AN INTRODUCTION TO TRANSLATION STUDIES:
AN OVERVIEW

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ABSTRACT
This study aims to observe the development of translation studies through three concepts of descriptive translation studies; product-based, process-based, and functional-based translation studies. The readers are introduced to some famous translation scholars including their view of translation studies. At the further discussions, this study lets the readers acknowledge the main issues on translation studies, focusing on the debate of equivalence versus variations in intertextual texts analysis. Some tendencies of variations, such as different grammar and sentence structure, diglossia leakage, and pragmatic consideration are also presented to present to what extent variations occur during investigation processes. Therefore, regarding those tendencies, this study is closed by the description of Matthiessen’s proposals about points of consideration to construct a parameter to measure meaning variations. This study may help those who are interested to conduct translation researches and help them by giving options of which theories is beneficial to their analysis.

Key words: translation studies, variations, intertextual texts analysis

INTRODUCTION
It is undoubtedly right that translation is important to disseminate information. In line with this premise, the number of translation professionals are getting higher. However, the development of translation studies through researches remains stagnant. In fact, the result of translation researches tend to help human daily life in term of evaluation, designing translator machines, and cultural studies.

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the class schedule and in the same classroom. The teacher will proctor the formative test but possibly not the summative test. The proctor, time and room of the summative test will however be arranged by the Faculty. The Faculty also requires minimum attendance for students to be able to attend final tests. The course therefore considers participation and contribution as an assessment component since without sufficient attendance students cannot participate or contribute maximally. The tests, reading report and summary and participation/contribution will make up the overall assessment that determines the students’ passing the course with minimum mark of C.

In terms of course evaluation, this course will employ summative evaluation approach. Graves (2000, p.215) states that summative evaluation of a course will determine the course's continuity, degree of achievement, redesigning. Brown (1995) and Tomlinson (2003) add that curriculum evaluation should inform whether the course has met the students' needs. In terms of course contents, they particularly evaluate whether the contents met the construct or conceptualization of the subject and were well organized. Tomlinson further emphasizes the role of materials in making teaching and learning process successful as part of curriculum evaluation. While being summative in nature, the evaluation of the course will adopt product-oriented approach. Brown (1995) describes product evaluation as focusing on 'whether the goals (products) of the program are being achieved' (p.227). Since this course aims to develop reading skills, whether or not it has attained the goal has to be determined by at least the result of students' tests, which are also made to assess the skills. Brown classifies test scores as quantitative data in course evaluation. Since he argues that course evaluation should combine both quantitative and qualitative data, this course will also be evaluated by administering student's feedback sheet given at the end of the course, and if possible, classroom observation.

CONCLUSION

To conclude, this curriculum is developed to address the needs of the students while taking heed of the two-fold goals of teaching reading in the Department. The tasks design illustrates the classroom activities which promote the use of reading skills and strategies through both top-down and bottom-up approaches to reading process while facilitating students’ familiarity and understanding of different genres.
Based on the figure above, it is known that indeed translation covers many significant roles. Holmes in his seminal paper, as compiled in *The Translation Studies Reader* (2004: 184), describes that the two branches of pure translation studies concerning themselves with these objectives can be designated *descriptive translation studies* (DTS). There are three major kinds of research in DTS, which are distinguished by their focus as product-oriented, function-oriented, and process-oriented.

The area of product-oriented DTS describes two phases, in which the first is individual translations, or text-focused translation description. The second phase is that of comparative translation description, in which comparative analyses are made of various translations of the same text, either in a single language or in various languages. Some translation theories used in this DTS are systemist theories. The next is function-oriented DTS, which is interested not only in the description of translation themselves, but also in the description of their function in the recipient socio-cultural situation. This study concerns more in context rather than texts. Most of translation studies used this type of DTS use functionalist theories. The last is process-oriented DTS, which concerns more with the process or act of translation. Munday (2001: 11) describe that this DTS focus to the psychology of translation, for example a research to find out what happened in the mind of a translator.

### Figure 1. Holmes's 'map' of Translation Studies

![Figure 1. Holmes's 'map' of Translation Studies](image)

The techniques used in the formative test include gap-filling, multiple matching, ordering, short answers, and free recall, across descriptive, expository (essay), and news items text types. Anderson explains that gap filling technique can test an overall understanding of a text by removing the words which are crucial to the text's main ideas or which hold its coherence (p.210). Multiple matching techniques can be very effective to assess previewing, predicting, recognizing main ideas and patterns of paragraph organization by for example 'matching headings for paragraphs to their corresponding paragraph, titles of books against extracts from each book' (p.215). Ordering is very popular with paragraph organizations and main ideas identification while short answers are common to comprehension check. Free recall where test-takers read a short text within a time limit and immediately write down what they can recall from the text, Anderson argues, most carries authentic reading processes (p.230).

In the summative test, the techniques involve short answer, multiple matching, editing, summarizing into a table or chart across text types such as story, advertisement, and manual. Short answer technique can be used for guessing meaning, inferencing or scanning tasks. Moreover, Anderson argues that short answer is the one of the techniques that 'come closer to the real world' (p.249). Likewise, editing and summarizing are often done in everyday reading. These three techniques are also likely to address criteria of interactivity and impact. They are interactive as they engage test-takers as readers to activate various language skills and prior knowledge. They give impact because they will give positive backwash to learning as what they are tested corresponds to what they have learned and done in various learning situations (Bachman & Palmer, 1996). Yet, the downside is such techniques will elicit varied responses and thus necessitate a measure to lessen the scoring subjectivity. Where human judgment and decision are called, there would never be an objective marking since “rating always contains a significant degree of chance, associated with the rater and other factors” (McNamara 2000, p.37). To increase the scoring objectivity, the course will develop models of the expected responses (such as answer key) as a guideline in scoring as well as conducting inter-rating in scoring. Inter-rating can be done by having two examiners assessing a response and comparing their assessment to meet an agreed judgment (Hughes, 2003).

With regard to test procedure, both tests are paper and pen test take 90 minutes with no dictionary use. The formative test will be held in the same time as
With regard to assessment, some types of assessment namely formative and summative tests, performance assessment (reading report & summary) and participation/contribution are employed in this Reading course. Based on test purpose, Brown (2004, p.6), Hughes (2003, p.5, pp.12-15) and McNamara (2000, p.6), group summative test under achievement test, distinguishing summative from formative test or final from progress achievement test. Hughes explains that summative assessment is “used at, say, the end of the term, semester or year in order to measure what has been achieved both by groups or individuals”. Formative test is mainly aimed at measuring students’ learning progress and does not necessarily involve formal testing. Yet, this course will use written tests for both formative and summative assessments. To assess the tests’ quality, Bachman and Palmer's (1996) test usefulness criteria are adopted. The criteria involve “a balance of the following six complementary qualities: reliability, construct validity, authenticity, interactivity, impact and practicality” (pp.19-40).

To meet construct validity, the tests should be in line with what is taught in the class (Bahman & Palmer). The formative test tests the skills taught before the test takes place (Unit 2 5) and the summative one assesses the skills taught in unit 6 - 13. To assess students’ reading performance, various test tasks and techniques are used. In testing reading, Anderson states that “a task can take a number of different formats, or utilise a number of different techniques” (2000, p.202). He further argues that good reading tests often use different techniques either within the same text or across a variety of texts. The tests' tasks thus will resemble the reading tasks done in the class but tested integrally, not one skill at a time as in discrete-point approach, because real reading process often necessitates different tasks and techniques (Anderson, 2000).

The techniques used in a test should also address the authenticity needs. Direct testing is a test that bests represent authentic language use (Hughes, 2003). However, when a test is constrained by practicality issues, Bachman and Palmer (1996) advise to have a balance between reflecting teaching and the use of language in real life. While the authentic performance in this course is assessed through reading report and summary, the course also attempts to make the tests communicative enough through some techniques suggested by Anderson (2000, p.84). In that way, the students are to also develop into a strategic reader who is aware of how to make the most of what is available in a text to assist their comprehension and ultimately achieve their reading purpose (McCarthy, 1991).

1. Product-Oriented DTS

This categorization accommodates some definitions of translation. Newmark in Aveling (2010: 5) says that translation is a craft consisting in the effort to replace a non-verbal message or a statement in one language by similar message statement in another language. This definition exactly supports the idea that translation is a product. Another supporting statement is by Margret Amman, cited by Aveling (2010: 5) that ‘translation’ is when a source text, both verbal and non-verbal has, for certain purpose been used as the model for the production of a text in the target culture.

These two definitions scroll similar agreement that translation must end up as a product on which the content delivers the same messages, not merely the form. The other translation scholars who lean on product-oriented translation studies are Savory and Jacobsen. As explained by Bassett (1980: 14) that Savory defines translation as an ‘art’, while Jacobsen argues that translation is a ‘craft’. Both of scholars agree that translation is near with a unique production for it is said as a ‘craft’ and an ‘art’. An overall conclusion of this view is that translation must have a real product, which are possibly phonemic (interpreting), morphemic, words, group/phrase, clause, and text. This view influences the systemist theory as represented by Halliday, Matthiesen, and Martin. The theory concerns more on the comparative studies on the degree of similarity of each linguistic unit, which is categorized as synchronic study, or the history of translation products during certain period, a diachronic one.

2. Process-Oriented DTS

Translation as process-oriented view can be said as the most favorable definitions of translation. Many translation scholars define translation is an act of communication. The most prominent translation expert who is popular for his Bible translation is Nida. Nida and Taber (1982: 12) claims that translation as the process of reproducing in the receptor language to the closest natural equivalent of the source language message.

The first is in the terms of meaning and secondly in terms of style. The term reproducing is highlighted by Nida since it is the ultimate aim in translation. It consists of making a good many grammatical and lexical adjustments. This statement is identical with the statement of Machali (1998: 1) who says that translating is an act of recreating meaning, not that of creating meaning. A good
translation surely difficult to gain an absolute similarity for each language has its own uniqueness, either grammatical or cultural meaning. The one who translate any documents must consider on the limitation of deriving faithful translation in which an SL text must be the same as the TL text.

Catford (1969: 20) agrees to both of arguments above that translation is the replacement of textual material in the Source Language text by equivalent textual material in the Target Language text. However, this definition seems limited on the use of textual material terms because translation is not only limited to the use of something textual but also untextrual material, as described by Roman Jacobson as an intersemiotic translation. Therefore, this definition focuses more on the textual analysis rather than the meaning of a translated text proven by the famous approach of translation 'shifts'.

Overall, the most comprehensive definition supporting process-oriented translation is derived by McGuire (1980) via Machali (1998: 1),

Translation is the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted (McGuire, 1980: 2).

This definition has covered almost all similar ideas presented before, that translation is indeed a process that begun with the prefix re-. It means that translation does not take only once in its process but also twice or more processes. The idea of similarity is also argued as something impossible that the demand of translation as a process is near with making the natural and closest equivalence. Barely is the process of translation demanded to be the same.

3. Function-Oriented DTS

This view somehow leads three prominent translation scholars: Reiss, Vermeer, and Nord brush the functional theories of translation. ‘Functionalist’ in Nord (1997: 1) is defined as focusing on the function of texts and translations have certain functions. Among the three functionalist theories, skopos theory by Vermeer, Translational Text-Analysis by Nord, and Text Type and Language Function by Reiss, the one who has played a major role in the development of functionalist trend is skopostheorie. Vermeer as explained by Munday (2001: 80) says that the term ‘skopos’ is the Greek word for ‘purpose’ or ‘objectives’. It was introduced into translation theory in the 1970s by Vermeer as a technical term for the action of translating and as a purpose of a translation. This definition guess almost any words. Thus, when their top-down strategy does not help much for unfamiliarity with the text type and the topic, they can use bottom-up strategy by looking closely at the grammatical function of a word to guess its meaning. One way of uncovering the grammatical functions of a word is by looking at its parts of speech whether it is a verb, noun, adjective, preposition, adverb and so on. To build the bottom-up guessing meaning strategy, questions like the following can be used.

What does “stoop” mean?
The old man walked slowly along, all stooped over and leaning on a stick.

When I stooped down to get a better look, I realized that it was a dead rabbit. It must have been hit by a car.

Grammatical function: _____    Approximate meaning: _____
Lexical clues: _____, _____, _____, etc

The exercise might not be taken from the same text to expose learners with a vast number of vocabularies. It is important however to attempt to use short-answer exercise instead of multiple-choice questions for ensuring the communicativeness of the exercise. Anderson argues that short answer is the one of the techniques that ‘come closer to the real world’ (p.249). He further argues that short answers are quite popular for guessing meaning, inferencing or scanning tasks. At the end of the exercise, learners are asked to peer-assess and discuss what makes them come to their guessing. At this stage, learners are allowed to check their answers with dictionaries. Peer-assessment will then be mainly used as the classroom assessment technique in these designed tasks.

The designed tasks are reading task (in the second stage) and vocabulary task (in the fourth stage) within a lesson aiming at developing guessing meaning skills, within Reading II class. The tasks consist of four stages but deals with two activities reading and vocabulary works. In the preparation stage or pre-reading activities, the students are prepared by being exposed to the knowledge of the discourse features of recount. In this way, they, according to Paltridge are equipped with knowledge related to “the organizational and linguistic features of genres that they need to have command of in their academic disciplines and professions” (2001, p.4). Further, the activity where the students have to connect each feature with the corresponding paragraph where the feature is found is intended to raise their awareness that specific vocabulary items tend to be associated with certain rhetorical text patterns (Celce-Murcia & Olshtain, 2000,
and problems of the past or even the present, I would rather add, which will give students an overview to see the world not only through their own eyes but also observe and become aware of any divergence that exist through the ‘wise’ eyes.

In the same way, Temple (n.d.) summarizes a Russian teacher's opinion in an address to teachers-to-be that 'the academic tradition' of teaching literature is based on “philology science” and that students are encouraged to read literature in order to get the idea of style and logic of the literature. Consequently, the teachers would regard the necessity of analyzing literature on their moral value as well as its aesthetic content which is given a term as ‘upbringing’.

The term ‘upbringing’ implicitly reveals the condition of becoming mature through guidance and attention. This is true that educating does not merely mean physical action of giving materials to be learnt but most importantly is to educate them mentally and spiritually. Therefore, for literature teachers, strongly upholding moral value that is contained in literature as an education material is really of intelligent consideration.

Additionally, there could be two main points of teaching literature to students i.e. “in order to introduce students to the inherent pleasures and challenges of literature itself... and in order to get at other issues of educational value, using literature as convenient illustration or as case studies.” It is also suggested that students would be more encouraged to learn literature when they know that they can get something from literature (The Reading Literature, n.d).

The existence of ‘something’ underneath literature which is usually assumed as the moral value, in fact, has been frequently questioned and of whether literature is best appreciated through the deep discussion on literature itself or to get it associated with moral and aesthetic values is still debatable. According to Gilman (1971), D.H. Lawrence and L.C. Knights, for instance, view literary works as having something beyond the works themselves which neither belong to aesthetic nor recreation, rather to the morality.

There is still an ambiguity in judging literature as well as the hesitance of the relationship between literature and moral value, as Gilman stated “if what is said is of moral significance then it must be evaluated in the same way that any statement about moral matters is evaluated”. Furthermore, he also states that there is no way of transferring the soul of literature into moral point of view just as there is no route of literary criticism to lead to sort of moral validity (1971, p. 191-192).

emphasizes that translation must have a reason behind it. Vermeer even gives several basic underlying rules of the theory. Similar with Vermeer, Reiss in Munday (2001: 73) focuses on the ultimate aim, which is initially at systematizing the assessment of translations. Reiss chooses to take text as the concept of equivalence rather than words or sentences. This approach is mostly used to assess literary translation, for readers are the important factor. In line with this, Nord (1997: 22) explains that translation is an act of communication. It means during communication process, both speakers and hearers transfer meaning. The meaning associated with the sign does not need to be the same for both the producer and the receiver. An overall conclusion upon this part is that translation both as a product and as a process must be purposive. Not only does this approach facilitates a helpful analysis of literary texts but also launches the idea of translation training since, again, readers are the key point.

MAIN ISSUES IN TRANSLATION STUDIES: EQUIVALENCE OR VARIATIONS

Talking about translation will always be related to the concept of equivalence. Although some experts view this as a left-behind theory. However, this term has played a very crucial role towards translation studies for it is the beginning theory to evaluate translation products and translation processes. The definition of equivalence given by many translation scholars is various, that it further becomes an everlasting debate. However, after long discussions, Newmark firstly introduced a basic concept of variations, which is then developed into the theory of Register Analysis. In the last development, it is familiar to mention the new issue, variations.

1. Equivalence

The term equivalence must include at least two texts, the SL text and TL text. Some linguists argue that equivalence will never be gained no matter how best the translator is. Some other argues more on the idea of rendering meaning. There are three translation scholars presented in this session. They are Nida, Newmark, and Baker. Equivalence according to Nida in Munday (2001: 41) divides equivalence into two. The first is formal equivalence, which focuses on the message of a text, both in its form and content. The main consideration is the message in the target language should closely match as good as possible to the
different elements in the source language. This definition concerns more to the structure analysis, which influences strongly in determining grammatical accuracy and correctness. The example is closely presented by the translation in Chapman and Hendry (2008: 7):

Big Mouse got out of bed and opened the bedroom curtains

Tikes Besar bangun dari tempat tidur dan membuka tirai jendela.

The translation shows that the receptor language is grammatically correct since each element of grammar is exactly in the same number. Each clause in Source Text and in Target Text performs similarity, which means there are no significant meaning alterations. On the other hand, Nida also launches dynamic equivalence via Munday (2001: 42) which focuses on the relationship between target language and message should be the same as that existed between the source language and the message. This form of equivalence is similar to the description by Jacobson in Munday (2001: 36) “there is ordinarily no full equivalence between code-units”. Comparing formal and dynamic equivalence, the formal one tends to be hard to achieve. This is because each language in this world does not present the same grammatical accuracy and so do cultural values. Therefore, when there are no equivalent words in the receptor language, formal equivalence tends to be a tense translation. On the other hand, dynamic equivalence presents a wiser point of view that both grammatical and cultural diversities will always occur during the translation process. Therefore, this definition is considered more available.

Separately Baker (1992: 5) categorizes equivalence into several classes. Those are equivalence at word level, above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. Each of them explores the meaning of single word, a group of words, textual meaning, grammatical, and lexical relationship linked to various parts of text, and on how texts are positioned in communicative situations. Pragmatic equivalence perhaps the only one form of equivalence, which proves that equivalence, will always be affected by many variables such as writers, readers, and cultural context. Moreover, Baker (1992: 6) believes that equivalence can usually be achieved to some extent. Her interesting comment is since a variety of linguistic and cultural factors always influence equivalence, therefore it is always relative.

Similar to Baker, a German linguist, Newmark provides a criticism towards the idea of equivalence. Munday (2001: 44) describes that Newmark rolling ball discussion (Ohmann, 2004). Therefore, whether literature can be brought to classrooms and passed on to the next generation meaningfully lies on the hands of teachers. McKay clarifies that there are two main cores of literature--linguistic and conceptual (1982, p.530). Therefore, there are also two importance issues that become the centers of literature, namely the language and the ideas, thoughts, concepts, messages, and values condensed in it.

LITERATURE: THE VALUES WITHIN

Many, rather than most, of students seem to wonder of the reason of being given literature as one of their subjects. Unluckily, the questions are left unanswered as no one would eagerly explain why, and so would the teachers. The tradition of teaching literature to students has been lasting for decades, yet there has been no evidence that by learning literature students become more intelligent and of better moral value.

E.L. Marson states the importance of literature as “carves upon the bedrock of humanity, reflecting man and his world…”(1969, p.10). It is indeed true that literature is part of human culture which is cultivated from the power of language usage and that language, on the one hand, is the basic idea which differentiates human from other creatures (Poole, 1999, p. 3). On the other hand, language functions as a means of expressing feeling and responses. To put it simply, a writer communicates his ideas to the reader through his literary works and the reader gives response to the work through literary criticism. In this case, students are positioned as the readers in the sense that they are studying literature at schools and then analyzing it. The results then will be likely to have various different feedbacks. Some might be very critical in the language usage of imagery or metaphor while the others might be genius to interpret the works by relating them to the external aspects from which they were born. Again, Marson (1969, p.15) deliberately mentions that “the aim of literature courses at Universities is to produce people capable of making literary critical statements”. Another similar reason is given by McGarrell (n.d) that “literature allows students to encounter the ideas and experiences throughout history.” This explicitly encourages them to appreciate literature and place them in diverse intelligence frameworks that will noticeably lead to a critical thinking towards every problem they are going to face in life. Based on McGarrell opinion, students would be provided with vast ideas...
THE IMPORTANCE OF TEACHING LITERATURE TO STUDENTS

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ABSTRACT
Literature, in its own self, possesses rich heritage, social, political, philosophical, and economical reflection of an era. It has long been used to depict various circumstances, sound social critiques on a particular condition, reflect characteristics of an age, portray culture of a society, and reveal conspiracy in a country. Literature is widely learned and discussed in schools, yet its benefits and values are often questioned. This paper is aimed to elaborate the idea of the necessity of teaching literature to students and how it can be brought into classrooms.

Key words: literature, language, values, students

INTRODUCTION
Literature has been widely acknowledged since a long time ago and studied in all over the world. Also, literature was commonly, in the old time, well-comprehended and well known among teenagers and adult people, indeed. As Ohmann notes in his excerpt that “Our classrooms filled up during the fifties and sixties, as students left the sciences and sought insight through the arts.....” Great literature was taught and intensively discussed in both formal and non formal schools, as the appreciation of literature was still in its golden glory and of high honored value. Besides, history has considerably revealed the fact that ‘canon’, as people referred to the masterpieces, is the significant core existence which needs to be maintained, respected, taught, and put it in everyone’s mind just like our mind is always mingled with value of life itself. Or else, some people might keep it in their house, definitely not as a decoration of book shelf, but rather in the extreme sense as ‘guidance’ of valuing bad and good. Thus, a questioning on whether literature is still needed to be passed on to the next generations as a means “for developing and refining the intelligent” or because of its moral value density continues to be 'the
causes of variation. Moreover, in his additional statements, Newmark launches the idea of measuring variations, namely the degree of variations. It is implied by Newmark’s suggestion to all translators that although equivalence is hard to achieve, it does not mean a translator cannot narrow the degree of variation.

Considering Newark’s statement that there are external factors that influence text variations, that of the translators' subjectivity, the register theory is then introduced. Register theory as explained by Eggins (2004: 9) describes the impact of dimensions of the immediate context of situation of a language event on the way language is used. This definition is clear enough to describe that context is an important point in translation.

Halliday and Hasan (1994: 36) state that register is a semantic concept, which can be defined as a configuration of meaning in a particular situational configuration of field, tenor, and mode. This concept is inspired by the idea that texts are situated language, and situated is similar to being instantiation or realization of a language system under contextual constraints, (Steiner, 2004: 11). It is affirmed that a text is always be surrounded by context that are configured through field, mode, and tenor. Tallapessy (2011: 25) explains that field refers to the institutional setting where a language is used; tenor refers to the participants' relationship, and mode refers to the media of communication adopted. Among these three statements, it can be concluded that register is an important feature to analyze translation products, especially in dealing with context as the influential factor in the degree of variations through the lexicogrammar and semantic analysis.

As cited by Eggins (2004: 111) Halliday states that language is designed to accommodate three main functions: a function for relating experience represented in experiential meaning, a function for organizing information as represented in textual meaning, and a function for creating interpersonal relationships as represented in interpersonal meaning. These types of meaning can be related both to context and to lexicogrammar. Moreover, Halliday and Matthiessen (2004: 586) explain their argument upon the relation between lexicogrammar and semantics. It begins with the idea that lexicogrammar makes two fundamental contributions beyond the upper part of grammatical units, the first is the creation of logo genetic patterns, and the second is the marking of cohesion. The term logo genetic patterns are based on instantiation. It is the relationship between an instance and a generalized instance. For example, a news report where the reporter selects verbal

REFERENCES
In that sense, Michael Jackson is in fact a product of white commodity culture and not in a real sense expressing blackness or Afro-American culture since he has been commodified for the purpose of popular culture.

So far, we have been dealing with white hegemony in portraying the face of Afro-American culture. In addition to that, I argue that economic factors should also be considered upon the spread and affirmation of white culture within Afro-American community. It is true when we apply it to a capitalist and pluralist country like America. Take popular and mass-media for example, the pressure of rising costs means that all media have to try to reach as large audience as possible which they can do by aiming at a large mass audience. Equally, they cannot afford to lose audiences in say, a rating war.

In general, then, the determining context for production is always that of the market. In seeking to maximize this market, products must draw on the most widely legitimated central core values… The need for easily understood, popular, formulated, undisturbing, assimilable fictional material is at once a commercial imperative and an aesthetic recipe (Ibid: 40 in Strinati, pp: 142).

And, since white makes up the majority of American and also the dominant social groups there, the agents of mass and popular culture is bound to make their products available and appealing for the whites. Meanwhile, in considering the rest of the population, including Afro-Americans, we are back with the idea of consensus proposed by Gramsci. The seemingly alternative black culture or any products associated with black figures are then introduced to involve black’s participation as consumers in apparently predominant white commodity.

CONCLUSION

Finally, we seem to know Willis’s answer for her own rhetorical question, that it seems hard for Afro-American to find a place in American commodity culture. However, as we go back to Willis’ argument concerning with the absence of Afro-American culture, I find her being unclear since she gives no exact examples as to how a whole and sustaining Afro-American culture she expects to flourish is like. Willis does implicitly mention about blues music popularized by Southern Afro-American which can be considered her example of Afro-American culture finding its place and sustainability in American commodity culture as alternative music. I suggest that American rap music can also be put as another example of successful
On further discussion, Matthiessen argues that register shows “one fundamental element of organization of language in context” (1993: 25). He believes that language in context is organized globally along three dimensions. The first is dimension of stratification, which includes orders of symbolic abstraction related by realization. Second in metafunctional diversification, which includes modes of meaning and the last, is potentiality, which covers the dimension from potential to instantiation, from system to text. As a conclusion, three language factors are symbols, meaning, and instantiation. One good point proposed by Matthiessen is that context has a system and stratification.

By this discussion, variations are more interesting to investigate rather than equivalence because the study on translation is no longer stick on the idea of similarity, which is rarely easy to gain. Variations regard context as the point of investigation.

MATTHIESSEN’S PARAMETER ON REGISTER VARIATIONS

In some translation researches, the most difficult part is measuring to what extent the variations exist in intertextual texts. Different concept of grammar and sentence structure, diglossia leakage, language variations, and pragmatic consideration may cause the existence of variations. However, the researcher must construct a parameter on how and why we can say the variations in an intertextual text is low or high.

Does 90% diglossia leakage in Javanese influence register variations when a researcher investigates Bahasa Indonesia-English document? For example the word ibu is previously placed in H level of diglossia to call only a mother. Since diglossia leakage is occurred, it turns into mama in H level of diglossia and change ibu into a word to call any older woman than us. It runs a question when there is the word mama in Bahasa Indonesia text, should it be translated into ibu or keep it as mama?

Does different system of finite verbs in Bahasa Indonesia and French supports a high degree of variation? Halliday and Matthiessen (2004:116) classify finite into two types, the first is temporal finite verbal operators, and the second is finite modal operators. The one that gives to the Finite, which could be either past, present, or future is temporal finite verbal operators. Separately, finite modal operators anchor the preposition not by reference to time but by reference to...

We should begin by pointing out that it has long been recognized by cultural critics that mass-culture brings together a variety of different areas: the 'real' and the 'imaginary'… The boundary between reality and fiction becomes progressively vaguer… The effect of fictional standards …can be seen in most women's radio or television broadcasts… A life-style is more easily transmitted fictionally than non-fictionally… This zone of mass-culture is the privileged space where authority does not need to speak politically in order to act politically (1982 : 78).

The incorporation and internalization of style and life-style by American culture industry into mainstream culture and into the daily life of Afro-Americans have made black people “assimilates race to style” (Willis in Warhol and Herndl, pp:1000) and therefore, make them think that the only possible different is in the level of styles and fashions. And it has been seemingly internalized and proven to be successful in America's consumer society. As one of the fashion magazine editors put it, “ selling product is dead, but selling life-styles is long lasting.” It is since life-style can be made and perceived as equal to self identity and self affirmation. Such reality seems to outline the concept of commodity fetishism. Fetishism is phenomenon of social consciousness and of social being” (Rubin in Perlman,1968). In addition, as cited in Pearlman, Marx's noted that in a case of commodity fetishism, social relations among people simply "appear" to take the form of things; they merely seem to be a reification, a "mystification", and he attributes it to "the habit of everyday life" ( Ibid: 37). In other words, As Adorno and Horkheimer put it:

The culture industry perpetually cheats its consumers of what it perpetually promises… The promise,…is illusory: all it actually confirms is that the real points will never be reached, that the diner must be satisfied with the menu (1997: 139)

Willis also stresses that Michael Jackson and his transformations is an expression of commodity form equalizing him with the other products of America's popular and mass culture. As stated by Strinati:

Popular culture and mass media are subjects to the production, reproduction and transformation of hegemony through the institutions… which cover the areas of cultural production and consumption…which characterize mature liberal democratic, capitalist societies (1995:168).
This is more or less my position. I agree with Willis whom sees white culture as hegemonic. Its “control” of other race and culture easily shows white's fear of difference for difference is dangerous. As the dominant social groups, it is likely that they want to ensure and secure their supremacy and make the others subordinate to them. Gramsci's theory of hegemony is therefore relevant to the analysis of white domination over racial others, particularly Afro-American in its commodity culture. Gramsci's understanding of hegemony as a cultural and ideological means whereby the dominant groups in society maintain their dominance by securing the 'spontaneous consent' of the subordinate groups (Strinati, 1995:165). As a matter of fact, it is all true in liberal and pluralist country like America. According to Lefebvre in Mattelart's:

Yet, liberal pluralism itself is systematic and dogmatic in its own way. The number of accepted opinion is few; liberal accepts several moral codes, but demand some kind of morality (1989: 76).

For that reason, the ruling social group does whatever it can to control and prevent the alternatives viewpoints from emerging. And one way to do it is by making “agreements”. One of the most recent interpreters of Gramsci's work, provide the following summary:

Gramsci uses the concept of hegemony to describe the various modes of social control available to the dominant social group. He distinguishes between coercive control ...., and consensual control which arises when individuals 'willingly' or 'voluntarily' assimilate the world-view or hegemony of the dominant group; an assimilation which allows that group to be hegemonic. (Ransome in Strinati, 1995:165-166).

To borrow from Strinati's “negotiated construction” or consensus is the term best to illustrate the phenomenon presented in Willis's essay related to white culture's successful attempts in forming a new, yet white, identity for Afro-Americans by which they feel “equally raced”. The sense of equally raced” certainly generates feeling of being acknowledged and welcomed into the larger group, and makes it the 'we' group. As stated by Hofstede, “The 'we' group is the major source of one's identity, and the only secure protection one has against hardships” (1991 : 50). As Willis further implies, such security - derived from the new identity provided by agents of white mass-culture - is only superficial. It is also true according to Mattelart.

Modality. Bahasa Indonesia does not have finite by reference to time because it prefers adverbs to emphasize time reference, while French has. To strengthen the idea of constructing a parameter of measurement in register variations, the next discussion emphasizes on how unstable meaning is and how to overcome it.

As explained by Djasjudarma (2009: 10) a word meaning may extend (breadth) which is more extended than the prediction, or get narrow when the meaning of a word is narrower than the whole utterances. For instance, the word girl and girlfriend get narrower meaning, and when it is reversed, the word girlfriend does an extended meaning. By here, the variations of clauses are made by the number of additions or omissions of word.

Larson (1984: 17) provides a mapping of translation continuum. He believes that translations fall on a continuum from very literal, to literal, to modified literal, to near idiomatic, to idiomatic, and then may even move on to be unduly free.

A literal translation makes little sense in English (Larson, 1984: 15). If the source and target language are related, the literal translation is understandable. However, the literal choice of lexical items makes the translation around foreign. For instance, the translation of 'Madame Odette, passenger with destination Doula, is demanded on the telephone' in French, Madame Odette, passerenger à destination de Douala est demanded au telephone. The translation seems strange for the meaning is actually Madame Odette gets a phone call.

Different to modified literal translation, Larson explains that it allows translators to usually adjusting the translation enough to avoid real nonsense and wrong meanings, but unnaturalness still remains. This translation creates more variations for some modifications involve less or more grammatical elements. It is similar to idiomatic translations that use natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. Larson adds (1984: 16) that a truly idiomatic translation does not sound like a translation. The last part in this continuum is unduly free translation, which is not acceptable for most purposes because the addition in the translated texts is sometimes not the messages in the source text. In other words, unduly free translations consist of too much omissions or additions. The translation continuum is presented in this figure:
Knowing that meaning is not constant, Matthiessen’s proposal (1993: 244-249), that in register, there are three approaches that can prove register variations of intertextual texts is valuable for translation researchers to consider certain points valuing register variations. Those are:

1) Probabilistic system with register skewing
   It is the way to measure register variations by finding the frequency in one text compared to another one. In the end, the frequency is identified by the dissimilarity of grammar, which is mostly described quantitatively.

2) Partitioned multi-register system with “common core”
   It is the way to classify each register based on any possible numbers. For example, zero is for the absence and one is for the presence. The possibility of differentiation can be interpreted qualitatively.

3) Separate register-system
   This is the way to classify register and system. It means that if register exists without involving language factors, the register variations can be examined by considering situational context in the text completely.

**CONCLUSION**

Over the discussion above, there are three points concluded:

1. there are three bases of descriptive translation studies which are product-based, process-based, and function-based translation studies.

Accordingly, that is essentially the idea behind “I Shop Therefore I Am” originally a motto accompanying a photograph by Barbara Kruger- in which it equalizes shopping to mere existence, therefore, “the purchase of brand names is the individual’s means for designating a specific identity” (Willis in Warhol and Herndl, pp. 994). In addition, the industries’ transaction on the “look” is as the same time, according to Willis, pronounces their sexist nature. Even so, Willis further states that “…the victimization, the sexism, and the degradation and dehumanization— all go unnoticed because the notion of consumption is synonymous with gratification” (997). And, as a consequence, many Afro-Americans willingly submit themselves to the mainstream culture and contently become its replicas. This inevitably “…denies the possibility for articulating cultural diversity precisely because it demonstrates that the difference is only a matter of fashion” and particularly, “…smothers the possibility for creating black cultural alternatives” (1000).

Another striking example of white authority, according to Willis, is that there is recently an attempt made by the fashion industries to create and promote the so-called “new ethnicity”, the look of racial homogeneity as yet, another, “different approach to racism in society” (pp.1000). Willis refers to,

Elle magazine featured a beige woman… whose features, skin tone and hair suggest no one race…She is instead all races in one…is the industry’s metaphor for the magical erasure of race as a problem in our society. It underscores white supremacy without directly invoking the dominant race (p.1000).

By analogy, as Willis’ next catch is none other than Michael Jackson whom she sees as “the quintessential mass cultural commodity…who articulates whiteness and blackness as surgical rather than cultural identities, offers an easy solution to racial conflict (pp. 1000-1001). Put another way, Willis does not see Michael Jackson as one of the most successful Afro-Americans, rather she sees him especially concerning with his physical transformations, “as a consummate expression of the commodity form” (pp.1001). Thus, “Rather than making a social statement, Jackson states himself as a commodity…This interpretation sees the commodity form as the denial of difference” (pp.1002).

Finally, all the examples posed by Willis suggest a devastating cancellation of the desire for black expression in mass culture, which by its very definition is white culture.
In her work Willis presents many examples of cultural phenomena - of the past and the present time- in order for her to reveal the subtle and tricky domination by the white culture industry over the racial “others” particularly Afro-American.

DISCUSSION

In drawing on one of the examples of white influences towards Afro-American in the past, Willis is especially interested in highlighting the theme of Toni Morrison's first novel *The Bluest Eye* set in working-class neighborhood of the 30s and 40s which portrays the social norms of American cultures imposed on African Americans that consequently contribute to their fragmentation, alienation, and the loss of community, as well as of identity. From *the Bluest Eye*, Willis suggests that it is hard to reject the standards immensely set by white through its mass media that it “forces” black people to make “adjustments” in order to be equally happy.

From literature, Willis moves into today mass media culture - advertisements and magazines- and finds that white cultural hegemony has taken itself in more complex fashions. She particularly stresses the reality in the consumer society where the country's white-dominated fashion industries have been quite successful in making their consumers to believe that by using their particular products and brands, people have created for themselves new notion and specific identity. Many consumers, including blacks have bought this idea. They purchase and use brand names which actually 'say' nothing about them. The mass media and fashion industries' use of black models and celebrities to advertise their products is nothing more than a strategy to lead as many blacks as possible to purchase their new identity, white identity. “… the corporations are as white as the interests and culture of the ruling class…” (Willis in Warhol and Herndl, 1997: 995).

Willis further argues that the industries are particularly aiming to make non-white women their target market. The more dominant “white look” of the contemporary America has resulted in considerable association with it, by which women of racial “others” find their “new identity” and solution to their otherness.

This is, buy a new you. Transform yourself by piling on as many brand name styles... The solution to a racist society is a “pretty little black skinned girl”... and “...the suggestion that women with the proper “look” are equally “raced” (Willis in Warhol and Herndl, pp: 996 & 1000).

2. in its development, translation studies cover its main issues, equivalence versus variations. The investigation of variations in intertextual texts are interesting for context is deeply concerned,

3. since meaning is not constant, moreover there are certain tendencies of variations such as different grammar system, diglossia leakage, and pragmatic consideration (literal-undulyly free meaning), therefore a researcher of transalation studies must design a parameter to analyze the extent of variations.

REFERENCES


This paper is meant to analyze Willis' work which underlines the influence of commodity culture of mainstream white society in America towards other race, particularly Afro-American as one of the country's minority races in the 1980's. The work further posits that the white America's popular and mass culture has ingrained and legitimately shaped the way Afro-American see and value their own culture and self identity, and that its spread and control is both political and materialistic. This paper is seek to put forward that Willis' idea can be visibly viewed through and associated with Gramsci's theory of hegemony in understanding the underlying agenda advocated by the more superior group (white) towards their subordinate counterparts (Afro-American).

**Key words:** white mass culture, afro-American, hegemony.

**INTRODUCTION**

In *I Shop therefore I am*, Susan Willis is pointing on a bitter reality faced by African-Americans whose race and culture are still being marginalized by the so-called white dominated culture industry by way of celebrating and identifying themselves with it. Willis argues that American mass and commodity culture have massively influenced the daily lives of Afro-American, and only turn them into its faithful consumers owning so little room to actively participate in producing alternative culture.