as the qualification to work in a travel agency. For these facts, it is interesting to see how he manages his translation based on the basic knowledge and experiences he owns.

In this paper it will be advisable to lay out the points that will be discussed. They are analysis of each translator work covering the strengths and weaknesses. The second one is the recommendation for each translator.

Purpose of the Study

To know the strengths and the drawbacks of each translator using analysis of textuality from the view of text centre cohesion and coherence.

ANALYSIS

First translator

Seeing from the the first translator background above, it is good for us to see several strengths of her translation products. What she did depicts much about how much she knows English. Let see how she constructs sentences based on the knowledge of English she has. In fact, the sentences are well-constructed. This means that she can understand about the patterns of English sentences. Moreover, She can translate the form of Indonesian sentences into good English sentences. This can be seen from the sentences : “Bahasa memberikan kemungkinan yang lebih luas dan kompleks daripada yang dapat diperoleh dari media tadi” then this sentence is translated into “Language gives more expand and complicated rather than using those media.” This proves that the first translator knows the good equivalent of English. Another strengths from this first translator product is that the translator is able to apply of *principles of seven standard of textuality* mainly cohesion and coherence. . Take for an example, the first translator is able to make the sentences in cohesion. The sentence as *language is a system containing an arbitrary vocal symbol. Those vocal symbols can be strengthened by a real body movement.* In this case, the translator using “those” as reference to vocal symbols which denotes the grammatical cohesion of the text.

It is important to highlight that linguistically speaking, text is a communicative occurrence which meets seven standards of textuality. If any of these standards is considered not to have been satisfied, the text will not be communicative. Honestly to say that If a text does not communicate, its reader will not realize the meaning and intention of that text (Mikhchi,2011). In short, translatability relies on the potential for textualization and, more broadly, on the potential for communication. Textualization is the global strategy that makes translation possible ((Neubert & Shreve 1992: 70, cited in mikchi, 2011). It may be noted, that these standards are the constitutive principles defining communicative purpose of the text. They realize us how occurrences are connected to the others: through syntactic relations on the surface (cohesion); through conceptual relations in the text (coherence); through the attitudes of the author and reader to the text (intentionality and acceptability); through the transfer of the information (informativity); through the setting (situationality); and through the reciprocal relationship of separate texts (intertextuality).

1. Cohesion

Cohesion is the first of the seven standards, and has the function of attaching, syntactically and lexically, the text together in order to create textual unity. It is a function of syntax in communication that imposes organizational patterns upon the surface text (the presented configuration of words) (Beaugrande & Dressler 1992: 48, cited in Mikhchi, 2011).

In this part we are going to see the strengths of the translated text seen from the cohesion of the text.

a. strengths

1. The sentence in this translated text has been translated according to the pattern of Indonesian language which is the same as that of English, namely both of them using S, V, (O). This similarity makes the first translator easy to translate based the pattern. This also will make the product of translation looks natural and efficient based on the message of the writer in the source language.
2. Since this text is scientific, so the text is written in present tense.This important to know that the translator is able to show that the scientific writing in order to make it actual thus,the form present tense is the usual form. Example : Language is, It means that, language coversetc.

3. The translated text also uses reference in which the main function of the reference is to denote the thing that have been mentioned. In this case the reference mostly in the form of anaphoric as : paintings, fire, smoke, tamborine sound or tong and etc. Yet **they** have to recognize that(line 5-6). They refers to paintings, fire, smoke, tamborine sound, etc. The use of exophoric reference also found in the sentence :Any one may object to say that language is not only one mean of communication. They indicated that the two(line 3-4) '**They**' here refers to 'people' (understandable from the knowledge of the world. Some references which are used in this first translated text are :
 - Language gives more expand and complicated rather than using *those* media. (line 9-10 *those* refers to paintings, fire...etc)
 - Those symbols can be strengthened by real body movement (line 13-14) *those* refers to symbols such as paintings, fire... etc.
 - A string of sound and things or case which represent *them*. Them refers to 'a string and things...(line 18-19)
 - Those sounds must be symbol or signifier.(line 11) 'those' is a demonstrative reference.
4. What we found that the first translated text uses conjunction. Conjunction is one of grammatical cohesion. The function is to join words, phrases, or clauses together such as 'but, when, and, or, whereas, etc. In the translated text there are several conjunction used as follows :
 - They indicated that two people *or* parties(line 4)
 - It is not merely all sound *and* those sounds must be symbol or signifier. (line 11)
 - *Yet* they have to recognize that(line 6)
 -whereas meaning is content of sound string.....(line 20)
5. From the side of lexical cohesion, in this first translated text also uses collocation according to Nunan (1993 : 29) he states that collocation includes all those items in a text that are semantically related. In the first translated text we can say that the following examples of lexical collocation because they belong to scientific field of Language : *communication, meaning, symbol, language, arbitrary, vocal symbol, etc.*
6. Still in lexical cohesion, the first translated text uses lexical reiteration. Halliday and Hasan (1976 :278) point out that reiteration is a form of a lexical cohesion which involve repetition of a lexical item, the use of synonym, near-synonym, or superordinate. In this first translated text, we find several lexical items as follows :
 - Language is a system containing an arbitrary vocal symbol. Those symbols(repetition)

b. Drawbacks

As what stated in the discussion above that the first translated text has several strengths, it is also undeniable the text possesses some weaknesses.

The weaknesses also are analyzed based on the textuality of a text.

1. Tense and agreement

A good translator of course, he should be aware of the tenses and its aspect. But what become weaknesses of this translated text is that the translator is not capable enough to put the tense and agreement based on the grammar of English. Here some sentences that are not appropriate with agreement.

- Those are symbols as a string of sound which *produced* by human speech apparatus. The sentence should be : which *is produced* by
- Language *cover* two field such as.... it should be : language *covers*
- ...vibration that *stimulate* ...(line 19) it should be : vibration that *stimulates*
- ...content of sound string which cause ... (line 21) The verb should agree with the subject of the sentence. So, the verb should be given inflection 's' as content of sound string which causes
- Symbol is a meaningful sign which refer to ...(line 16) the sentence should be corrected to be "Symbol is a meaningful sign which refers to .. (adding -s after the verb because the subject is singular)

2. The second drawback of the first translated text is that the translator is not aware of giving inflection ‘s’ for the plural form of a noun. For example, *language covers two field* (line 20) the noun should be given a marker for plural form by “s” so it becomes ‘language covers two fields. Also the absence of the plural marker can be found in the sentence “language is a mean of communication...(line 1). The word “mean” should be in a plural form namely by adding “s” so it will “means” to mean “tool”.
3. The most striking point that the translator uses some words that is not understandable when making a more complex sentence. To show this in line 18 ‘...and the meaning which is relationship between a string of sound and things or..’ What the problem in this sentence that the translator uses “which” that is not appropriate with the word “relationship”. The sentence should be “...and the meaning that is/namely relationship between a string of sound and things or..”
4. The choice of word (diction) in this first translated text also is still less apt. For example, ...language is not only one mean to hold communication. In this case “to hold” can be changed with “perform, do, carry out, ..etc) that are closely related. “The human speech apparatus” will be better if it translated into “vocal organs”
5. The use of word class also confuses the reader.
 - Take for example, language gives more expand possibilities and *complicated...* (line 9). The word “complicated should be “complexity”
 - Meaning contained in string of sounds is *arbiter*. The word “arbiter should be changed with “arbitrary”
6. What a lack of this first translated text is that the absence of “indefinite” article. Here are some examples of the sentences.
 - Symbol is meaningful sign which refer to ...(line 16) the sentence should be “Symbol is **a** meaningful sign which refer to ...
 - ...must be assigned certain meaning. The noun phrase “certain meaning” should be modified by indefinite article “a” so it becomes “a certain meaning”
7. The things are not understood in the first translated text is the use “if” in the sentence “language is a mean of communication among member of society if form of sound symbol...(line 1-2). The use of if does not make sense even it destroys the meaning of the sentence. Hence it ruins the coherence of the text in a whole. Another example in the text is “ Yet they have to recognize that if compared with language...line 6-7” shows that this translation looks awkward because the word ‘they’ refers to what/who. And above all, the use of “if compared” should be “if it is compared with”

From these analysis we can map the problems as follows :

No.	Matters	Facts
1.	<i>Grammatical competence</i>	<ol style="list-style-type: none"> 1. The absence of “s” marks for the verb with the singular subject 2. The absence of definite/ indefinite article before a noun/noun phrase. 3. The wrong order of adjective as a modifier of noun/noun phrase. 4. The absence of “s’ marker for the plural form of noun/noun phrase. 5. The use of inappropriate conjunction.
	<i>Discourse competence</i>	<ol style="list-style-type: none"> 1. The use of inappropriate the class of word. 2. The use of understandable sentence. 3. The use of inappropriate word choice (diction)

	<i>Sociolinguistic competence</i>	4. <i>The use of inappropriate words equivalent which is interfered with the translator model of his first or second language.</i>
	<i>Strategic competence</i>	5. <i>The use some words that is used to compensate the translator inability finding the equal words in the target language.</i>

The second translator

a. Strengths

In general the second translator was provided with a good knowledge and skill in English and enough experience dealing with it as a amateur translator and as guide. This therefore will influence his ability to deal with the source text and the target text. Like the first translator, the second translator has several strengths and drawbacks. There are some good points that will be highlighted in this discussion relating to cohesion of the the text.

1. The second translator has capability in translating Indonesian text to English based on the patterns and forms of English as the target language. This can be understood because Indonesia and English have the same order of pattern namely, S,V. (O).
2. Moreover, the translator are able to choose the words that are closely equivalent. This is important because the more equivalent the words the more natural the text looks.
3. In addition the translator can see the sense of meaning more closely. This is necessarily important because the more we know the words background the easier the translator predicts the meaning of the words. In other words, translator’s background knowledge is highly determining factors in transferring the source text into target language. To illustrate this let see the following sentence *”May be there is an objection saying that language is not the only a means of establishing communication. They indicate that two people who are establishing communication by using certain ways which are agreed together”*. From the side of choosing the words, it quite satisfying, and the form of the sentence makes sense, shows that the translator are having good mastery in English pattern of sentence. This translation product also proves that the translator is fluent enough in conveying the ideas. This is because his knowledge about the topic is quite good.

From the cohesion of the second translated text, it can be givens some reawrding points as follows :

1. The translator has applied the principle of cohesion in his translated text. For example, The translator uses grammatical cohesion such as the use of ‘reference’ as in *“But they have to admit as well that if they are compared to language, all means of communications have been mentioned contain many weaknesses.(line 6-8)*. Here, the translator uses ‘they’ refers to people, and the second “they” refers to “paintings, fire, sound of drum, etc.
2. The translator also has used ‘conjunction’ in his translation. Let see the following sentences. *‘Language give something that is wide and complex than....(line 9)*. Also in sentence *“...that is certain called anjing, dog, hund, chien, or canis?”* show that the sentences are using the connector.
3. The translator uses the right form of sentence. This proves that he knows that scientific text must be written in ‘simple present’ to actualise the information.
4. In this translation product, the translator also deals with lexical cohesion. Lexical cohesion is the use of collocation and reiteration.
 - a. *Collocation means that the uses of words that relate to the topic. When talking about language the words that collocate are :meaning, vocal symbol, speech utterance, speech apparatus, sign, etc.*
5. *While reiteration denote to the repetition of words in the text whether in the form of synonym, near synonym, etc.*The example from the second translated text is *“While meaning is a contain that*

6. is in the sound current causing the reaction or response from other people). *Meaning...(line 20-22) also reiteration can be found in..._vocal symbol (speech sound)*

b. Weaknesses

Besides there are some good points from the second translator that have been discussed above, the declining points have also been noted as follows :

1. The translator is not aware of using “s’ marker for the third singular subject, as in the following sentence ” Language give something... (line 9) the sentence should be “Language giveS something.
2. Also the translator is not aware of giving the “s’ inflection for the plural form of a noun. “our five sense”. This should be “our five senses”
3. The translator is less aware of using passive form of verb. “...that can be strength with body movement real. This should be strengthened..”
4. What the translator forgets that he is less aware of putting the definite/indefinite article in his text. Let take for example, a symbol because sequence of the sound...(line 14). Definite article “the” can be inserted before the noun. So, it will be “a symbol because *the* of the sound.
5. The class of word is out of care by the translator. For example, Arbitrary mean that there is...(line 20) the word “arbitrary” should be “arbitrariness” to show the function as noun.
6. The use of adjective as modifier should be precedes the noun. But the translator uses adjective after the noun (post modifier) The sentence will be much effective when follow the rule of noun modifier. “...a sequence of sound that is certain must contain the meaning certain as well.” The word ‘certain’ must be placed before the noun. So, it will be “...*a certain sequence of sound must contain the certain meaning.*
7. The translator is not aware of selecting words to make it close equivalent. Forvexample, *vocal symbol (line 12)*_it will be_closed to the meaning of target language if it is translated to “vocal organs”

Here are the map of the lack of the second translator shown below :

No	Matters	Facts
1.	<i>Grammatical competence</i>	<ul style="list-style-type: none"> • <i>The absence of “s” marker for the verb with singular subject.</i> • <i>The absence of “s” marker for the noun/noun phrase as the plural form</i> • <i>The use of inappropriate word order for adjective functioning as a nmodifier of a noun/noun phrase.</i> • <i>The absence of definite/indefonite article before a noun/noun phrase</i> • <i>The use of wrong pattern of verb in passive sentence.</i>
2.	<i>Discourse competence</i>	<ul style="list-style-type: none"> • <i>The use of inappropriate word class</i>
3.	<i>Sociolinguistic competence</i>	<ul style="list-style-type: none"> • <i>The use of inappropriate equivalent words for target language because the translator is interfered with word from his first/second language form.</i>
4.	<i>Startegic competence</i>	<ul style="list-style-type: none"> • <i>The use of word that is related to the inability of the translator to compensate some word that does not exist in the target text.</i>

COHERENCE

Halliday and Hasan (1976 :23) states that coherence deals with the elements internal to a text which consists of cohesion and register. A text is a passage of discourse which is coherent in these two elements. It is coherent with respect to the situation and thus consistent in register; and it is coherent with respect to itself, and therefore cohesive. In other words, coherence is created by cohesive markers that are appropriately used and the context in which the text is used.

From this definition we are going to see the good and bad side of the first and the second translated text from the view of coherence.

First translator

a. Strength

Because this source text is a scientific text, the text is constructed based on the criteria of choosing words that is collocate with the topic given. And also the words used is the word for certain field of the topic (register). Thus it can be guessed that the words are more serious and fixed. Because of this first translated is translated according to word per word, so the translator has tried hard to served it in coherent text by presenting cohesion in the sentences and selecting words that are registered with the topic. Though it is recognized that the relationship among elements in the sentence need to prove.

b. Weaknesses

Honestly to say that this first translated text is far from perfectness in the terms that cohesion among the sentence is still weak. In fact, based on the weaknesses in the cohesion explained above, the coherence of this translated text is blurred. Moreover, the selecting of word or register are less appropriate. In short, this translated text does not represent the way people understand it.

Second translator

a. Strengths

What is found in the second translated text is in line with the principle of coherence. This text is coherent enough because it uses cohesion principle. A text will not be coherent unless it is cohesion. Hence whenever a text applies the lexical cohesion and grammatical cohesion means that the prerequisite for the texty coherence is fulfilled. As stated above that this translated text has some good points or strenghts that represent of its cohesion.

b. Weaknesses.

Dealing with some drawbacks mentioned in analysis above, It will be wise to say that this second translated text is still having some limitations to say it perfect. In general the more the text loosens its cohesion the far the text can be called coherence. But it would be wise to consider the idea stating that coherence of a text is the result of interaction between knowledge presented in the text and the reader's own knowledge and experience of the world. The latter being influenced by a variety of factors such as age, sex, race, nationality, education, occupation, and poltitical and religion affiliation (Mawardi, 2010).

SUGGESTION

Based on the analysis of the strengths and weaknesses of each translator, it would be advisable to give recommendation for them to improve their abilities in translating the text from the source language to the target language. As being stated previous that a translaor should have some kinds of knowledge and skills in order that he/she can translate a text well. Because the translated texts are analysed based on the standard of textuality mainly *cohesion and coherence*, so the focus of recommendation is based on the matters that exist respecting with text –centre cohesion and coherence.

A good recommendation of course will give a chance for the translator to enhance his/her knowledge to achieve the satisfying result of translation. Thus based on the analysis given there are some recommendations for each of the translator.

a. First translator

1. For the first translator it is wise for her to understand the source text before starting to translate. This is important because decoding the text is how to comprehend the text.

2. Dealing with the grammatical competence, it would be better for the translator to know the order of modifier of noun phrase in English. English order of modifier is adjective precedes a noun/noun phrase.
3. The use of agreement between the subject and the verb that follow. The third person singular when follows a verb, the verb is given inflectional "s", "es".
4. The of definite article should represent the definiteness of a noun/ noun phrase to show the noun/noun phrase has been mentioned or known.
5. Respecting with the word class used in the translated text, the translator must be aware of the class of a word in the sense that when the word is used as a noun or adjective.
6. A word that is not apt or equivalent to the target language should be found the word that is really close to that target language. Not whole Indonesian language can be easily translated into English.
7. The sociological competence should be possessed by the translator to know how far a word/sentence can be used based on the context. This is important to facilitate the translator to translate naturally.
8. It is advisable for a translator to have strategic competence. In the case that the translator is lack of a word or sentence in the target language. This is also able to help the translator to break the difficulties.

b. *Second translator*

Likewise the first translator, the second translator is given the input to construct his ability to translate more professionally. The recommendations are based on the matters found in the analysis concerning cohesion and coherence viewed from the *communicative competence* namely the grammatical competence, sociocultural competence, discourse competence, and strategic competence. The following are several recommendation that will be concerned with the central notion of the text cohesion and coherence :

1. A text is called cohesion whenever all elements in the text are related to each other. The use of grammatical cohesion such as the right tense, conjunction, reference and lexical cohesion contribute to the cohesiveness of a text.
2. In the term of grammar competence there are several matters that should be clarified.
 - The English subject-verb pattern must be in agreement. This mean that if the subject in the third person singular or a thing the verb should be given inflectional markers. The suffix usually s/es. The general pattern is she/he/it + V^{s/es}.
 - The use of adjective modifying a noun/noun phrase should follow the order in which an adjective comes before a noun/noun phrase. The pattern will be "adjective +Noun/noun phrase" as in "a certain meaning"
 - The use of a passive construction should follow the rule namely S + be + V₃
 - The writer also must be aware of using definite or indefinite article. The definite article to say a thing that is definite or has been mentioned before such as the boy at the corner shop means not the other but the who is at the corner shop. While indefinite article to say something that is not identified yet. A book means it is not a knife.
3. In the term of discourse competence, the matters will be recommended are about the word choice (diction). In translating a source language into target language, a translator must rely on the closest meaning of the equivalent words. This shows that equivalent words make the translated text looks comprehensible and natural.
4. In the case of word class, a translator must be aware of using the class of word in the sense that a translator knows well when a word functions as a verb, noun, adjective, etc. By placing a word into its class means that the translator knows the pattern of a sentence in a language. In short, whether a word is a noun, verb, or adjective depends on the position as agent, predicator or goal.
5. In the term of sociocultural a translator should have, it is valuable when a translator knows the function of a language or certain expression in its context or its use. When a translator knows well about the culture of a society, this will guarantee him/ her to success in translating the text easily.

6. While the strategic competence deals with the competence that is possessed by a translator to break a deadlock. This is a kind of a strategy how a translator overcome his inability to find the equivalent words/sentences in the target language.

From these elaborations either the first or the second translator whenever they translate a source text into the target language, it is indispensable they have to possess several kinds of knowledge and skills. requirements that they have to possess. According to Bell (1991 : 31) states that there are some knowledge and skills that a translator has to possess, first, knowledge base consisting of a) source language knowledge; syntactic rule, systems of the code its lexicon, and semantics and its text-creating system, b) target language knowledge; equivalent to that in the source language, c) text-type knowledge, d) domain language, e) contrastive knowledge each of the above. Secondly, an inference mechanism which permits :a) the decoding of texts, i.e reading and comprehending source language texts, b) the encoding of texts i.e writing the target language texts. Finally, communicative competence; four areas of knowledge and skills namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

In short, it can be concluded that a text will be called cohesion when a textual element is dependent on another element in the text. In terms of both lexis and grammar, that is, the surface components depend upon each other in establishing and maintaining text continuity (Hatim and Mason, 1997). In other words, when a text is achieving its cohesion means that the text is also coherence.

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