TRANSLATION ANALYSIS OF DIRECT-SPEECH FROM ENGLISH INTO INDONESIAN IN J.K ROWLING'S NOVEL ENTITLED "HARRY POTTER AND THE DEATHLY HALLOWS"

Arranged By:
M. Burhannudin
C 0 3 0 5 0 4 8

English Department
Faculty of Letters and Fine Arts
Sebelas Maret University
Surakarta
2010

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C 0 3 0 5 0 4 8

Approved to be examined by the supervisor:

Thesis supervisor:

Dra. Diah Kristina, M.A
NIP. 195905051986012001

Head of English Department

Dr. Diatmika, M.A
NIP, 19670726199302 1001

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C 03 05 04 8

Accepted and Approved by the Board of Examiners
Faculty of Letters and Fine Arts
Sebelas Maret University
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PRONOUNCEMENT

Name : Muhammad Burhannudin

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Stated whole-heartedly that this thesis entitled Translation Analysis of Direct-Speech from English into Indonesian in J. K Rowling's novel entitled "Harry Potter and the Deathly Hallows" is originally made by the researcher. It is neither a plagiarism, nor made by others. The things related to other people's works are written in quotation and included within bibliography.

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The Researcher

Muhammad Burhannudin
C 0 3 0 5 0 4 8
MOTTOS

Once you learn to quit, It becomes a habit.

(Vince Lombard)

Percaya diri namun tetap bertawakal adalah sifat seorang pemimpin sempurna.

(Ali bin Abu Thalib)
DEDICATION

I

Dedicate this THESIS
To My beLoved Mother, Father…
Hope you all proud of me in heaven…. 
ACKNOWLEDGEMENT

Alhamdulillahi robbil'alam

I realize that without supports from people surrounding me; I might not be able to accomplish this thesis. Their supports were very important for me. Therefore, I would like to give my special thank to all of them who have given me contributions. My gratitude goes to:

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8. My lovely hearts, Dhevi Rianasari, who always supports me.
10. To all English Department students 2005, SEMANGAT

The last, I realize that this thesis is far from being perfect. Therefore, I look forward for any supporting criticism and suggestion.

Muhammad Burhannudin
ABSTRACT


The study focuses on the translation of direct speech which experience adjustment in JX Rowling's novel "Harry Potter And The Deathly Hallows". The purposes of this study are: to describe the types of adjustment used in the novel, to know the accuracy of the translation of the direct speech as a result of adjustment.

This research was conducted using the descriptive qualitative method. Descriptive qualitative method which is used in this research was conducted by collecting the data, analyzing the data, classifying the data, writing the result, drawing conclusion, starting the lesson learned, and offering further question to be asked. There were two types of data in this study. The first data were the direct speech sentences which experience adjustment drawn from the novel "Harry Potter And The Deathly Hallows" and is translation, the second data were the result of the evaluation of the translation accuracy given by three raters. Purposive sampling technique was applied. Only the direct speech containing one sentence which experience adjustments were taken as sample. Nida's theory was applied to describe the kinds of adjustments namely additions, subtractions, and alterations. To know the accuracy, the researcher interpreted it by finding the mean of the scores given by three raters and analyzing their comments and suggestion.

The result of analysis shows that among three types of Adjustment found in the sample, the majority belong to alterations (34.62%), then followed by addition (33.26%), and subtraction (21.28%). Besides, there are some data (10.6%) which use two kinds of adjustments. In terms of alterations, the highest is alterations of semantic problems involving exocentric expression (15.3%), followed by alteration of word order (10.0%), alteration of semantic problems involving single words (4.66%), alteration of word class (2.00%), alteration of clause and sentence structure (1.33%), and alteration of categories (1.33%). In terms of additions, the highest point is addition by amplifications from implicit to explicit status (13.3%), and then followed by addition by obligatory specification (11.3%), addition by filling out elliptical expressions (8%), and addition by connectives (0.66%). In terms of subtractions, the highest point is subtraction of specification of reference (11.3%), followed by subtraction of formulae (5.33%), subtraction of categories (2.66%), subtraction of repetition (1.33%), and subtraction of conjunction (0.66%). The level of accuracy of the translation of direct speech having adjustments techniques is high since the mean is 1.12.

Since the translation is almost accurate, the researcher hopes that this thesis will be helpful for the students in broadening their knowledge about direct speech translation, and can stimulate other researcher to conduct a further study related to
direct speech translation in the novel. Furthermore, to avoid some mistakes they can use this research as a related study.
CHAPTER I

INTRODUCTION

A. Research Background

Translating is not simple and easy. There are many problems which have to be faced and solved by the translator in the practice of translating. Besides he/she has to master both the source and target languages, he/she should understand the cultural background of both the source and target languages.

Direct speech translation is a kind of translation which focuses on translating direct speech sentences in the novel. Translating direct-speech in the novel is one of the difficult aspects for translators because direct-speech, especially the one consists of one sentence, shows the feeling of a character like getting angry, being happy, etc. These kinds of expression cannot be translated literally. Translators should be able to translate direct-speech well in order not to make the readers loose the sense felt by the character.

For example:

SL: ‘Don’t mentioned it!’

TL: ‘Sama-sama!’

The translator translates ‘Don’t mentioned it!’ (as answer of Thank you) is not ‘Jangan sebutkan itu’ but ‘Sama-sama’ or ‘Terima kasih kembali’. If this is the case, in translating direct speech the translator should pay attention to the context of situation when the character speaks. The translator should translate what the character means rather than what he/she said.

‘The translator must render ‘intention by intention’. By ‘intention’ Belloc seems to be talking about the weight a given expression may have in the SL that would be disproportionate if translated literally into TL. ‘Intention’ in one language may be less emphatic than the form of the phrase, or it may be more emphatic. He points out that in the translation of ‘intention’, it is often necessary to add ‘words’ not in the original to conform to the idiom of one’s language.’

Belloc believes that there is a moral responsibility to the original text, but he feels that the translator has the right to significantly alter the text in the translation process in order to provide the TL reader with a text that conforms to TL stylistic and idiomatic norms.

One of the techniques in translating direct-speech is Adjustment Technique. Adjustment technique is one of translation technique which is designed to facilitate translators in reproducing their translation in its fullest and most accurate sense. In this research, the researcher uses Adjustment technique from Nida’s theory in her book entitled *Toward a Science of Translating* (1964). There are three kinds of Adjustment based on Nida's theory; namely Addition, Subtraction, and Alteration.

B. Problem Statement

Direct speech sentences in novel are considered as one of important aspects in determining the quality of the novel. Every word that is chosen by the writer will influence the reader to comprehend the story. Therefore, direct speech translation is very important because the translator should be able to deliver the message of each sentence in the form of direct speech translation; so that the target readers are able to relishing the story as well as they read the original one.
As mentioned before, translating direct-speech in the novel is one of the difficult aspects for translators because direct-speech, especially the one consists of one sentence; shows the feeling of a character like getting angry, being happy, etc. The example below presents the complication in translating direct-speech in "Harry Potter and The Deathly Hallows" written by J.K Rowling into Indonesian translation:

Example:

68. SL: “I don’t get it,” said Dean. (068/HPADH/244)

TL: “Saya tidak menangkap dimana lucunya,” kata Dean (068/HPADH/395)

Dean and Ted were hiding in a forest at Albania. They brought a tent and had spent more than a week inside the forest. One night when they hunted a deer for dinner, they met a couple of Goblins. When Dean, Ted, and two goblins discussed about many things, one of the goblins told some jokes. Both goblins laughed together. Even the goblins had explained to Ted and Dean about the story, Dean still did not understand where the funny part was. Goblin said ‘That was a really funny story, young man’, then Dean answered, ‘I don’t get it’ which is translated into ‘Saya tidak menangkap dimana lucunya’. Back-translation of TL is ‘I don’t get where the funny part is’.

The addition by obligatory specification occurs when the translator translates the word ‘it’ into ‘dimana lucunya’. The pronoun ‘it’ refers to a thing that has been mentioned before. In this context, the pronoun ‘it’ points to ‘something funny’. English language mentions a participant explicitly in the first
instance and then uses a pronoun to refer back to the same participant in the immediate context. In this case, the word ‘funny’ has been mentioned before hence the writer used a pronoun ‘it’ to refer back to the same participant in the following sentence. The translator translates ‘it’ into ‘dimana lucunya’ to clarify the meaning so that greater specificity can be achieved. Nida (1964) states that to avoid ambiguity in the receptor language as well as to avoid misleading rendering, greater specificity is required in the translation.

Another example is:

SLT: “You got married?” Harry yelped, looking from her to Lupin. (033/HPADH/44).

TLT: “Kalian menikah?” Harry mendengking, memandang Tonks dan Lupin bergantian. (033/HPADH/69).

In the sentence above, there is a conversation among Harry, Tonks and Lupin. Tonks is trying to inform Harry about her marriage. The translator here used specification. The translator translates the word you becomes kalian in order to emphasize that Harry is talking to both Tonks and Lupin. Therefore, it is necessary to use the word mereka instead of kamu.

The translator also uses one more adjustment technique namely alteration of categories. In the example above, ‘you’ is translated into ‘kalian’ instead of ‘kamu’. The translator translates the word ‘you’ into ‘kalian’ because the word ‘you’ here refers to Tonks and Lupin. In English, ‘you’ is singular while in
Indonesian the word ‘kalian’ is plural. Nida (1964:234) states that a singular expression especially if it is generic in meaning may be readily altered to plural.

The objects of analysis in the research are English novel entitled *Harry Potter: Deathly Hollow* and its Indonesian translation, *Harry Potter: Relikui Kematian*. *Harry Potter* novels are considered as one of the popular novel in the world at this time. It is because the stories of the novels are unique and brilliant.

Based on the fact above, the researcher is interested in analyzing the translation quality of direct-speech in the Indonesian of J.K Rowling novel *Harry Potter and the Deathly Hallows*. The researcher would like to reveal the strategy in translating direct-speech from the source language into the target language, which definitely has different culture. Whereas, the strategy used by the translator will influence the quality of translation which can be seen from the accuracy of message within the direct speech translation.

Further, the researcher wants to write them down in a thesis entitled *Translation Analysis of Direct-Speech Sentences from English into Indonesian in J.K Rowling’s novel "Harry Potter and the Deathly Hallows"*

### C. Research Queries

The problems of the research are formulated as follows:

1. What kind of Adjustment are employed to solve problems in translating one sentence direct-speech sentences from English into Indonesian in *J.K Rowling’s novel "Harry Potter and The Deathly Hallows"*?
2. How is the accuracy of one sentence direct-speech translations based on the message of the sentence from English into Indonesian in J.K Rowling’s novel "Harry Potter and The Deathly Hallows"?

D. Research Objectives

This research is aimed to describe:

1. The kinds of Adjustment strategies which are employed to solve problems in translating one sentence direct-speech sentences from English into Indonesian in J.K Rowling's novel "Harry Potter and The Deathly Hallows"

2. The accuracy of the message in one sentence direct-speech translations from English into Indonesian in J.K Rowling's novel "Harry Potter and The Deathly Hallows"

E. Research Limitation

The research is limited to analyze Adjustments in translation and the accuracy of the content in one sentence direct-speech translations based on Nida's theory in J.K Rowling's novel "Harry Potter and The Deathly Hallows".
F. Benefits of the Study

It is expected that the result will give some benefits as mentioned below:

1. Translators

   The result of the research can contribute to the improvement of the translator's competence in translating direct-speech sentences as one of the special aspects in translating novels.

2. Lecturers

   The result of the research can be used as a significant material for developing the translation study, especially in translating direct-speech sentences.

3. Students and other researchers

   The result of this research will be helpful for the students in improving their knowledge in translating direct-speech sentences. Moreover, this research can stimulate them to conduct further research related to this research.
G. Thesis Organization

This thesis is arranged as follows:


Chapter II: Definition of Translation, Principles of Translation, Process of Translation, Problem of Equivalence, Adjustments in Translation, Direct and Indirect Speech, Sentence.

Chapter III: Research Method, Data and Source of Data, Method of Data Collection, Sample and Sampling Technique, Technique of Data Analysis, and Research Procedures.

Chapter IV: Data Analysis.

Chapter V: Conclusion and Recommendation.

Bibliography

Appendix.
CHAPTER II

LITERATURE REVIEW

A. Adjustment in Translation

Adjustment technique is one of translation techniques which are designed to facilitate translators in reproducing their translation in its fullest and most accurate sense. Adjustments in translation are done by a translator to make the best result. In other words, Adjustment techniques are designed to produce the closest natural equivalence and conform the stylistic norms in the TL.

Before considering the techniques of adjustments, it is important to indicate the essential purposes of these techniques. Nida (1964:226-238) states that the essential purposes of adjustments are as follows:

a. Permits adjustments of the form of the message to the requirements of the structure of the receptor language.

b. Producing semantically equivalent structures.

c. Providing equivalent stylistic appropriateness.

d. Carrying an equivalent communication load.

Briefly, Adjustment techniques are not designed to justify a modification of the source language message, but to facilitate its reproduction in a different form and in its fullest and most accurate sense. According to Nida (1964:226) in order to fulfill these purposes, numerous minor alterations in form must be made; however radical changes are not to be made merely for the sake of editorial improvement or at the translator’s whim or fancy.
The following are the brief explanations of adjustments techniques proposed by Nida:

A. Additions

There are many types of additions which may legitimately be incorporated into a translation. However, the most common and important types are:

- Filling out elliptical expression.

Though ellipsis occurs in all languages, the particular structures which permit such "omitted" words are by no means identical from language to language. Accordingly, in an expression almost obligatorily elliptical in one language, an ellipsis may not be permitted in another.

Example:

SL: “I know he will.”

TL: “Aku tahu dia akan baik-baik saja.”

The example above is a sentence uttered by Harry Potter to Ginny. Harry and Ginny were accompanying Albus Severus, their second son, who would leave them and went to Hogwarts School. Since Ginny understood about Harry’s feeling, she told Harry that their son would be all right. Accordingly, Harry responded to say “I know he will.” In order to make the message in TL more explicit, the translator applies the technique of adjustment by filling out elliptical expression. She adds the words _baik-baik saja_ in the translation.
Obligatory specification.

The specifications required in some translations result from one of two reasons:

- Ambiguity in the receptor language formations
- The fact that the greater one may be required so as to avoid misleading reference.

Example:

SL: “What are we going to do with it?”

TL: “Apa yang akan kita lakukan dengan liontin itu?”

In the sentence above, ‘it’ refers to a thing that has been mentioned earlier. If the sentence was translated literally into Indonesian, it will be ‘Apa yang akan kita lakukan dengannya/dengan itu?’ In translation, itu/-nya may refer to a thing, animal, or human, e.g. the translation of ‘what are we going to do with it’ and ‘what are we going to do with her’ are the same ‘apa yang akan kita lakukan dengannya’. Obviously, if the subject ‘it’ is translated literally into –nya/itu, the meaning of –nya/itu will be ambiguous whether –nya/itu refer to certain thing, animal, or human.

For that reason, to make greater specificity in the TL message as well as to avoid misleading reference, the translator translates ‘it’ into ‘liontin itu’.

As has been stated before, additions are applied in order to make what is implicit in the SL turn into explicit in the TL.

Additions required by grammatical restructuring.
Almost any type of restructuring of a source language expression can result in some lexical ambiguity. Perhaps the most common instances which require amplification are:

a. Alteration of word classes. Probably the most frequent additions must be made when there is a shift in word classes.

Example:
SL: “He is successful because of his serious efforts.”

TL: Keberhasilannya bersumber pada usahanya yang tidak tanggung-tanggung.

The alteration of word classes can be seen on the translation of word keberhasilan becomes successful, and the translation of bersumber becomes because.

b. Modification from indirect to direct discourse. When an indirect discourse, whether explicit or implicit, is changed into a direct discourse, a number of elements must be added.

Example: They praise the Lord

Mereka berseru: "Puji Tuhan!"

The word berseru is added as the predicate because the translator changes indirect sentence into direct sentence.

c. Shift of voice. When a passive expression is changed to an active one, it is obviously necessary to insert the agent.

Example: He was elected president. (passive)
Mereka memilih dia untuk menjadi presiden. (active)

In passive voice we do not need to insert the agent, while in active voice it is necessary to insert the agent (mereka).

- Amplification from implicit to explicit status.

Important semantic elements carried implicitly in the source language may require explicit identification in the receptor language.

Example:

SL: “It’s nothing like a bird,” said Hermione.


In the sentence above, Hermione was looking after Luna’s house together with Ron. When Ron saw an awkward house near the river, he said to Hermione that the house near the river which look like a chess rook must be Luna house. However, Hermione interpreted rook as a bird. The word rook itself has two meanings in Indonesian. Rook can be translated as burung gagak or bidak catur.

The translator applies the technique of Amplification from implicit to explicit status by adding the word gagak so that the message of misinterpreting in the SL turns into more explicit in the TL.

- Answer to rhetorical questions.

In some languages, rhetorical questions always require answers. For example, there are many series of questions in the Bible is difficult to
translate. Questions in the Bible are expanded by immediately appending supplementary question, but the full answer is not given until the middle of verse 9.

Example:

SL : “What did you out into the wilderness to behold? A reed shaken by the wind? Why then did you go out? To see a man clothed in soft raiment? Behold, those who wear soft raiment are in King’s houses. Why then did you go out? To see a prophet? Yes, I tell you...”

TL : “Did you out into the wilderness to look at a man who was like a reed shaken by the wind? No! Then, did you go out to see a man wearing fine luxurious clothing? No! Indeed! Those who wear fine cloth are in King’s courts. Did you, then, go out to see a prophet? Yes, and I tell you....”

(Nida: 1964:230)

In languages that require answer for such questions, the translator needs to combine certain questions as to provide a fitting answer. In the translation, the translator gives answer to the rhetorical question by saying ‘No!’ for making explicit what is implicit in the source language text.

Classifiers.

Classifier provides a convenient device for building meaningful redundancy into an overload text, especially in languages which readily employ such terms to identify proper names and borrowed terms.

Example:
SL: “And I may do a piece about Battersea Dog’s Home.”

TL: “Dan aku mungkin akan menulis artikel tentang Rumah Penampungan Anjing Battersea.”

Battersea Dog’s Home is a place which takes care of neglected dogs. For British, this place is well-known but for Indonesian this place is unfamiliar. Since it is a borrowed term, the translator adds a classifier ‘penampungan’ in the translation to explain that Battersea Dog’s Home is a place which takes care of neglected dogs.

❖ Connectives.

A connective is as the same as conjunctions (Cobuild English Dictionary: 2001: 317). Transitional, which consist of the repetition of segments of the preceding texts, are widely used in many languages. The transitionals appreciably increase the total volume of the text, but it does not add information. The transitionals serve merely to orient the reader constantly to the sequences of events and precise relationships between events.
Example:

SL : Avoid using it during the first trimester of pregnancy, patients with gastric ultras.

TL : Hindari penggunaan Bisolvon pada tiga bulan pertama kehamilan dan pada penderita tukak lambung.

The translator adds the word *dan* on the target language. It is used to denote the relationship between the first sentence and the next phrase. In other words, the word ‘*dan*’ is used to orient the reader constantly to the sequences of events and precise the relationships between events.

*Categories on the receptor language.*

The addition of a particular category, either peripheral or optional is sometimes implemented in the target language because the target language does not have this category.

Example:

SL : He casts out many demons.

TL : He casts out many demons for them. (*TL–Campa*)

One of the Campa’s characters is denoted by the completeness of the sentence structure. Thus, it is necessary to add the words ‘*for them*’ since the text must specify for whom the demons were driven out.
Doublets happen in a certain type of discourse, they denote the conversation. In some languages, some texts employ the types of additions to denote the direct conversation. Therefore, it resembles a quotation mark. But in a particular occasion the translator has to state the supporting explanation.

Example: “He said…….”

“Dia berkata…., katanya….”

In some languages such doublets are almost obligatory in certain types of context, for in making direct discourse they function almost like quotation marks. In such circumstances the translator must introduce the appropriate supplementary expression into receptor text (Nida, 1964:230).

B. Subtractions

Though in translating, subtractions are neither so numerous nor varied as addition, they are highly important in the process of adjustment. They include primarily the following types:

Repetition.

One of the many repeated lexical items must be omitted or in some cases replaced by a term that intensifies the expression in question. If a repetition adds strengths to the resultant expression, its close translation is justified; but if it proves to be nothing more than tautological, it should be omitted.
Example:

SL : “I love you, I really do love you.”

TL : “Aku mencintaimu dengan amat sangat.”

As seen on the example above, the translator omits the word I to avoid the repetition of the subject. This kind of omission is done to make an effective sentence in TL.


The repetition of a proper name in two closely related sentences may be misleading, thus, in some language it must be omitted.

Example:

SL : Tom is happy because he is going to celebrate his birthday.

TL : Tom senang karena akan merayakan ulang tahunnya.

The translator omits the participant ‘he’ on the translation because it has been mentioned on the first clause. If the participant ‘he’ in the second clause is translated, it would be ‘Tom senang karena dia akan pindah ke apartemen barunya’, this sentence may be misleading for Indonesian readers because it implies that there is a participant other than Tom. The reader will be confused ‘dia’ refers to Tom himself or to the other participant. Thus, to avoid misleading reference, ‘he’ in the second clause is omitted.
Conjunction

Two principal types of conjunctions are lost, namely:

- Those associated with hypotactic constructions (and hence lost when the structure is shifted from hypotactic to paratactic sequences).

- Those which link coordinates, elements often combined without conjunctions, either in appositional relationships, e.g. ‘Jim and Bill’ becomes ‘Jim, Bill’ or in a series, e.g. ‘John and Bill and Jim’ becomes ‘John, Bill, Jim’, (Nida: 1964:232).

Referring to point 1, it can be explained that a hypotactic conjunction is the conjunction relating two or more clauses, but each clause has different position, one as a dependent clause and the other as an independent clause, as in this example below:

Example:

SL: “I was sick, so that I couldn’t go to school”

TL: “Saya sakit, saya tidak masuk sekolah”

The translator reduces the hypotactic conjunction ‘so that’ in the dependent clause; therefore it becomes paratactic in the TL.

The conjunction denoting the coordinate of the lexical element, which is usually related without a certain conjunction, will be seen on the next example:

SL: Dhevi, who is my sister, was married last week.

TL: Dhevi, adik perempuan saya, menikah minggu lalu.
As seen on the example above, the translator omits the conjunction who is in the target language.

❖ Vocatives

All languages have ways of calling people, but in some languages there is no means by which one may directly address another in a polite form. The vocatives (ways of calling people) can be omitted if the total impact of the passage is not to suffer serious distortion of intent and meaning.

Example:

SL : That soldier said “Yes Sir!”
TL : Kata prajurit itu “Siap!”

The use of the name or a title in a direct form may imply that the person was at some distance or that he was roundly denounced before others. From the example above, it can be seen the word ‘sir’ is omitted since this word does not destroy the total meaning.

❖ Formulae

A number of formulae in source languages are relatively meaningless in receptor language.

Example:

SL : “Good morning, my dear!”
TL : “Pagi, sayang!”
The word ‘good’ in ‘good morning’ is considered to be meaningless in Indonesian language, thus, it sounds much better if it is omitted.

Categories

The insistence of some translators that all categories in the original be fully reflected in the receptor language text has resulted in very awkward translations. When the receptor language simply has no corresponding category, the translator has no problem. He is simply obliged to omit such references, or to express them in entirely different ways.

Example:

SL: “After the letter had been read, he seem angry.”

TL: “Setelah surat dibaca, dia kelihatan marah.”

English has the systems of tenses that are used to explain about when the action is done, but Indonesian does not have such a system. For that reason, ‘had been’ is omitted since it does not conform to the TL stylistic if it is translated.

Transitional

Transitional constitutes a short and efficient paraphrase to substitute the equivalent meaning that has been mentioned before. Transitional differs from conjunction in that, instead of combining two
formally related units, they serve merely to mark a translation from one unit to another.

Example:

SL : “We have been going in along journey since the morning, here comes the time for us to have dinner”.

TL : “Kita telah melakukan perjalanan jauh sejak pagi tadi, sekarang kita makan malam”. 

As stated before, transitional is a short paraphrase. It can be seen on the phrase *here comes the time* which is translated into *sekarang*. It means that the subtraction happen on the phrase ‘*comes the time*’. A literal translation of this phrase would sound so formal ‘*sekarang tiba waktunya*’, so it is better for the translator to subtract the phrase ‘*tiba waktunya*’. A subtraction of this phrase is allowed since it does not change the meaning.

C. Alteration

In general, alteration can be treated under the following classes:

- **Sounds**

Even the most consistent system of transliteration may occasionally produce a severe difficulty, since the resulting form may have another meaning in the receptor language.

Example:

SL : Messiah

TL : Mezaya

*commit to user*
The word ‘Messiah’ is quite misleading for the people of Loma because the meaning of Messiah turns out to be ‘death’s hand’, and hence the translation has to be altered to the form Mezaya, so that it will not be a misleading form.

.categories

Shifts from active to passive or passive to active also involve similar categories of alteration of categories. The employment of expressions which have no corresponding function in the source language also belongs to this class of alteration.

Example:

SL: I am gripped by them (passive)

TL: Buku-buku itu sungguh memikat hati saya. (active)

As can be seen in the sentence above, the subject is changed from ‘I’ into ‘buku-buku itu’. The object of the first sentence, ‘them’ that refers to ‘buku-buku itu’, is put as a subject in the second sentence.

.word_classes

Various shifts of word classes are done in order to make a natural translation.

Example:

SL: “How he has grown!”

TL: “Betapa besarnya dia sekarang!”
As can be seen above, ‘grown’ that belong to verb experiences alteration of word classes into an adjective ‘besar’

- **Order**

  The necessity for adjustments in the order of words seems so obvious as scarcely to require mention. There are certain situations in which the shifts of order may not seem so vital, but in which they are nevertheless important, if the translation is to be natural.

  Example:

  SL: “Don’t you want to take a last look at the place?”

  TL: ”Kau tak mau melihat tempat ini untuk terakhir kalinya?”

  There is a change of word order in the example above. In the first sentence, ‘the place’ as an adverb is put in the end of the sentence, but in the translation it is put in the beginning of the sentence. It is done in order to make a natural translation.

- **Clause and Sentence Structure**

  The most serious problems of alteration in clause and sentence structure are found in shifts between hypotactic and paratactic formations, with or without additions or subtractions of lexical elements. Two other important alterations in clause and structure involve:

  - Shifts from question to statement, i.e. rhetorical questions do not occur in the receptor language.
- Changes from indirect discourse to direct, or vice versa.

Example:

SL: “How sad is that?” said Rudy

TL: “Menyedihkan banget sih!” kata Rudy

In the sentence above, Rudy was talking about his football team which lost in last week match. The translator is sharp in observing the context of situation. Therefore, in order to make the translation sounds more naturally, the translator changes the question form in SL to statement form in TL.

- Semantic Problems involving Single Word

Alteration of this type may be classified on the basis of whether the lexical elements in question are of a lower rank, of a higher rank, of a higher rank plus qualifier, or of the same rank but shifted in position.

Example:

SL: They celebrate the Easter

TL: Mereka merayakan Hari Raya Paskah.

‘Easter’ is a specific term in Western culture, therefore the word Easter cannot be translated literally in Indonesian language.

- Semantic Problems involving Exocentric Expressions

The principal difficulty of the translator in dealing with exocentric expressions is that he/she tends to overlook the exocentric character in the
sentence. The necessity for certain thorough alterations of exocentric expressions has always been recognized by good translation.

Example:

SL: “Lead the way,” Harry told Bathilda


Harry and Hermione were visiting Bathilda in her house. They wanted to ask Bathilda any information about Voldemort. Bathilda then invited Harry to accompany her went upstairs and would show something important to Harry. Harry realized that it would be more polite if Bathilda lead them upstairs. Therefore, Harry said ‘Lead the way!’

The literal meaning of ‘lead the way’ is ‘pimpin jalannya’. The translator translates it in appropriate way by altering an exocentric expression. The phrase ‘lead the way’ do not convey with its literal meaning and the translator alters the sentence into ‘silahkan Anda jalan lebih dulu’ in order to make the translation be more natural in TL.
B. Meaning in Translation

There are some problems in translating the meaning of a word, for a word can have some different meanings (Nababan: 1997:12).

The problems are caused by some aspects as Nababan explains below.

❖ Lexical Meaning

In the lexical meaning, the meaning of each word has its own meaning as mentioned in the dictionary. For example the adjective ‘dark’ has four meanings according to the dictionary, namely: gelap, tua, suram, dan hitam. We do not know exactly which one of those meanings is the equivalent word of the word ‘dark’ before it is used in a sentence with certain situation.

❖ Grammatical Meaning

In this case, the translator should comprehend the relation between element of language in the larger units such as the relation between a word and other word(s) within phrase or clause. For example, the word ‘fly’, in the examples below, has different meanings depending on its own position in the sentence.

- There is a fly on your hand (Ada seekor lalat di atas tanganmu)
  The word ‘fly’ means lalat in Indonesian

- The birds fly in the sky (Burung-burung itu terbang di angkasa)
  The word ‘fly’ means terbang in Indonesian
Contextual Meaning

Contextual meaning means that each word has meaning related to its context and situation as it is used in a sentence. For example, the word ‘join’ commonly means ‘ikut serta’ but in the sentence: ‘The bridge joins the two islands’. The word ‘join’ means ‘menghubungkan’ according to the context of the sentence, and the sentence can be translated as follows: ‘Jembatan itu menghubungkan kedua pulau’.

Textual Meaning

The textual meaning is related to the material of the text and the differences of the type can make the meaning of a word different. For example, the word ‘interest’ can have two different meanings by considering the two different material texts. In a general text, it means ‘give or pay attention to something’, but in an economics text, it means ‘profit or money charged for borrowing money’.

Socio-Cultural Meaning

The socio-cultural meaning has a close relation with the socio-culture of the source language text. The example is the word ‘hot dog’ from Western culture or ‘ulos’ of Batak culture. They do not have equivalent words in Indonesian or English, so the translator should give more explanation about these terms such as: ‘hot dog’ (a kind of Western food; sausage bread with
some sauce and some slices of tomato and mustard) and ‘ulus’ (traditional Batak cloth worn covering shoulder).

C. Accuracy

The accuracy of transferring message is an important part in translation. Accuracy is one of the factors which determine the quality of translation. House (1997:25) says, “The essence of translation lies on the preservation of ‘meaning’ across two different languages.” The statement is talking about translation accuracy in terms of preservation of meaning. Therefore, the translator must be able to preserve the meaning or message of the source text. The equivalence in meaning is one of the factors deciding the quality of a translation.

Shuttleworth and Cowie describe accuracy as follows:

‘A term used in translation evaluation to refer to the extent to which a translation matches its original. While it is usually refers to preservation of the information content of ST in TT, with an accurate translation being generally literal rather than free, its actual meaning in the context of a given translation must depend on the type of equivalence found in the translation.’ (1997:3)

Based on the understanding above, it can be concluded that accuracy in translation deals with the message or content of the SL into the TL. A translation product can be stated as an accurate translation when it can transfer the whole message from SL into TL. In other words, the TL does not betray the message or content of the SL, or in short, the faithfulness of the SL message is still maintained in the TL.
D. Direct and Indirect Speech

➢ Direct Speech

There are two ways of relating what a person has said: direct and indirect. In direct speech we repeat the original speaker’s exact words: He said, “I have lost my umbrella”. Remarks thus repeated are placed between the inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversation in books, in plays, and in quotation. (A.J. Thomson and A.V. Martinet—A Practical English Grammar, 1980:254).

Direct speech consists of two clauses. One clause is the quote that represents what someone says or has said. The other part is the reporting clause which contains the reporting verb.

Example:

*My mother said, ”It is time to go”*

The bold one is the clause which contains the reporting verb, while the underlined one is the clause which contains the quote.

In novels, there are some reporting verbs which are used in reporting clause to express in which something was said. Those verbs show the readers the feeling of the characters.

Example: “Dad,” said Dudley in a loud voice.

“All right, all right,” blustered Vernon Dudley.

Usually the reporting clause is put after the quote, but it can also be put in the front or in the middle of the quote.

Example:

- Fred and George turned to each other and said together,

  “Wow—we’re identical!”

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• “Bah,” said Fleur, checking herself in the microwave door, ”Bill, don’t look at me–I’m ‘ideous!”

**Indirect Speech**

Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes employed here to give a more dramatic effect. (Thompson and Martinet, 1980:258).

In indirect speech we give the exact meaning of a remark or a speech without necessarily using the speaker’s exact words, for example: 

*He said that he had lost his umbrella.*

a) Changes in Indirect speech

There are tense shifts when we change direct speech into indirect speech.

Table 2.1 The shift from direct speech into indirect speech

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simple Present</td>
<td>1. Simple Past</td>
</tr>
<tr>
<td>“I like coffee,” he explained</td>
<td>He explained that he liked coffee.</td>
</tr>
<tr>
<td>2. Present Continuous</td>
<td>2. Past Continuous</td>
</tr>
<tr>
<td>“I’m waiting for Rudy,” Tom said</td>
<td>Tom said that he was waiting for Rudy.</td>
</tr>
<tr>
<td>3. Past Perfect</td>
<td>2. Past Perfect</td>
</tr>
<tr>
<td>“I have found a bag,” she said</td>
<td>She said that she had found a bag.</td>
</tr>
<tr>
<td></td>
<td>Present Perfect Continuous</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>He said, “I’ve been waiting for ages.”</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Simple Past</td>
</tr>
<tr>
<td></td>
<td>“I took it home with me,” he said</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Future</td>
</tr>
<tr>
<td></td>
<td>He said, “Rudy will be in Paris on Sunday.”</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Future Continuous</td>
</tr>
<tr>
<td></td>
<td>“I’ll be using the car myself on the 24th,” he said.</td>
</tr>
</tbody>
</table>

(Thompson and Martinet, 1980, p.259)

Besides the rank shift, adverbs and adverbial phrases of time also change as follows:

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today</td>
<td>That day</td>
</tr>
<tr>
<td>Yesterday</td>
<td>the day before</td>
</tr>
<tr>
<td>The day before yesterday</td>
<td>two days before</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>the next day/ the following day</td>
</tr>
<tr>
<td>The day after tomorrow</td>
<td>in two days time</td>
</tr>
<tr>
<td>Next week/ year etc.</td>
<td>the following week/ year etc.</td>
</tr>
<tr>
<td>Last week/ year etc.</td>
<td>the previous week/ year etc.</td>
</tr>
</tbody>
</table>
A year ago → a year before/the previous year.

b) Question in Indirect Speech

There are some rules in changing questions from direct speech into indirect speech:

1. When we turn direct questions into indirect speech, the following changes are necessary:
   - Tenses, pronouns, possessive adjective, and adverb of time and place change as in statements.
   - The interrogative form of verb changes to the affirmative form.
   - The question mark (?) is therefore committed in indirect questions.

   For example: He said: “Where does she lives?”
   He asked where she lived.

2. If the introductory verb is say, it must be changed to a verb of inquiry, e.g. ask, inquire, wonder, want to know, etc.

   For example: He said, “Where is the station?”
   He asked where the station was.

3. Ask can be followed by the person addressed (indirect object)

   For example: He asked, “What have you got in your bag?”
He asked (me) what had I got in m bag.

4. If the direct question begins with a question word (when, where, why, who, how, etc) the question word is repeated in the indirect question.

For example: She said, “What do you want?”

She asked (them) what they wanted

5. If there is no question word, if or whether must be used.

For example: “Is anyone there?” he asked

He asked if/whether anyone was there

c) Commands in indirect speech

Indirect commands are usually expressed by a verb (the object + infinite construction)

For example: He said, “Lie down, Tom.”

He told Tom to lie down

d) Negative commands are usually reported by not + infinitive.

For example: “Don’t swim out too far boys,” I said.

I warned/told the boys not to swim out too far.
E. Sentence

There are two kinds of sentences, one based on the type and one based on the structure (Warriner, 1986:41). The explanation of each kind is as follows:

1) Based on their types

➢ Declarative sentence

Declarative sentence contains a statement of something. It has a subject and a predicate with its general structure.

Example: The hall looked spectacular.

➢ Interrogative sentence

The subject and auxiliary of the interrogative sentence are in reverse order. The auxiliary is in the first order followed by the subject, and then it ends with a question mark.

Example: Do you love him?

➢ Imperative Sentence.

Imperative sentence proposes to give a command, a request, a prohibition, or ask something. The verb is in simple form regardless of person or tense. The predicate is the infinite verb without ‘to’.

Example: Close the door!

➢ Exclamative sentence

Exclamative sentence begins with an exclamatory phrase, generally it begins with the word how, what and the subject and the predicate follow it.

Example: How beautiful you are!

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2) Based on the sentence structure

- **Simple sentence**
  
  Simple sentence has one main clause and no subordinate clauses.
  
  Example: *Friday was an important day for me.*

- **Compound sentence**
  
  Compound sentence has two or more main clauses but no subordinate clauses.
  
  Example: *Deny wants to be an engineer, and Rudy is studying to be a teacher.*

- **Complex sentence**
  
  Complex sentence has one main clause and one or more subordinate clauses.
  
  Example: *As he looked at Dudley in his new knickerbockers, Uncle Vernon said gruffly that it was the proudest moment of his life.*

- **Compound Complex Sentence**
  
  Compound complex sentence contains two or more main clauses and one or more subordinate clauses.
  
  Example: *Mrs. Potter was Mrs. Dursley’s sister, but they hadn’t met for several years; in fact Mrs. Dursley pretends she didn’t have a sister because she hates her.*
F. Review of Other Related Studies

The research by Ratih Andrias Tuti entitled “Analysis of Direct Speech Translation in John Grisham’s novel entitled Skipping Cristmast and their translation in Absen Natal, described the direct-speech translation based on the strategies applied by the translator, and how the accuracy of their messages is influenced by the types of the translation strategies. Ratih used all the direct-speech sentences in the form of declarative sentences consisting of one sentence, taken from the novel Skipping Christmast by John Grisham and its Indonesian Translation.

In obtaining the data, Ratih applied purposive sampling technique and took the direct-speech sentences consisting of one sentence as the samples. The result of the analysis shows that 90 data (70,3%) are translated with adjustment. There are 6 classification related with the types of adjustment. Based on the analysis, 8 data (6,25%) are adjusted by addition, 8 data (6,25%) are adjusted by subtraction and 47 data (36,72%) are adjusted by alteration. Meanwhile, 3 data (2,3%) undergo addition and subtraction, 10 data (7,8%) undergo addition and alteration, and 12 data (9,4%) undergo subtraction and alteration.

There are similarities between Ratih’s research and this research. Both are discussing about direct-speech translation and are using instrument which is used to rate the accuracy of the content of the translation. However, there are some differences occurs between these two studies. In Ratih’s research, she only focused on the direct-speech one sentence in the form of declarative
sentences. Ratih also did not focus on Adjustment in her research. While in this research, the researcher does not focus only in direct-speech one sentence in the form of declarative sentences but also on Adjustment technique (based on Nida’s theory).
CHAPTER III
RESEARCH METHODOLOGY

A. Types Of Research

Research method is a technique that is applied by the researcher to carry on his research to achieve the expected goals. This research employs a descriptive study and applies qualitative method. Descriptive qualitative method employs techniques of seeking, collecting, classifying and analyzing data. As has been stated by Bogdan and Biklen (in Creswell, 1994:171), “Descriptive method is collecting the qualitative data, analyzing them, and writing the result. From another source, “Qualitative methods usually are used for identification, description, explanation-generation, explanation testing and control” (Crabtree and Miller: 1992:6).

According to Walcott (in Creswell, 1994:182) “Qualitative research is fundamentally interpretive. This means that the researcher make an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, starting the lesson learned, and offering further question to be asked.

Therefore, it can be concluded that descriptive qualitative method which is used in this research was conducted by collecting the data, analyzing the data, classifying the data, writing the result, drawing conclusion, starting the lesson learned, and offering further question to be asked.
B. Source Of Data

There are two sources of data used in this research. The first data is a novel entitled "Harry Potter and The Deathly Hallows" written by J.K Rowling that consist of 607 pages. "Harry Potter and The Deathly Hallows" was translated into "Harry Potter dan Relikui Kematian" by Listiana Srisanti and consists of 999 pages.

The other data sources are the respondents who are called raters who have the capacity in giving the score in terms of the accuracy of the massage transferred.

The raters are those who are mastering English or have graduated from English department. They must have good competency in translation. In other words, they can be regarded as a person who works as a translator.

C. Data

There are two kinds of data used in this research, the primary data and the secondary data. The primary data are one sentence direct-speech sentences which were obtained from the novel "Harry Potter and The Deathly Hallows" written by J.K Rowling and its translation "Harry Potter dan Relikui Kematian" by Listiana Srisanti. The secondary data are the score taken from the respondents who are called raters as they rate the accuracy in content of the translation.
D. Sample and Sampling Technique

This research employs purposive sampling. According to H.B. Sutopo (2002: 56) sampling technique used in a qualitative research is more selective, based on the researcher's theoretical considerations. It implies that the data in this research are selected by taking some considerations related to the research objectives. Based on that reason, the researcher determines criteria for this purposive sampling. The first criterion, the direct speech sentence must contain one sentence. The second criterion, the direct speech sentence must experience adjustments. Therefore, the samples of this research are the direct speech sentences containing one sentence which experience adjustments in their Indonesian translation, either in term of additions, subtractions, or alterations.

The samples of this research are direct-speech sentences which contain single sentence in the novel "Harry Potter and The Deathly Hallows" and its translation "Harry Potter dan Relikui Kematian"

E. Method of Collecting Data

The methods in collecting data for this research are:

1. Reading the English and Indonesian version novels.

2. Collecting all the direct-speech sentences (single sentences) taken from both sources.

3. Giving number code to each datum.
To make collecting the data easier, the researcher give a code to each datum. Here is the example of the code taken from the source of data:

- 030/SL/TS/30 means that the datum is number 30 which is taken from the source language "Harry Potter and The Deathly Hallows" page 30.

- 030/TL/P/570 means that the datum is number 30 which is taken from the target language "Harry Potter dan Relikui Kematian" page 570.

In addition, the research also used questionnaires as a method of collecting data. The researcher distributed two kinds of questionnaires. The first questionnaires distributed to the expert of translation who are capable to rate the accuracy in content of the data. This is done by the following steps:

- Distributing the data consisting of translated direct-speech in term of accuracy of the messages.

Questionnaires were used to obtain responses from the informants with regards to the quality of the translation. This is an open format questionnaire where the raters are allowed to give comments, opinions or reasons why they choose that answer. The accuracy rating instrument uses scale with the definitions as follows:

1. The content of the source sentence is accurately conveyed to the target sentence. The result of the translation can convey or express the message which is implied from the one sentence direct speech in the source language.
2. The result of the translation has been replaced by improper words, so that the message in the source language cannot be felt.

3. The meaning of one sentence direct speech in the source language is not conveyed or expressed at all. Because the translation is wrong or the direct speech is not translated (deleted).

- Collecting the scores given by the raters.
- Classifying the data based on the kinds of Adjustment.
- Classifying the data based on the accuracy in terms of the accuracy of the messages.
- Making the statistical calculation of the classified data in accordance with the category of each classification and presenting it in the form of table.
- Discussing the findings by relating them to the theoretical content of the study.
- Giving a conclusion and propose some suggestions and implications.

F. Technique of Analyzing The Data

The techniques in analyzing the data obtained in this research are described as follows:

1. Comparing the data (in SL and TL) in order to know the types of adjustments (based on Nida’s theory)

2. Identifying the meaning of direct-speech in the data.

3. Drawing conclusion of the data analysis.

The secondary data will be analyzed by using these following steps:
1. Collecting responses to the questionnaires based on the classification.

2. Giving a code to the data to make the analysis easier.

The classified datum is coded as below:

A/1.1.1

A indicating that the datum belongs to classification A.

1 indicating that the score in terms of accuracy given by each rater.

3. Making statistical calculation of the scores as determined by the raters.

4. Drawing conclusion of data analysis.

The researcher will make conclusion based on what have been found by the researcher in analyzing data.
CHAPTER IV
DATA ANALYSIS

A. INTRODUCTION

Data analysis is divided into two parts. The first part is Research Finding, which describes the finding of the analysis of the research. The second part is Discussion, which relates the result with the theory and answers the research problems based on the analysis.

B. RESEARCH FINDING

1. Type of Adjustment

In chapter III, it was emphasized that the first procedure applied by the researcher was collecting the main data. In this step, the researcher collects the direct-speech sentences that contain one sentence. Those sentences had experienced Adjustment techniques in the process of translation. From this activity, 150 data were collected. Then they were put in order based on the page and the title.

After collecting the main data, the researcher then classified them into three types of adjustment based on Nida’s categorization (1964). They were Additions, Subtractions, and Alterations. The researcher also used a code to each type; A for additions, B for subtractions and C for alterations. In these classifications, the researcher found 52 data (34.62%) employing alterations, 50 data (33.26%) employing additions, 32 data (21.28%) employing subtractions.

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Besides, the researcher found 16 data (10.6%) employing two kinds of adjustment. See Table 4.1

Table 4.1 The Types of Adjustment in One Sentence Direct-Speech

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Sub classification</th>
<th>Number of data</th>
<th>Total Data</th>
<th>Percentage (%)</th>
<th>Total Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>A.1</td>
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<td>12</td>
<td>8</td>
<td>33.26</td>
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<tr>
<td></td>
<td></td>
<td>A.2</td>
<td>9, 45, 56, 64, 68, 73, 80, 81, 84, 90, 97, 98, 127, 129, 139, 142, 145,</td>
<td>17</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.3</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.5</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.6</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>86</td>
<td>1</td>
<td>0.66</td>
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<td></td>
<td>A.8</td>
<td>-</td>
<td>0</td>
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</tr>
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<td></td>
<td></td>
<td>A.9</td>
<td>-</td>
<td>0</td>
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<td>0</td>
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<td>B</td>
<td>B.1</td>
<td>60, 88</td>
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<td>10, 11, 22, 44, 47, 69, 75, 77, 82, 87, 100, 103, 106, 115, 122, 123, 133</td>
<td>17</td>
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<td>109</td>
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<td>4</td>
<td>2.66</td>
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</tr>
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<td></td>
<td></td>
<td>B.6</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>3</td>
<td>C</td>
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<td>-</td>
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<tr>
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<td>2</td>
<td></td>
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</tr>
<tr>
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<td>C.6</td>
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<td>7</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>A.B</td>
<td>A.4.B.2</td>
<td>7</td>
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<td>A.2.B.2</td>
<td>20</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.4.B5</td>
<td>34</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.7.B1</td>
<td>130</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>A.C</td>
<td>A.4.C.4</td>
<td>58, 120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.2.C.3</td>
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TOTAL | 150 | 100 | 100
The explanation of the Table 4.1 is as follows.

A) Classification of Addition

A.1. Filling out elliptical expression

Example:

54. SL: “Ron, we can’t!” said Hermione "Ron, we can’t!” said Hermione at once. (054/HPADH/137)

TL: “Ron, kita tidak bisa kesana!” kata Hermione segera. (054/HPADH/223)

Harry, Ron, and Hermione were trying to escape from the Death Eaters pursuit. They were talking about the safest place to hide. Many places had been invaded by the Death Eaters after Voldemort rose from his death. Ron suggested going to Leaky Cauldron, a small motel near Hogwarts. However, Hermione knew that the motel keeper, Stan Shunpike, had been affected by black magic. Hermione then said, ‘Ron, we can’t!’ which is translated into ‘Ron, kita tidak bisa kesana!’ Back-translation of TL is ‘Ron, we can’t go there!’.

Although an ellipsis occurs in all languages, however the particular structures which permit such omissions are by no means identical from language to language (Nida: 1964). The example above employs the technique of adjustment by filling out elliptical expressions. It can be seen when the translator adds the words ‘kesana’ in the translation. The SL sentence should be: Ron we can go there but the writer omitted the word ‘go there’. Because elliptical words

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are not identical from language to language, the translator needs to add the elliptical words in order to make the meaning of TL more explicit. In this case the translator adds the word 'kesana'.

The data that belong to this classification are datum number 12, 29, 38, 41, 54, 79, 95, 101, 108, 124, 131, 147.

A.2. Obligatory specification

Example:

68. SL: “I don’t get it,” said Dean. (068/HPADH/244)

TL: “Saya tidak menangkap dimana lucunya,” kata Dean (068/HPADH/395)

Dean and Ted were hiding in a forest at Albania. They brought a tent and had spent more than a week inside the forest. One night when they hunted a deer for dinner, they met a couple of Goblins. Actually, goblins were not involved in wizards’ war. However, the arrogance of Lord Voldemort and his fellows had annoyed goblins community. Therefore, many goblins were moved on the forest around the world. When Dean, Ted, and the two goblins discussed about many things, one of the goblins told some jokes. Both goblins laughed together. Even though the goblins had explained to Ted and Dean about the story, Dean still did not understand where the funny part was. Goblin said ‘That was a really funny story, young man’, then Dean answered, ‘I don’t get it’ which was translated into ‘Saya tidak menangkap dimana lucunya’. The back-translation of TL was ‘I don’t get where the funny part is’.

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The addition by obligatory specification occurs when the translator translates the word ‘it’ into ‘dimana lucunya’. The pronoun ‘it’ refers to a thing that has been mentioned before. In this context, the pronoun ‘it’ points to ‘something funny’. English language mentions a participant explicitly in the first instance and then uses a pronoun to refer back to the same participant in the immediate context. In this case, the word ‘funny’ has been mentioned before; hence the writer used a pronoun ‘it’ to refer back to the same participant in the following sentence. The translator translates ‘it’ into ‘dimana lucunya’ to clarify the meaning so that the greater specificity can be achieved. Nida (1964) states that to avoid ambiguity in the receptor language as well as to avoid misleading in rendering, greater specificity is required in the translation.

The data that belong to this classification are datum number 9, 45, 56, 64, 68, 73, 80, 81, 84, 90, 97, 98, 127, 129, 139, 142, 145.

**A.3. Amplification from implicit to explicit status**

Example:

66. “You told us that You-Know-Who asked Dumbledore to give him a job after he left,” said Hermione. (066/HPADH/238)

“Kau memberitahu kami Kau-Tahu-Siapa meminta Dumbledore untuk memberinya pekerjaan setelah dia meninggalkan sekolah,” kata Hermione. (066/HPADH/385)

Harry, Ron, and Hermione were talking about the ways to defeat Lord Vodemort. Harry had been told by his headmaster, Dumbledore, that the only way
to defeat Voldemort was by destroying the Horcrux (pieces of Voldemort soul). Voldemort had been divided his soul into 7 pieces and hiding them on different places around the world. According Lord Voldemort, Hogwarts is the safest places to hide one of 7 pieces of his soul. The reason was not only he had been one of Hogwarts’ students, but also there were many ultimate magical antiquary belongs from many greatest wizards around the world.

In translating the sentence above, the translator applies the technique of adjustment by amplification from implicit to explicit status. As can be seen in SL text, the sentence ‘You told us that You-Know-Who asked Dumbledore to give him a job after he left’ would be misleading unless the word ‘sekolah’ was amplified. This sentence implies that Voldemort had been a student in Hogwarts. The word ‘sekolah’ must be added to amplify that the moment of the sentence above is the time when Voldemort was still at his last grade in Hogwarts.

The data that belong to this classification are datum number 2, 30, 36, 46, 49, 63, 65, 66, 71, 72, 93, 94, 96, 107, 112, 113, 116, 138, 143, 150

A.4. Connectives

Example:

86. “Where’re you hoping to go, seeing as you’re neither?” interjected Sirius. (086/HPADH/539)

“Kemana kau berharap masuk, kalau begitu, mengingat kau dua-duanya tidak?” timbrung Sirius. (086/HPADH/884)
The addition of a connective happens when the word ‘kalau begitu’ is added into the translation. Nida states that connectives serve to orient the readers constantly to the sequence of events and the precise relationship between events. In this case, the word ‘kalau begitu’ has a function to orient the readers to the sequence of events from the first clause into the second clause.

The datum that belongs to this classification is: 059.

B) Classification of Subtractions

B.1. Repetition

Example:

60. “We won’t be if we move fast,” said Harry (060/HPADH/218)

“Tidak akan kalau kita bergerak cepat,” kata Harry (060/HPADH/352)

Harry, Ron, and Hermione were trapped in Ministry of Magic which had been surrounded by Lord Voldemort’s followers. Hermione was so frightened because there were no ways out except running as fast as they could to break through the blockade. Even though they were covered by an invisible robe, Hermione was still afraid of the possibility to be injured. Hermione said ‘Harry, if we were trapped here...’, then Harry answered ‘We won’t if we move fast’.

The translator applies the technique of adjustment by subtracting the repetition. The translator omits the word ‘we’ as in ‘we won’t be’. The translator omits the word ‘we’ because it has been mentioned twice in the sentence. This kind of omission is done to make a sentence more effective in the TL.

The data that belong to this classification are datum number 60, 88
B.2. Specification of reference

Example:

87. “I only came out because Mary told me you were threatening to sleep here.” (087/HPADH/542)

“Aku cuma keluar karena Mary bilang kau mengancam mau tidur sini.” (087/HPADH/889)

The sentence was uttered by Lily Evans to Severus Snape in the outside of Lily’s bedroom. Severus wanted to apologize to Lily because he had insulted Lily that afternoon. Lily did not want to meet Severus after the incident, therefore Severus was waiting in front of Lily’s room until he met him.

The translator omits the word ‘me’ because it has been identified in the previous clause. Nida (1964:232) states that specification of reference may be omitted if the relationships are unmistakable. Baker (1992:185) states that in certain language once a participant is introduced, the continuity of reference is signaled by omitting the subject of the following clause.

The data that belong to this classification are datum number 10, 11, 22, 44, 57, 69, 75, 77, 82, 87, 100, 103, 106, 115, 122, 123, 133

B.3. Conjunctions

Example:

109. “I want to go and see Xenophilius Lovegood.” (109/HPADH/319)

“Aku ingin pergi menemui Xenophilius Lovegood.”

(109/HPADH/522)

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The technique of adjustment was employed by the translator by subtracting the conjunction. The translator omits the conjunction ‘and’ in the translation. According to Cobuild Dictionary, the function of the conjunction ‘and’ is to link two statements about events when one of the events follows the others. The words ‘go and see’ are two statements about events and one of the events follows the others.

If the word ‘and’ were translated, the translation would be ‘Aku ingin pergi dan menemui Xenophilius Lovegood’. This translation has the same meaning with ‘Aku ingin pergi menemui Xenophilius Lovegood’. Both translations express the same meaning, namely the statement about two events that happened one after another. The translator subtracts the conjunction ‘and’ because the presence of the word is not significant and does not alter the message.

B.4. Categories

Example:

126. “Well, goblins can do magic without wands,” said Ron.

(126/HPADH/395)

“Tapi, goblin kan bisa melakukan sihir tanpa tongkat,” kata Ron.

(126/HPADH/645)

The word ‘goblins’ is plural expression while ‘goblin’ is singular. The translator translates plural ‘goblins’ into singular ‘goblin’ because in Bahasa Indonesia to categorize a number is optional. Indonesian language does not have to indicate a noun that they mention whether it is singular or plural, unless the...
context demands the information to be made explicit. If necessary, a plural form is expressed lexically, more often, not at all.

The data that belong to this classification are datum number 16, 24, 61, 126.

C) Classification of Alterations

C.1. Categories

Example:

14. “But…surely you know where your nephew is going?” she asked, looking bewildered. (015/HPADH/38)

“Tetapi…tentunya kalian tahu kemana keponakan kalian akan pergi?” dia bertanya, tampak bingung. (015/HPADH/60)

Tonks, Kingleys, and Arthur Weasley had a duty for picking Harry up from his Uncle’s house at King’s Cross 11th. Even though Dumbledore had told that Harry did not get any respect in his Uncle’s house, Tonks, Kingsley, and Arthur startled when the rest of the family did not bother about Harry’s situation.

In the above example, ‘you’ is translated into ‘kalian’ instead of ‘kamu’. The translator translates the word ‘you’ into ‘kalian’ because the word ‘you’ here refers to Uncle Vernon, Aunt Petunia, and Dudley. In English, ‘you’ is singular while in Indonesian language the word ‘kalian’ is plural. Nida (1964:234) states that a singular expression especially if it is generic in meaning may be readily altered to a plural.

The data that belong to this classification are datum number 15, 19.
C.2. Word Classes

Example:

25. “How do you feel, Geogie?” whispered Mrs Weasley

(025/HPADH/65)

“Bagaimana perasaanmu, Georgie?” bisik Mrs Weasley (025/HPADH/105)

The utterance was said by Mrs. Weasley to her son, George Weasley. George had been hit by Snape’s Curse Sectumsempra that makes George suffers from a loss one of his ears. Many people thought that George was dead because he had been unconscious for a moment. When George was awake, Mrs. Weasley asked how his condition was. The translator alters the verb ‘feel’ into the noun ‘perasaan’ (feeling) in order to produce a natural translation. If the verb ‘feel’ were translated into a verb ‘merasa’ (feel) then the translation would be ‘bagaimana kau merasa, Georgie?’. The translation will not be accurate in Indonesian language if the word ‘feel’ (verb) is rendered into ‘merasa’. Therefore, it is appropriate to change the word class from a verb into a noun.

The data that belong to this classification are datum number 1, 25, 128.

C.3. Order

Example:

33. “What are you doing with all those books, anyway?” Ron asked, limping back to his bed. (033/HPADH/83)
“Buku-buku itu lagi kau apain sih?” tanya Ron, terpincang-pincang kembali ke tempat tidurnya. (033/HPADH/133)

An alteration of word-order can be seen when the translator puts the words ‘those books’ in the beginning of the TL sentence. Nida (1964:235) suggests that there are certain situations in which the shifts of order may not seem so vital, but in which they are nevertheless important, if the translation is to be natural. If the translator do not employed the Adjustment technique alteration of order, the translation would be ‘apa yang sedang kau lakukan dengan semua buku-buku itu sih?’.

Because of the context situation in the sentence (conversation between Ron and Hermione), the translator prefers to translate the sentence in an informal way. Therefore, even though both of the translations convey the same meaning, the sentence ‘buku-buku lagi kauapain, sih?’ is more natural than ‘apa yang sedang kau lakukan dengan semua buku-buku itu sih?’.

The data that belong to this classification are datum number 17, 28, 33, 52, 62, 70, 74, 76, 92, 102, 104, 117, 132, 134, 149.

C.4. Clause and Sentence Structure

Example:

39. “I couldn’t think what to get you,” she said. (039/HPADH/98)

“Aku tak bisa memutuskan akan memberimu apa?” katanya (039/HPADH/160)
Ron and Hermione were celebrating Harry’s Birthday. Harry was surprised because his friends still remembered his birthday. Harry and friends were celebrating the party in the middle of Albanian jungle because they were hiding from the pursuit of the Death Eaters. Ron gave a new watch to Harry, and Hermione had created a magical bag for Harry which was able to accommodate a lot of stuffs on it. Then, Hermione said, ‘I couldn’t think what to get you’.

The interesting point from the sentence above is the way of the translator alters the sentence structure of the translation. The SL text is in the form of a statement ‘I couldn’t think what to get you’ but she alters it into a rhetorical question ‘Aku tak bisa memutuskan akan memberimu apa?’. The alteration from a statement into a rhetorical question does not cause any loss of meaning since a rhetorical question does not necessarily require an answer.

The data that belong to this classification are datum number 39, 111.

C.5. Semantic problems involving single words

Example:

59. “No, he’s still stuck in the bog,” said Ron. (059/HPADH/199)

“Tidak, dia sempat tersangkut dalam comberan,” kata Ron.

(059/HPADH/323)

In translating the sentence above, the translator applies the technique of Adjustment by altering the single word. It can be seen when ‘bog’ is translated into ‘comberan’. Semantically, those two words are different. Bog is a little
elevated spot or clump of Earth, in marshes and swamps, filled with roots and grass while *comberan* is a large channel that carries waste and raining water away.

The translator translates ‘*bog*’ into ‘*comberan*’ because in this context the speaker (Ron and Hermione) were discussing about Mundungus Flether. Ron and Hermione really hated Mundungus. The translator uses the word ‘*comberan*’ because it is more appropriate to the context of situation in which the speaker (Ron) feels disgusted at Mundungus who is considered as a traitor. Here the translator applies the technique of semantic problems involving single word by lowering the rank from ‘*bog*’ into ‘*comberan*’. Though the referential meanings of the two terms reflected different positions in the hierarchical levels, the functional meanings were the same.

C.6. Semantic problems involving exocentric expressions

Example:

85. “Apparently wizards **poke their noses in everywhere!**” said Petunia. (085/HPADH/538)

“Rupanya penyihir **ikut campur dalam urusan semua orang!**” kata Petunia. (085/HPADH/882)

Severus Snape and Petunia were arguing about Lily Evans. Petunia insisted that Lily was not a wizard like Snape. However, Snape had known that Petunia sometimes took a peep when Lily did a magic. Snape then accused Petunia who felt jealous of Lily’s special ability. Disclaiming Snape’s accusation,
Petunia said ‘Apparently wizards poke their noses in everywhere!’ which is translated into ‘Rupanya penyihir ikut campur dalam urusan semua orang!’

The sentence above employs the technique of Adjustment by altering an exocentric expression. The phrase ‘poke their nose’ has a literal meaning as well as an idiomatic meaning. A literal meaning of ‘poke their nose’ is menonjolkan hidung mereka. Obviously, the literal meaning does not convey the feeling of the character as well as the context. According to Cobuild Dictionary if you say ‘poke your nose in something’ it means that he/she tries to interfere with it even though it does not concern them. The idiom ‘poke their nose in everywhere’ does not have equivalent means in Indonesian hence the translator alters the idiom into TL utterance ‘ikut campur dalam urusan semua orang’. Both convey the same meaning.

A.B.) CLASSIFICATION OF ADDITIONS AND SUBTRACTIONS

A4-B2. Addition by Amplification from implicit to explicit status and Subtractions of Specification of reference

Example:


“Jangan bicara dengan nada−,” kata Bibi Petunia dengan suara nyaring. (007/HPADH/49).

Harry was having a dispute with Uncle Vernon and Aunt Petunia that they should move from their house immediately. Harry convinced them that the rest of
his family would be in danger because Lord Voldemort would use them to catch Harry. However, Uncle Vernon did not accept Harry’s opinion. Vernon argued that Harry wanted to take over their house. Harry said ‘Are you out of your mind?’ and Aunt Petunia responded Harry’s statement by saying ‘Don’t you take that tone.’

In this case, the translator omits the pronoun ‘you’ because the translation will be more natural in form and does not change the message of the SL. If the word ‘you’ is not omitted, the translation will be ‘Jangan kau bicara dengan nada-‘, the translation sounds too formal and not effective. The translator also applies the amplification from implicit to explicit status when she translates ‘take that tone-‘ into ‘bicara dengan nada-‘. In the translation, the translator adds the word ‘bicara’. The literal transfer of such sentence would be ‘Jangan kamu menggunakan nada itu-‘. Additions make what is implicit in the SL become explicit in the TL. The translator adds the word ‘bicara’ to make the words ‘take that tone’ explicit in meaning into ‘berbicara dengan nada’

The datum that belongs to this classification is datum number 7

A2-B2. Obligatory specification + Spec. of reference

Example:

20. “I’m sorry you couldn’t be there, Harry, it was very quiet.”

(020/HPADH/44).

“Sayang sekali kau tak bisa hadir, Harry, pernikahan kami sangat sepi.” (020/HPADH/69).
Tonks and Lupin were telling a story about their marriage to Harry. Harry was not invited because Tonks and Lupin celebrated their moment in a simple way. Tonks said ‘I’m sorry you couldn’t be there, Harry, it was very quiet,’ which is translated into ‘Sayang sekali kau tak bisa hadir, Harry, pernikahan kami sangat sepi.’ Its back translation is ‘Sorry you couldn’t be there, Harry, our marriage was very quite’.

The translator applies the technique of adjustment by adding obligatory specification when she translates ‘it’ into ‘pernikahan kami’. The word ‘it’ here refers to the wedding party between Tonks and Lupin that has been stated explicitly in the previous sentence. Hence, the translator specifies that the word ‘it’ is the wedding party between Tonks and Lupin.

The subtraction by specification of reference occurs when the translator omits the pronoun ‘I’ in order to make the translation sounds natural. If the SL were translated without subtracted specification of reference, it would be: Saya minta maaf kau tidak bisa hadir, Harry, pernikahan kami sangat sepi. It can be seen that the translation which experiences an adjustment sounds better. Besides, this subtraction does not cause any loss of meanings or change of messages. Nida (1964:233) states that subtractions are advisable if they result in a closer equivalence.

The datum that belongs to this classification is datum number 20.
A4-B5. Amplification from implicit to explicit status + Categories

Example:

34. “Well, guests aren’t going to help Mum’s stress levels,” said Ron.

(034/HPADH/87)

“Nah, tamu tidak akan membantu menurunkan tingkat stress Mum,”

kata Ron. (034/HPADH/139)

Ron was talking with Harry about the situation in his house. Most of the family members got busy because they had to prepare the celebration of Billy’s wedding party. Ron worried about his mother’s condition. Harry told Ron that Ron’s mother might need help from someone else. Ron then said, ‘Well, guests aren’t going to help Mum’s stress levels.’

In the sentence above, the translator applies the amplification from implicit to explicit status when the translator adds the word ‘menurunkan’ so that the translation become ‘Nah, tamu tidak akan membantu menurunkan tingkat stress Mum’. The literal transfer of such sentence would be ‘Nah, tamu-tamu tidak akan membantu tingkat stress Mum’. Additions make what is implicit in the SL become explicit in the TL. Hence, the addition of the word ‘menurunkan’ provide clear understanding that guests won’t help Mum to decrease her stress level.

The subtraction of category occurs when the translator translates a plural from ‘guests’ into a singular form ‘tamu’. Indonesian language do not have to indicate whether the noun is singular or plural, unless the context demands that this information be made explicit. They prefer to express a plural from lexically, more often, not at all. Where necessary, a number is indicated by adding a word
such as ‘several’, ‘one’, or ‘two’ to the noun, rather than by changing the form of the noun itself.

The datum that belongs to this classification is datum number 34.

**A7-B1. Connectives + Repetition**

Example:

130. “But, he’ll know soon, if he doesn’t already that mine’s broken beyond repair,” said Harry quietly. (130/HPADH/401)

“Tapi dia akan segera tahu, atau jangan-jangan malah sudah tahu, bahwa tongkat saya sudah patah dan tak bisa diperbaiki lagi,” kata Harry pelan. (130/HPADH/656)

The sentence above shows the addition of a connective take place when the word ‘and’ is added in the translation. Nida states that connectives serve to orient the readers constantly to the sequence of events and the precise relationship between events. In this case, the conjunction functions to orient the readers to the sequence of events from first clause into the second clause.

The subject ‘he’ occurs three times in the TL sentence. The translator omits the last word because it has been identified in the previous clause. As has been stated by Baker (1992:185) in certain language once a participant is introduced, the continuity of reference is signaled by omitting the subject of the following clause. Further, she states that it is a default mechanism to tell the reader that the participant is the last mentioned.

The datum that belongs to this classification is datum number 130.
A.C.) CLASSIFICATION OF ADDITION AND ALTERATION

A.4.C4. Addition By Amplification From Implicit To Explicit Status And Alteration Of Order

Example:

58. “There’s nothing in here about navy blue robes, nothing!” she said. (058/HPADH/189).

“Di sini tak ada catatan apa-apa tentang jubah biru laut, tak ada sama sekali!” katanya. (058/HPADH/306)

The sentence above was uttered by Hermione to Harry. They were hiding in Sirius house. Hermione found Sirius diary book under his bed. Harry asked if there were any information about his robes that was given by Sirius. Hermione answered, ‘There’s nothing in here about navy blue robes, nothing!’ In the example above, the translator applies the addition by amplification from implicit to explicit status when she adds the word ‘catatan’ in the translation. The literal transfer would be ‘Di sini tak ada apapun tentang jubah biru laut, tak ada sama sekali!’ The translator adds the word ‘catatan’ in order to explain that the characters of the story were talking about Sirius diary book so that greater specificity can be achieved.

The alteration of order happens when the translator puts the word ‘in here’ in the beginning of the TL sentence. An alteration of word-order is done in order that the translation is to be natural. There are certain situations in which the shift of order may not seem to be vital, but in which they are nevertheless important, if the translation is to be natural (Nida, 1964:235).
The data that belongs to this classification are datum number 58, 120.

A.2.C.3. Obligatory specification + Word Class

Example:

136. “Changes how I feel about it,” said Harry. (136/HPADH/410)

“Mengubah perasaanku terhadap pedang itu,” kata Harry. (136/HPADH/671)

Harry and Ron were obsessed to have Gryffindor’s sword. They thought the sword would be able to beat Lord Voldemort. However, the sword could give a bad effect toward anyone who possessed it. Harry almost got mad after he holds the sword for a while. Ron helped Harry to let the sword off from his hand. When Harry woke up, he said ‘Changes how I feel about it,’ which is translated into ‘Mengubah perasaanku terhadap pedang itu’.

The addition by obligatory specification happens when the translator translates ‘it’ into ‘pedang itu’. Obligatory specification is required in order to avoid misleading reference (Nida, 1964:228). Baker (1992:181) states that reference items have potential function to direct the readers to look elsewhere for their interpretation. If the translation were translated literally, it would be: mengubah perasaanku terhadapnya. This translation would give an ambiguity in the receptor language. Therefore, the translator specifies that what is meant by ‘it’ is the Gryffindor’s sword.

The alteration of word class happens when a verb ‘feel’ is translated into a noun ‘perasaanku’ (feeling) as in ‘Mengubah perasaanku terhadap pedang itu’. If the verb were translated into a verb the translation would be: Mengubah
As can be seen, the translation sounds very awkward if the verb 'feel' is rendered into a verb 'merasa'. For that reason, it is appropriate to change the word class from a verb into a noun.

The datum that belongs to this classification is datum number 136.


Example:

144. “If I want to put my cat out, I will, and be damned to your curfew!” (144/HPADH/450)

“Kalau aku ingin mengeluarkan kucingku, kukeluarkan dia, dan masa bodoh amat dengan jam malammu!” (144/HPADH/736)

The sentence above experiences two kinds of adjustment namely an addition by filling out elliptical expressions and an alteration of exocentric expressions.

The addition by filling out elliptical expression can be seen when the translator adds the word ‘kukeluarkan dia’ in the translation. The absence of a predicate and an object make the readers cannot fully comprehend the meaning of the translation. If the sentence did not experience an addition then the translation would be: ‘kalau aku ingin mengeluarkan kucingku, aku akan, masa bodoh amat dengan jam malammu!’

A literal transfer can result in confusion in comprehending the meaning of the sentence. Hence, the translator adds the predicate and the object so the translation
of ‘I will’ becomes ‘kukeluarkan dia’. Nida (1964) states that many languages require not only the filling out of the obvious parallel ellipsis, but the addition as well of some subject and verb elements in the list of evidences cited.

The alteration of semantic problems involving exocentric expression can be seen when the translator translates ‘be damned’ into ‘masa bodoh amat’. If the idiom ‘be damned’ were translated literally the meaning would be: terkutuk. The translation would be: Kalau aku ingin mengeluarkan kucingku, kukeluarkan dia, dan terkutuk dengan jam malamu. Obviously, the alteration of the exocentric expression results in a more natural translation.

The datum that belongs to this classification is datum number 144.

B.C.) CLASSIFICATION OF SUBTRACTIONS AND ALTERATIONS


Example:

121. "A minute ago you told us you never saw the mark on the stone properly!” (121/HPADH/348)

“Baru semenit lalu kau bilang kau tidak benar-benar melihat lambang di batu itu!” (121/HPADH/568)

It was in the midnight when Ron, Hermione and Harry were visiting Harry family’s graveyard. They were looking for a clue in correlation with Dumbledore’s testament.

Hermione asked whether anyone had found signs or clues, Ron answered that he had not found anything yet. However, when Hermione found a sign near
from Ron position, Ron claimed that he already found it before. Hermione then said ‘A minute ago you told us you never saw the mark on the stone properly!’ which is translated into ‘Baru semenit lalu kau bilang kau tidak benar-benar melihat lambang di batu itu!’ . In this case, the translator applies the technique of adjustment by subtracting the specification of reference and altering the word order.

The subtraction specification of reference happens when the translator omits the object ‘us’ in the translation. The translator omits the specification of reference in order to make the translation sounds natural. If the translation were translated without subtraction of reference, it would be: ‘Baru semenit lalu kau bilang pada kami kau tidak benar-benar melihat lambang di batu itu!’ It can be seen that the translation which experiences an adjustment reads better. Besides, this subtraction does not cause any loss of meanings or change of messages. Nida (1964:233) states that subtractions are advisable if they result in a closer equivalence.

The alteration of order happens when the translator translates ‘properly’ into ‘benar-benar’ and puts it in the middle of the sentence. Alteration of word order is justified as long as it does not change the message. The translator alters the word order so that the translation is natural. If the SL does not experience an alteration, the translation would be: ‘Baru semenit lalu kau bilang kau tidak melihat lambang di batu itu benar-benar!’ . As can be seen the translation seems awkward.

Data that belong to this classification: 42, 118, 121.

Example:

89. “Blimey, Harry, you nearly gave me heart failure!” (089/HPADH/557)

“Astaga, Harry, nyaris saja jantungku copot!” (089/HPADH/916)

Hogwarts was under attack from the Death Eaters. Prof McGonagall instructed students to take cover in the hall. Harry did not agree with the instruction, because there were many Death Eaters had gone through the lobby. When Harry approached McGonagall from behind, she said ‘Blimey, Harry, you nearly gave me heart failure!’.

In the example above, the translator applies the technique of adjustment by subtracting the specification of reference. It can be seen when the translator omits the subject ‘you’ in the translation. The translator omits the specification of reference in translation because ‘you’ has been identified in the previous clause.

The alteration of word class happens when the word ‘failure’ (noun) is translated into ‘copot’ (verb). The translator changes the word class from a noun into a verb in order to make the translation sounds natural. If the noun were translated into a noun, the translation would be: Astaga, Harry, nyaris saja jantungku gagal. In that case, the translation sounds awkward hence it is more appropriate to change the word class from a noun into a verb.

The data that belongs to this classification are datum number 89, 135.
A.A. CLASSIFICATION OF ADDITIONS AND ADDITIONS

A.2.A.7. Obligatory specification + Connectives

Example:

43. “It’s time you earned it,” said Harry. (043/HPADH/110)

“Dan sudah waktunya Anda berusaha agar layak di hormati,” kata Harry. (043/HPADH/179)

Harry was being interrogated by Scrimmgeour about how Dumbledore died. However, Harry did not give any comment to the question. Harry believed that Ministry of Magic had been poisoned by Voldemort’s slaves. Harry’s behavior was considered impolite. Harry responded by saying ‘It’s time you earned it’.

The sentence above has two kinds of adjustment namely addition by obligatory specification and addition by connectives.

The addition by obligatory specification is done when the translator translates ‘it’ into ‘layak di hormati’. In English, ‘it’ refers to thing that has been mentioned. As I have explained before, Scrimmgeour got angry because Harry was considered as impolite person. Therefore, it can be concluded that the word ‘it’ refers to the respect that was expected by Scrimmgeour. Hence, the translator translates ‘it’ into ‘layak di hormati’ to clarify the meaning and avoid ambiguity in the receptor language.

The addition of connective happens when the word ‘dan’ is added in the translation. Nida states that connectives serve to orient the readers constantly to the sequence of events and the precise relationship between events.
The datum that belongs to this classification is datum number 43.

**C.C. CLASSIFICATION OF ALTERATION AND ALTERATION**

**C.3.C.4. Word Class + Order**

Example:

35. “Whichever,” said Ron, “it’d be one less for us to do!” (035/HPADH/87)

“Apa pun lah,” kata Ron, “itu berarti tugas kita berkurang satu!”

(035/HPADH/141)

Ron, Harry and Hermione were doing their homework in the library. Hermione told Ron that one of their teachers, Professor Snape, was getting sick. Professor Snape could not teach them for more than 1 week. Harry and Hermione were curious about the absence of Snape. However, Ron did not want to take it seriously. He then said ‘Whichever, it’d be one less for us to do!’ which is translated into ‘Apa pun lah, itu berarti tugas kita berkurang satu!’.

The alteration of word class happens when the translator alters the verb ‘do’ into the noun ‘tugas’. It is done in order to produce a natural translation. If the verb ‘do’ were translated into verb ‘mengerjakan’ then the translation would be: *Apa pun lah, itu berarti mengerjakan kita berkurang satu!’*. In the example above, the translation sounds very awkward if the verb ‘do’ is rendered into a verb ‘mengerjakan’.

An alteration of word-order can be seen when the translator puts the word ‘tugas’ in the middle of the TL sentence. If the sentence were not experienced an alteration of order, the translation would be: *Apa pun lah, itu berarti berkurang commit to user*.
satu tugas kita!’. Both these translations convey the same meaning but ‘Apa pun lah, itu berarti tugas kita berkurang satu!’ is more natural than ‘Apa pun lah, itu berarti berkurang satu tugas kita!’

The datum that belongs to this classification is datum number 35.

C.2.C.4. Categories + Order

Example:

119. “Why hide me, though?” asked Ron. (119/HPADH/344)

“Tapi kenapa aku disembunyikan?” tanya Ron. (119/HPADH/562)

Harry, Hermione and Ron were visiting Lovegood’s house in Leicester, England. They were looking for Luna Lovegood, one of their friends. Harry, Hermione, and Ron had been frightened out when a group of Death Eaters surrounded them in Luna’s house. Hermione covered Ron with an invisible robe before blasted Xenophilius’s house with her magical formulas. Ron asked ‘Why hide me, though?’ which is translated into ‘Tapi, kenapa aku disembunyikan?’.

In the sentence above, the translator applies two kinds of adjustment namely alteration of categories and alteration of order. The translator applies the alteration of categories when she alters the active sentence in the SL into the passive sentence in the TL. The active predicate hide (menyembunyikan) in the SL is changed into a passive predicate disembunyikan (is hidden) in the TL. The translator shifts the sentence from active to passive in order to make the translation sounds natural.
The translator also applies the Adjustment technique of order. It happens when the translator translates ‘though’ into ‘tapi’ and puts it in the beginning of the sentence. If the the SL were translated without the alterations, the translation would be: *kenapa menyembunyikan aku, tapi?*. If the sentence did not experience alteration of categories and alteration of order, the translation seems awkward.

The datum that belongs to this classification is datum number 119.

2. **Accuracy**

As mentioned in the chapter III, the researcher analyzes the accuracy with the help of some experts or raters. They rate the accuracy of the translation by filling in the questionnaire. Then, the researcher classifies the data using the accuracy rating instrument, and then makes simple statistical calculation on scores as determined by the raters. The accuracy rating instrument uses scale with the definitions as follows:

1. The content of the source sentence is accurately conveyed to the target sentence. The result of the translation can convey or express the message which is implied from the one sentence direct speech in the source language.

2. The result of the translation has been replaced by improper words, so that the message in the source language cannot be felt.

3. The meaning of one sentence direct speech in the source language is not conveyed or expressed at all. Because the translation is wrong or the direct speech is not translated (deleted).
The mean of each data shows the accuracy level of translation. The total averages of mean for all data are the result of the quality level of translation. The classifications of quality level are as follows:

Classification 1.1: accurate translation, range 1.0 to 1.6

Classification 1.2: less accurate translation, range 1.7 to 2.3

Classification 1.3: inaccurate translation, range 1.0 to 1.6

The classifications of accuracy level will be discussed below:

<table>
<thead>
<tr>
<th>Classification of Translation Accuracy</th>
<th>Data Number</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 (less accurate)</td>
<td>002,007,015,022,026,033,035,037,041,144,049,051,060,065,066,075,076,077,085,091,092,098,099,103,104,109,119,120,127,128,135</td>
<td>34</td>
<td>22.67%</td>
</tr>
<tr>
<td>1.3 (inaccurate)</td>
<td>001, 029, 036, 088, 145</td>
<td>5</td>
<td>3.33%</td>
</tr>
</tbody>
</table>

The above table will be elaborate in more detailed explanation in the following part.
a. Classification 1.1

Classification 1.1 consist of the data which are accurate. As mentioned before that the mean between 1.0 - 1.6 is included in the first classification. The definition of accurate here is that the content of the source sentence is accurately conveyed to the target sentence. The result of the translation can convey or express the message which is implied from the one sentence direct speech in the source language. Here are some of the data which belong to this classification:

Example:

SL: “I don’t get it,” said Dean. (068/HPADH/244)

TL: “Saya tidak menangkap dimana lucunya,” kata Dean (068/HPADH/395)

Goblin said, ‘That was a really funny story, young man’, then Dean answered, ‘I don’t get it’ which was translated into ‘Saya tidak menangkap dimana lucunya’. The back-translation of TL was ‘I don’t get where the funny part is’.

The example above shows the datum which is accurate. The three raters gave score 1 for this datum. All the three raters agreed that the translation is accurate because the translator translated pronoun ‘it’ refers to a thing that has been mentioned before. In this context, the pronoun ‘it’ points to ‘something funny’.
b. Classification 1.2

The data belonging to this classification are those which are less accurate. This classification includes the data which are scored between 1.7 – 2.3. The data below are the example:

SL: “This is no good, you guys,” said Ron. (074/HPADH/233)
TL: “Kita gagal,” kata Ron(074/HPADH/425)

The dialogue above was uttered by Ron when he felt that her plan to escaped from Ministry of Magic had failed.

The sentence *This is no good, you guys* actually has no relation in meaning with *kita gagal*. In formal meaning *good* means fine condition and *guys* means man. Meanwhile, *gagal* means *failed*. It can be clearly seen that there is no relation in meaning among them. Contextually, the sentence *this is no good, you guys* that translated into *kita gagal* already represents the main meaning of ST, but the expressiveness of the sentence less transferred. According to the Rater II, it will be more accurate and expressive if it is translated into *sobat, kita tidak ada kesempatan lagi*. The researcher is agreed with Rater II because the translation is more accurate by adding the words in order to make the meaning more explicit.

c. Classification 1.3

This classification covers all of the data which are inaccurate. The data which belong to this classification are those data with score between 2.4 – 3.0. The reason why the data are included to this classification is that the
translation cannot expresses the message of the SL. It is due to the one sentence direct speech of source text is miss translated or is not translated at all. The data below are the example:

SL: “It hasn’t exactly been a picnic, mate!” said Ron (145/HPADH/467)
TL: “Kami bukan piknik, sobat!’ kata Ron. (145/HPADH/765)

Neville Longbottom protested to Ron since he was not informed about the plan against Voldemort. Neville thought that he had the right to be informed because he struggled for Harry since Ron left the school. Ron then said ‘It hasn’t exactly been a picnic, mate!’ In this datum, rater 2 gives score 3, while rater 1 and 3 give score 2.

This translation becomes inaccurate because the translator was miss translated because the word ‘it’ was translated into ‘kami’. According to rater 2, the translation has no relation at all with the meaning in TL. She suggest to translate the SL into ‘Kepergianku bukanlah untuk berlibur, teman!’ According to rater 1, the translation should be Saya bukan sedang pikinik, teman!’ Both of those suggestions are correct. However, I prefer to choose suggestion from rater 2. In my opinion, the word ‘it’ should be translated as something that has been mentioned before. In this case, the characters were talking about the time when Ron left his school.

In this research, the researcher found that the translation of one sentence direct speech in Harry Potter Novel is accurate. The result also supported by the comments from the raters about the accuracy of one sentence direct speech translation in the novel. Generally, the raters gave opinion that the translation using common word or phrase of similar meaning, both referential and expressive meanings.
C. DISCUSSION

Discussions are made to answer the problem statements that have been mentioned in the first chapter and relate them with the theory which have been mentioned in the second chapter.

1. The types of Adjustment that are employed to solve the problems in translating one sentence direct-speech sentences from English into Indonesian in J.K Rowling's novel "Harry Potter and The Deathly Hallows"?

According to Nida (1964) there are three types of Adjustment, namely: Addition, Subtraction, and Alteration. The research finding (as can be seen in the table 4.1), suggests that 32 data (34.62%) employ alterations, 50 data (33.26%) employ additions, 32 data (21.28%) employ subtractions in realizing the adjustment. Besides, the researcher finds 16 data (10.6%) have two kinds of adjustment.

As it is shown in the table 4.1, in terms of alteration, the highest point is alteration of semantic problems involving exocentric expression (15.3%), followed by alteration of word order (10.0%), alteration of semantic problems involving single words (4.66%), alteration of word class (2.00%), alteration of clause and sentence structure (1.33%), and alteration of categories (1.33%). The data suggest that alteration of sound is not found in the samples.

In terms of addition, the highest point is addition by amplification from implicit to explicit status (13.3%), followed by addition by obligatory
specification (11.3%), addition by filling out elliptical expressions (8%), and addition by connectives (0.66%). Amplification sentences are frequently used in translation of one sentence direct-speech. Therefore, the translator needs to add some words in the TL text to clarify the meaning in TL more explicitly. Five types of addition namely addition required by grammatical restructuring, answer rhetorical question, classifier, categories of receptor language and doublets are not found in the samples.

In terms of subtractions, the highest point is subtraction of specification of reference (11.3%), followed by subtraction of formulae (5.33%), subtraction of categories (2.66%), subtraction of repetition (1.33%), and subtraction of conjunction (0.66%). The data suggest that transitional, and vocatives are not found in the samples.

The 16 data that employs two kinds of Adjustments, 4 of them addition and subtraction, 5 others employ subtraction and alteration, 4 data use addition and alteration, 1 datum has two kinds of addition, and 2 data employ two kinds of alteration.

The technique of alteration is the most frequent used by the translator then followed by addition and subtraction.

2. Accuracy

The researcher analyses the accuracy based on the scores given by the raters. The mean of each data shows the accuracy level of translation. The total
averages of mean for all data are the result of the quality level of translation. The classifications of quality level are as follows:

Classification 1.1: accurate translation, range 1.0 to 1.6
Classification 1.2: less accurate translation, range 1.7 to 2.3
Classification 1.3: inaccurate translation, range 1.0 to 1.6

In this research, the researcher found that the translation of one sentence direct speech in Harry Potter Novel is accurate. The result also supported by the comments from the raters about the accuracy of one sentence direct speech translation in the novel. Generally, the raters gave opinion that the translation using common word or phrase of similar meaning, both referential and expressive meanings.
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

The researcher is interested to analyze one sentence direct speech translation in J.K Rowling's novel "Harry Potter and The Deathly Hallows" because direct speech sentences in novel is considered as one of important aspects that determining the quality of the novel; therefore direct speech translation is very important because the translator should be able to deliver the message of each sentence in form of direct speech translation so that the target readers are able to relishing the story as well as they read the original one.

Translating direct-speech in the novel is one of the difficult aspects for translators because direct-speech, especially the one consists of one sentence; sometimes cannot be translated literally. Many of direct speech one sentence contains of expression sentences (shows the feeling of a character like getting angry, being happy, etc). Translators should be able to translate direct-speech well in order not to make the readers loose the sense felt by the character.

In translating one sentence direct speech in J.K Rowling's novel "Harry Potter and The Deathly Hallows", the researcher employs Adjustment technique from Nida’s theory. Adjustment technique is one of translation technique which designed to facilitate translators in reproducing their translation in its fullest and most accurate sense. There are three kinds of Adjustment based on Nida's theory; namely Addition, Subtraction, and Alteration.

commit to user
After completing the research, the researcher also can conclude the data as follows:

1. Adjustment technique that is most frequently used by the translator in translating one sentence direct-speech in *J.K. Rowling's novel "Harry Potter and The Deathly Hallows"* is alteration (34.62%), then followed by addition (33.26%), and subtraction (21.28%). Besides, there are some data (10.6%) which use two kinds of adjustments. In terms of alterations, the highest is alterations of semantic problems involving exocentric expression (15.3%), followed by alteration of word order (10.0%), alteration of semantic problems involving single words (4.66%), alteration of word class (2.00%), alteration of clause and sentence structure (1.33%), and alteration of categories (1.33%). In terms of additions, the highest point is addition by amplifications from implicit to explicit status (13.3%), then followed by addition by obligatory specification (11.3%), addition by filling out elliptical expressions (8%), and addition by connectives (0.66%). In terms of subtractions, the highest point is subtraction of specification of reference (11.3%), followed by subtraction of formulae (5.33%), subtraction of categories (2.66%), subtraction of repetition (1.33%), and subtraction of conjunction (0.66%).

2. The translations of the one sentence direct-speech are accurate. Based on the calculation, the mean is 1.12. It means that the translation is very accurate for the target readers. However, some messages in the SL are still not well translated.

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B. SUGGESTIONS

After completing this research, some suggestions are given as follows:

1. For the translator

   With respect to direct speech, the researcher suggests that the translator learn more about the target reader’s language and its aspects, the style of language and the way they speak. The translator should be more carefully in translating direct speech because it sometimes contains expression from the characters and cannot be translated literally. It is important for the translator to conform the translation based on the context of situation in TL.

2. For the students

   The researcher suggests the students, who want to do a research and to be translators, to learn more about direct speech or a dialogue both from a movie, a talk show, or a novel. This suggestion is beneficial to minimize the mistakes in the translation process.

3. For other researchers

   The source of data in this research is taken from a teenage-novel. Further project may take another different source of data to be analyzed, either from a movie or a talk show.