



LOSS AND GAIN IN A BILINGUAL BOOK *SOFIA THE FIRST* “*THE MISSING NECKLACE*” ADAPTED BY LISA ANN MARGOLI INTO “*KALUNG YANG HILANG*” BY DINI PANDIA

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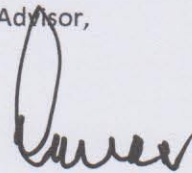
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Advisor,

A handwritten signature in black ink, appearing to read 'Achmad Basari', written in a cursive style.

Achmad Basari, S.S., M.Pd.

**LOSS AND GAIN IN A BILINGUAL BOOK *SOFIA THE FIRST "THE MISSING NECKLACE"*
ADAPTED BY LISA ANN MARGOLI INTO "*KALUNG YANG HILANG*" BY DINI PANDIA**

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ABSTRACT

This thesis is entitled Loss and Gain in a Bilingual Book Sofia the First "The Missing Necklace" Adapted by Lisa Ann Margoli into "Kalung yang Hilang" by Dini Pandia. This study directs to to analyze loss and gain information in the data.

The researcher used a descriptive qualitative method during the research since the data engaged are displayed in the form of string of words. Moreover, the researcher found the loss and gain based on Nida's framework (1975:27) used in bilingual story Sofia the First "The Missing Necklace" Adapted by Lisa Ann Margoli into "Kalung yang Hilang" by Dini Pandia. This is one of the popular children stories in Indonesia under license from The Walt Disney Company (Southeast Asia) Pte Limited. Based on the data, there are 28 words found in the data. There are 14 gains of information and 14 losses of information. The gain adverbs and loss article frequently appear with each 6 words. Then, gain noun, loss pronoun and loss verb are found with each 3 words. The third is gain verb with 2 words. The last is loss noun, gain interjection, gain pronoun, gain conjunction and loss conjunction with each a word. From the data, it can be concluded that the loss of information is the same as the gain of information uses because this book is for children, so the translator wants to make the sentence in TL to be easy to understand and natural.

Keywords: gain, loss, word

INTRODUCTION

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world. To face globalization in the world trade market, language is one of the important things that must be learned especially English language as an international language. It is learned by many people in the world including Indonesian. English becomes a foreign language since it is not spoken either as mother tongue or second language. Based on that reason, it automatically can give problems to understand the meaning of English expressions. To solve this problem, translation is used as the media to deliver the message.

According to Catford (1974: 20), translation is the replacement of textual material in one language by equivalent of textual material in another language. Nowadays, translation is used in many sectors such as education, entertainment, economy, and many more. Translated books are the example of translation products that can be easily found. The books have assorted types from many genres, for example: science books, medical books, novels, comics, children books, and etc. However, to conduct a translation is not an easy thing to do. It is difficult to establish an equivalent translation from source language (SL) to target language (TL) since they have different system, structure and culture. Larson (1984: 10) states that:

Translation consists of studying the lexicon, grammatical structure, communication situation and cultural context of the source language, analyzing it in order to determine its meaning, then reconstructing the same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

From the statement above, it can be seen that translation is not only transferring the message from SL to TL, but also reconstructing the lexical and grammatical structure. So, it can be used as learning media for both SL and TL.

In Indonesia, many parents have already been aware about the importance of English language. They tend to introduce about English language to their children since the early age. One way to improve their children's English fast is through reading books. Children can learn many things like culture, religion, moral and etc. In addition, the books can give a lot of information and knowledge for the readers. There are many books which can be used as reference to learn English and this is a very good way to learn English for children. Because of that reason, the demands of imported children book stories are rising. Children book stories, which contain words and illustrations with some funny pictures as background, are enjoyable to read for children. They are made bilingual to make the children easier in understanding the story. Another reason is that the children have a different ability in comprehending English. A translator must be able to make the translation as natural as possible in order to be understood by the children as target reader. The translator also determines the translator's strategies to translate. Therefore, a translator can adopt many strategies in order to translate the text in source language text (SLT) into the target language text (TLT) in a very natural way.

One strategy that can be used is loss and gain. It is commonly used in translation process. The translator may add and omit some information with the hope that it does not contradict the message of the sentence. The translators not only translate text but also consider the knowledge from the target reader, so he/she makes the target language text with limited vocabulary, to the point, clear, and not ambiguous. It can help the target reader not to have some questions about the message from the text. As Newmark states:

There will always be a certain degree of loss in meaning when a text is translated "...if the text describes a situation which has elements peculiar to the natural environment, institutions and culture of its language area, there is an inevitable loss of meaning, since the transference to...the translator's language can only be approximate" (1988:7).

In the case of story book translation, the translator would have to be very sensitive to the losses and gains of cultural elements. She/he should assess the "weight" (connotations, denotations, familiarity) of cultural elements in the source text in order to translate them into the target text and bring about the same effect as in the source text.

In this research, the researcher chose a bilingual book story for children with title *Sofia the First "The Missing Necklace"* translated into "Kalung yang Hilang". This is one of the popular children stories in Indonesia under license from The Walt Disney Company (Southeast Asia) Pte Limited. This is based on the movie episode *Sofia the First "The Amulet of Avalor"* by Laurie Israel and Rachel Ruderman but adapted by Lisa Ann Margoli, with the illustration by Character Building Studio & Disney Storybook Art Team. This book was published by PT Gramedia Pustaka Utama and translated by Dini Pandia. According to the disney.wikia.com, the books based on the Disney Junior *Sofia the First* have 24 series. Sofia is a little girl who lives a rather ordinary life. But everything changed when her mother, Miranda, married the king. Overnight, Sofia became a princess, moved into the castle, and gained a step brother, a stepsister and the ability to talk to her new animal friends thanks to a magical amulet. Now, life was anything but ordinary for Sofia. Moreover, this episode told about Sofia who will had dancing party in the ballroom. She wanted to use her necklace. Unfortunately, it was gone. The other shiny things were also gone. Sofia thinks that it might be a thief in the palace. She tries to find out the thief and her necklace.

RESEARCH METHOD

Source of Data

The source of data is a bilingual edition of *Sofia the First "The Missing Necklace"* adapted by Lisa Ann Margoli into "Kalung yang Hilang" by Dini Pandia. The book was published by PT Gramedia Pustaka Utama Jakarta on November, 2014.

Unit of Analysis

Unit of analysis in this research is every word found in the bilingual book *Sofia the First "The Missing Necklace"* adapted by Lisa Ann Margoli into "Kalung yang Hilang" by Dini Pandia. The source language text is English and the target language text is Bahasa Indonesia.

Techniques of Data Collection and Analysis

The researcher collects the data by using the following steps, first is getting the bilingual book story for children entitled *Sofia the First "The Missing Necklace"* adapted by Lisa Ann Margoli into "Kalung yang Hilang" by Dini Pandia. Second is Reading the bilingual book and the last is selecting the sentences in bilingual edition English and Indonesia versions based on Nida's framework (1975:27). The data collected were analyzed by using the following steps, first is classifying each loss and gain of every word found in the bilingual book. Second is explaining the functions of the omission or addition used. The last is drawing the conclusion.

FINDING AND DISCUSSION

Finding

The data presented in this chapter are words which are taken from samples of sentences in Sofia the First: *"The Missing Necklace"*. After the data of the research were analyzed, the researcher separated the type of loss and gain in the data. The results of the loss and gain can be seen on the table 4.1:

Table 4.1 Loss and Gain in Bilingual Children Book Story in Sofia the First: *"The Missing Necklace"*

No.	Technique	Word Category	Σf	$\Sigma f\%$
1.	Gain	Adverb	6	21.4
		Noun	3	10.7
		Verb	2	7.1
		Conjunction	1	3.6
		Pronoun	1	3.6
		Interjection	1	3.6
2.	Loss	Article	6	21.4
		Pronoun	3	10.7
		Verb	3	10.7
		Noun	1	3.6
		Conjunction	1	3.6
Total			28	100

In this research, there are 28 words found in the data. The gain of information is 14 words and the loss of information is also with 14 words. The number of word class loss is the same as the one of word class gain. It happened because the translator wants to make the words more natural and more understandable since it is for children. So, she needs to add or lose the informations. Adverb losses become the dominant loss with 6 words or 21.4%. On the other hand, article gains become the dominant gain with 6 words or 21.4%. There is not any adjectives gain, preposition gain and article gain found in the data because the translator translated the adjective and the article to make the information about the noun clearly and understandable. In addition, there are not any adjective, adverb and interjection losses. Furthermore, the analysis can be seen as follows:

Discussions

Gain Word

The researcher finds 14 word gains in the data. They are adverb gain, noun gain, verb gain, conjunction gain, pronouns gain and interjection gain. Further explanation can be seen below:

Adverb Gain

There are 6 adverb gains found. Here, the translator adds adverb to make the context clearly. The explanation can be seen as follow:

Excerpt 2:

Source Language	Target Language	Page
They love shiny things!	Griffin <u>sangat</u> suka benda berkilauan!	5

The example above shows that there is an adverb gain. In this story, it is told that *griffins* as the jewels' guardian are like shiny things. To show that the *griffin* really likes it; the translator adds the word '*sangat*' in the TL. However, this word cannot be found in the SL. This addition is actually to emphasize the meaning and make it clear. It happened because the children as the reader must really understand; so, there is not further question about the story.

Noun Gain

There are 3 noun gains found in the data. The researcher concludes that the translator adds noun intentionally in the sentence. The explanation can be seen as follows:

Excerpt 6:

Source Language	Target Language	Page
Sofia cannot understand them.	Sofia tak bisa memahami <u>ucapan</u> mereka.	11

The table above shows that there is an additional word found in the data. It is the word '*ucapan*'. In addition, this word is not found in the SL. It happened because the translator wants to avoid the ambiguity in the sentence. It can be seen that the sentence, "*Sofia cannot understand them*" have two meanings. First is Sofia does not understand her animal friends' feeling; and second is Sofia does not understand the animal's speech. Sofia is very famous that she can talk with the animal. So, to make the context clear, the translator adds the word '*ucapan*'. In the end, it means that the translator wants to emphasize that Sofia cannot understand the animal's speech.

Verb Gain

There are 2 verb gains found in the excerpt. This addition is used to show the clear act of the subject in the sentences. The explanation can be seen as follows:

Excerpt 8:

Source Language	Target Language	Page
Cedric catches them.	Untung Cedric <u>bisa</u> menangkap kedua benda tersebut.	27

The excerpt 8 above shows that actually in the SL there is no word '*can*', but the reader can find that word in the TL as '*bisa*'. Here, the context is Cedric tries to steal the

necklace and the jewel of Sofia. He can catch both of them. The translator adds the word 'bisa' to show that Cedric is able to get both the necklace and the jewel. However, it can also be seen that the verb in the SL is 'catches' but it is translated into 'bisa menangkap'. Grammatically, it can be accepted since the TL structure is not changing the SL structure. So, this addition is still acceptable.

Word Loss

The word losses become the least appeared in the data. There are 14 words not found in the data. Those words should be translated because the data are used as learning media for the readers; so, the translator should translate all to add the vocabulary and its meaning. Beside that, the children as the reader would have a basic pattern of a sentence. If one element of sentence is deleted, it will make the readers confused. Moreover, the detail explanation is presented below:

Loss Article

There are 6 losses words found in the data. It can be assumed that the translator deletes the article because she wants to make the text as natural as the TL text. Besides, she thinks that the reader can still understand the translation. Actually, the article can make the text understandable. Some of the examples can be presented as follow:

Excerpt 16:

Source Language	Target Language	Page
He puts <u>a</u> shiny jewel in a trap.	la meletakkan permata gemerlap dalam perangkap.	18

From the example above, once again, the translator does not translate the article 'a'. Here, there is a witch named Cedric. He wants to trap *griffin* by putting one jewel. The article 'a' should be translated to show how many jewel which puts inside of the trap. However, the context is still maintain even the article is not translated. The picture also helps the reader to understand the meaning.

Pronoun Loss

There are 3 pronoun losses in this time. The translator deletes the pronoun in the TL. There are 3 types of pronoun; they are subject pronoun, object pronoun and indefinite pronoun. The examples are presented below:

Excerpt 19:

Source Language	Target Language	Page
Amber tells <u>her</u> about the other missing things.	Amber bercerita tentang benda-benda lain yang hilang juga.	25

The last example is the loss of object pronoun. It can be seen that the word 'her' is not translated. It creates ambiguity in the sentence. The context is Amber tells Sofia about

the missing things. The word **'her'** refers to Sofia and it is proven by the picture. In the previous page, Sofia lost her things. Then, Amber, her step sister, wanted to talk about it. However, if the word **'her'** is not translated, the reader will not know who is talked with Amber.

Noun Loss

There is only one noun loss found in the data. The researcher finds that the translator does not translate it. The explanation can be seen as follows:

Excerpt 23:

Source Language	Target Language	Page
Sofia sees fur and feathers.	Sofia melihat ada bulu-bulu.	30

Here, it can be seen that the word **'fur'** is not translated. It happened because the word **'fur'** and **'feather'** have the same meaning. Both are translated into bulu. However, **'fur'** is for mammals and **'feather'** is for poultry. To avoid the ambiguity, the translator just translates **'bulu-bulu'**. It should translate into **"Sofia melihat bulu dan bulu-bulu"**. It makes the translation not clearly. So, the deletion is needed to maintain the context.

CONCLUSION

After analyzing the data related to the loss and gain information as found in the bilingual children story Sofia the First: "The Missing Necklace", there are some conclusions that can be formulated and presented as follows:

There are 28 words which have gain of information is 14 words and the loss of information is also with 14 words. The number of word class loss is the same as the one of word class gain. It happened because the translator wants to make the clauses more natural and more understandable since it is for children. So, she needs to add or lose the informations. Adverb gains become the dominant gain with 6 words or 21.4%. On the other hand, loss article become the dominant loss with 6 words or 21.4%. It happened because the translator translated the adjective and the article to make the information about the noun clearly and understandable. In addition, there are not any adjective, adverb and interjection losses. The researcher does not find any adjectives gain, preposition gain, article gain, adjective loss, adverb loss and interjection loss.

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