TRANSLATION OF PHRASAL VERBS IN HERGE'S THE TINTIN BOOKS: *"THE ADVENTURES OF TINTIN, CIGARS OF THE PHARAOH"* AND ITS TRANSLATION

A THESIS

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STATEMENT OF ORIGINALITY

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Options or findings of others are cited with respect to ethical standart.

Semarang, September 23, 2013

The Researcher

Atika Septdina Putri

MOTTO

- The most important from life is not the winning, but how to complete well

  (Baron Pierre de Courbertin)

- You can if you think you can (Ora et lebora)

DEDICATION

This thesis is dedicated to :

- Allah SWT

- My beloved parents

- My brother

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Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this, I welcome any suggestion and criticisms.

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ABSTRACT

This thesis is entitled *"Translation of phrasal verbs in Herge's The Tintin Books The adventures of Tintin, Cigars of the Pharaoh and Its Translation"*. This research focuses on the analysis of the translations of *the translations of phrasal verbs in the Tintin book 'the adventures of Tintin, Cigars of the Pharaoh*..

This study is aimed at describing *the translations of phrasal verbs in the Tintin book 'the adventures of Tintin, Cigars of the Pharaoh*. This thesis was conducted in order to describe the use of phrasal verbs found in the Tintin Book.

The research belongs to descriptive qualitative. It is a method of the research which does not establish calculations. The source of data is Tintin book entitled 'the adventures of Tintin, Cigars of the Pharaoh written by Herge, published by Egmonts, 2002 and its translation entitled Petualangan Tintin, Cerutu Sang Firaun, translated by Donna Widjayanto and published by PT. Gramedia Pustaka Utama, Jakarta, 2008. There are 46 data consisting of phrasal verbs found in the books.

The results of this analysis show that there are two types of phrasal verbs used in Tintin book. They are separable and non separable phrasal verbs. The proportion (%) of the use of two types of phrasal verbs is 8,7 % using separable phrasal verbs and 91,7 % using non separable phrasal verbs.

Keywords: Phrasal verbs, Translation, Transitive - Intransitive phrasal verbs, Separable - Non separable phrasal verbs.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language cannot be separated from human life. It is one of the universal systems in a culture that functions as a means of communication. It enables people to interact, communicate, and make sense of the world so that it is dynamic, and it develops and changes over time as a result of many different influences. In addition, it is used by human beings in communicating with each other, both in oral and in written discourse.

English is one of languages, which is used by people all around the world to communicate with each other. In Indonesia, a lot of people are interested in learning English as a foreign language, because they know that English is the international language used in many countries all over the world. As an international language, it is also used to disseminate any information dealing with modern science and technology. To our country, English gives many advantages that it helps Indonesian people to keep up with the development of the world, especially in broadening their knowledge, not only in scientific and technological fields but also in art, literature, and entertainment. Consequently, now English is taught in schools, from playgroups until university level.

For Indonesian learners, the ability to speak in English is a kind of dream which comes true, because there are few Indonesian learners who can speak

English. Learning English as a foreign language is quite difficult because there are so many differences between English and Indonesian culture, it has different system of language; it has different grammatical structures, differences in meaning of words, and different sound system.

In addition, in order to master English, Indonesian learners have to master the four basic skills, namely listening, speaking, reading, and writing. English has its phonological, vocabulary, and grammatical system and so does Indonesian. However, Indonesian learners face many difficulties in acquiring those English systems. One of them is difficulty in pronouncing speech sounds in English. That is because English is considered to be the foreign language. Another problem in learning English as a foreign language for Indonesian learners is the fact that they have their own mother tongue, and they are getting used to their own language since they were children.

Since English is a foreign language, it is understandable why most students face difficulties in understanding words meaning, especially dealing with phrasal verbs. One important to be put in mind is that idiomatic expression such as phrasal verbs depend on their context. It helps to grasp their meaning. Therefore, the context in which a phrasal verb is used, it determines the intended meaning of that phrasal verb. Phrasal verbs are admitted to be very important as a part of daily conversation. Phrasal verbs make conversation sounds interesting and convenient to use. Without good achievement of phrasal verb, one will find difficulties in speaking English smoothly and fluently.

Like other English material, phrasal verbs also have certain area of difficulties. Phrasal verbs are part of English materials, which learners of English should master. The mastery of phrasal verb is very important because they are frequently used in daily communication. Besides, there are many written materials such as text books, novels, news papers, magazines, etc using phrasal verbs. Good mastery of phrasal verbs is very helpful for us to get the message the material conveys. On the contrary, poor mastery on them can cause a hindrance for us to get the message of the given material.

According to Floor Aarts and Jan Aarts (1982:42) Phrasal verbs are combinations of a verb and a member of a closed set of adverb. The followings are some examples of the use of phrasal verbs:

1) He <u>looked</u> <u>up</u> the stairwell in the old house.

2) He <u>looked up</u> 'stairwell' in the dictionary

In the sentence number 1, *look* is a verb with a meaning similar to *turn one's eyes in a particular direction*, and *up* is an adverb conveying the idea of *to or in a higher position somewhere.* In the sentence number 2, however, the words *look* and *up* together make up a unit with a meaning similar to *seek information about;* this meaning cannot easily be inferred from the core meaning of the two parts.

Speakers of English tend to use phrasal verbs and idioms (especially in informal English conversations) instead of one word since sometimes there is no other precise word to say it. For instance, it sounds funny to say "enter" to substitute "come in" in response to the door knocked. It is more precise to say the tank blew up" instead of saying "the tank exploded".

With respect to the use of English in producing and communicating many kinds of information, the effort to get those information easier can be done by translating the source text into the target text. Through translation, it will be easier for readers to understand the content of the information given in English, especially for those who do not master English well. Translation is not an easy work. A translator must have sufficient ability in Source Language and Target Language to catch the writer's idea, thought, and meaning. Then, a translator must be able to express them in a Target Language text as perfectly as possible, so the readers will not realize that they are reading a translation work. Considering the function of translation in conveying certain information to the readers, it can be seen that translating is not an easy task because it deals with transferring thoughts and ideas from one language to another. These thought and ideas have to be conveyed accurately so that the contents of the message or the information are understandable for the target readers.

Translation itself is the differentiation between the system of source text and target text is showed by the structure differentiation in the words order, phrases, clauses, and sentences. The appropriateness of choosing the meaning of words from English into Indonesian is one crucial problem that is always interesting to be studied by some researchers. The appropriateness in choosing the meaning of words supports the understanding of the meaning of the original text. As we know that inappropriateness in choosing the meaning of words change the meaning of the original text. The basic purpose of translation is to reproduce various types of texts, comprising literary, religious, scientific, or philosophical

texts in another language and thus making them available to wider readers, to a greater number of target audiences and to bring the world closer. So, translation is very important, not only in scientific and technology books, but also in literary books.

That is why the important thing for a translator is to find the best way to make his translation and system which is different from another language, such as in Indonesian language. To make it easier to understand, a translator has to make modification in translation. Yet, a word may be translated into word, phrase, clause or even sentence. This phenomenon happened throughout the translation literature not to mention books translation. One book having modification in translation inside is 'The Adventures of Tintin' written by Herge. It has been translated worldwide including in Indonesia. This bestselling book is considered to be the source of the research study. Here are some examples of the use of phrasal verbs in 'The Adventures of Tintin' written by Herge and its translation:

SL: *Orderly, **look after** these gentlemen, please*.

TL: *Petugas, tolong **jaga** dua orang ini.*

SL: *and send someone to **look after** the rest of the prisoners.*

TL: *dan suruh orang **mengurus** tawanan.*

The pattern of phrasal verb above is verb (*look*) + adverb (*after*). The purpose of the adverb (*after*) is to change the meaning of the verb (*look*). Thus, the phrasal verb *"look after"* above means take care of someone. The phrasal verb in the clause above is translated into a transitive verb where the object of the phrasal verb is *"these gentlemen"* and *"the rest of the prisoners"*.

In this study, the researcher investigates translation of phrasal verbs by conducting research entitled "Translation of phrasal verbs in Herge's The Tintin Books *The adventures of Tintin, Cigars of the Pharaoh and Its Translation*". The reason why the researcher chose phrasal verbs to be analyzed is because it is interesting that the phrasal verbs in the source language can change into different level in target language.

1.2 Statement of the Problem

The statement of the problem in thesis is formulated as follows:

What are the translations of phrasal verbs in the *Tintin book 'the adventures of Tintin, Cigars of the Pharaoh*?

1.3 Objective of the Study

The objective in this thesis is formulated as follows:

To describe the translations of phrasal verbs in the *Tintin book 'the adventures of Tintin, Cigars of the Pharaoh.*

1.4 Scope of the Study

In this research, the researcher limits the research only on the translation of phrasal verbs. This is particularly designed in order to get the best result of the study with effective time and energy. It is also to make specific focus of the study.

1.5 Significance of the Study

 The researcher expects that the result of this study beneficial for:

 1. The English teachers

 The result of the study might be useful for additional information in teaching

 translation concerning noun phrases.

 2. The English students

 The results of this research can be useful as additional information in learning

 translation especially in noun phrases.

 3. The translators

 The result of the study can be a reference in translating works dealing with

 noun phrases.

 4. Another researcher

 The result of the study can be used as an additional reference in conducting

 related research.

1.6 Thesis Organization

 In writing this thesis, the researcher makes it in five chapters as follows:

 Chapter I Introduction: This chapter deals with background of the study, statement of the problem, scope of the study, objective of the study, significance of the study and thesis organization.

 Chapter II Review of Related Literature: This chapter deals with the theoretical background of analysis.

Chapter III Research Method: This chapter explains research design, unit of analysis, source of data and technique of data collection and analysis.

Chapter IV Data Analysis: This chapter provides explanation of data. The explanation is based on problem statements and theories.

Chapter V Conclusion and Suggestion: This chapter is the answer of the question in the research that consists of conclusion suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some review of related works that are needed as guidance in the process of data analysis. First, it discusses the theory of translation, the definition of phrasal verbs and then the discussion goes to the category of phrasal verbs.

2.1 Theory of Translation

Translation is the branch of applied linguistics that relate to the transference of meaning from the source language into the target language. Catford (1974:20) as cited in Hatim and Munday (2004: 26) states that translation is the replacement of textual material in source language by equivalence textual material in target language. Besides, translation also gives emphasis on the correspondence in meaning. This is clearly stated by Nida and Taber (1969:12) that translation consists in reproducing in the receptor language the closest natural equivalence of the source language message, first in the term of meaning and secondly in the term of style.

From the definition above, a conclusion can be drawn that the most important thing in translation is the transference of the message in the source language into the target language, and in the process of transference of the message, a translator should pay attention to the meaning and style of the text.

Ordudari, (2007: 3) as cited in Damayanti (2003: 5) states that translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. Baker (1991:5) suggests 5 types of equivalence: word level, above word level, grammatical, textual, and pragmatic. Word level helps the translator find the words in the TL that are equal in some ways in the SL. Above word level equivalence: words are combined to form phrases and they tend to collocate. It is called collocation and its process produces 2 phrases; endocentric and exocentric. Endocentric phrase has head and modifier but Exocentric phrase does not have either head or modifier. The word 'kick' can be collocated with 'the ball'--- 'kick the ball' is endocentric phrase because 'kick' is the head and 'the ball' is the modifier. But the phrase 'kick the bucket' is an exocentric phrase for its idiomatic meaning.

The definitions of idioms according some linguists are as follows: Seidl and Mordie (1980:4) state that "an idiom is a number of words, which are taken together, mean something different from the individual words of the idiom when they stand alone". Lado (1974:17) also gives the definition of idiom as follows: "an idiom is an expression (a word, phrase or sentence) which has acquired a meaning different from the ordinary meaning of each word". From those definitions it can be known that the emphasis of idiom is on the meaning which cannot be derived from the meanings of each word that forms the idioms.

There are several types of translation. The most common types of translation, as said by Catford (1980: 25) are as follows:

1. Free translation

A free translation is always unbounded-equivalences shunt up and down the rank scale, but tends to be at the higher rank, sometimes between larger units than the sentences. Here a translator has a freedom of expressing the idea into the target, without changing the main idea of the transfer of language text. It also means that the transfer of language is not only based on the word-order and parts of speech of source language, but the translator can change the rank scale of the source language into the higher rank or vice versa in the target language.

2. Word-for-word translation

About the type of word-for-word translation Catford (1980: 25) defines that "word-for-word translation generally means what its says: i.e. is essentially rank-bound at word-rank (but may included some morpheme-morpheme equivalences". It means that the transfer of language is based on the arrangement of words in the source language. This sort of translation is very useful to know the form and the arrangement of words of the source language line by line without learning it earlier. Generally, it is very difficult to know the meaning of translation, because the equivalence of words, phrases, and clauses are derived from the target language whereas the grammatical structures of words, phrases, and clauses are from the source language.

3. Literal translation

Catford (1980: 25) states that literal translation lies between these extremes: it may start, as it were, from word-for-word translation, but makes change in conformity with target language grammar (e.g. inserting additional words, changing structures at any rank, etc.. Based on this definition, it can be seen that this type of translation lies between free and word-for-word translations. It means that a translator translates a text using word-for-word translation, but in several parts he makes some changes, for example in grammar, adapting to the grammar of target language.

2.2 Definition of Phrasal Verbs

Verbs are typically associated with the sentence functioning as predicator, nouns with the functions as subject and object, adjectives with the functions as subject and object attributes, and adverb with the function as an adverbial. On the basis of semantic criteria, nouns have traditionally been defined as words denoting persons, animals, plants, objects, etc. Verbs have been defined as words denoting actions, states, and processes, adjectives as word referring qualities. According to Jan Aarts and Bas Aarts (1982: 42) one-word verbs consists of one single lexical item, multi-word verbs of at least two. Multi-word verbs fall into four subclasses:

1. Phrasal verbs
2. Prepositional verbs
3. Phrasal-prepositional verbs
4. Verb + Noun + Preposition idioms

For example:

One-word verbs:

become	fall	lack	Read
convince	give	make	Swim

Multi-word verbs:

Phrasal verbs (sequences of verb + adverb)

bring about	catch on	make up	stand out
call up	draw up	set out	step down

Prepositional verbs (sequences of verb + preposition)

account for	concentrate on	insist on	look for
allow for	enlarge on	listen to	part with

Phrasal-prepositional verbs (sequences of verb + adverb + preposition)

catch up with	feel up to	go in for	look up to

come down to	get on with	lash out at	put down to

Verb + Noun + Prepositional idioms

catch sight of	give way to	lay claim to	get hold of
keep track of	lose touch with	set fire to	take leave of

Here are some examples of the use of multi-word verbs in the sentences:

1. Phrasal verbs (sequences of verb + adverb)

   a) He *looked up* the number

   b) Their supplies *were running out*

   The particle may come either before or after a noun object, although it precedes a noun object when it has a long modification such as a phrasal or a clause.

   a) Please *turn on* the lights OR Please *turn* the lights *on.*

   b) She *called up* the nurse who takes care of her sister NOT she *called* the nurse who takes care of her sister *up.*

   The particles always come after the object when it is a personal pronoun such as *me, it, them* or indefinite pronoun *one*, standing for a noun used with *a/an.*

   a) Please *throw* it *away* NOT Please *throw away* it.

b) I subscribe a magazine. Every Monday the magazine boy *brings* one *round* for me.

Although it precedes nouns, all directly follows personal pronouns and so must also precede an adverbial particle.

a) The government has started *bringing in* a new regulation.

b) I am glad it is not *bringing* them all *in* at once.

2. Prepositional verbs (sequences of verb + preposition)

a) He *was looking for* his wallet

b) Why *did* you *send for* the doctor?

In prepositional verb, the preposition always comes before the object, whether or not this is a pronoun and whether or not is combined with an adverbial particle in three-word phrasal verb.

a) My friend *got over* his cold.

b) He *caught up with* the others.

3. Phrasal-prepositional verbs (sequences of verb + adverb + preposition)

a) I *get on* with him perfectly

b) My sister *goes in for* pop-music

4. Verb + Noun + Prepositional idioms

a) The terrorist *set fire to* the police-station

b) Newspapers *keep track of* current events

c) We *lost touch with* him

One of the characteristics of most English verbs is that they can be combined with a preposition or an adverbial particle to generate a new meaning. The common name for such combinations is phrasal verbs. The followings are some of the definition of phrasal verb:

1) Phrasal verbs are combinations of a verb and a member of a closed set of adverb (Aarts, 1982:42).

2) A phrasal verb is a combination of a verb and a preposition to form a new vocabulary item (Frank, 1972:173).

3) The term phrasal verb refers to a verb and preposition, which together have a special meaning (Azar, 1989: *A* 26).

4) Phrasal verbs are basic verbs, which can combine with different preposition (or articles) to make verbs with completely new and often un-guessable meaning (McCarthy and O'Dell, 1996:170).

5) Phrasal verb is (abbreviated as phrase verb) a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of simple verbs e.g. go in for, win over, blow up (Hornby, 1995: 869).

Based on the definitions of phrasal verbs above, it can be concluded that phrasal verbs are combinations, which consist of a verb and followed by an adverb particle.

Here are some examples:

1) *He <u>looked</u> up the stairwell in the old house.*

2) *He <u>looked up</u> 'stairwell' in the dictionary*

In the sentence number 1, *look* is a verb with a meaning similar to *turn one's eyes in a particular direction*, and *up* is a preposition conveying the idea of *to or in a higher position somewhere.* In the sentence number 2, however, the words *look* and *up* together make up a unit with a meaning similar to *seek information about;* this meaning cannot easily be inferred from the core meaning of the two parts.

Speakers of English tend to use phrasal verbs and idioms (especially in informal English conversations) instead of one word since sometimes there is no other precise word to say it. For instance, it sounds funny to say "enter" to substitute "come in" in response to the door knocked. It is more precise to say the tank blew up" instead of saying "the tank exploded". The combination of verb + particle has syntactic features. ". Consider following example:

1) *Emma <u>went</u> **into** the room.*

   (from, past, through, etc)

2) *The cat <u>got</u> **over** the hedge*

   (under, through, etc)

In both these sentences the word in bold is a **preposition**, and can be replaced by other prepositions such as those in brackets, changing the meaning of the sentence as the meaning of the preposition changes. The meaning of the underlined word, an intransitive verb, does not change.

The prepositional form used with the verb may be referred to as an adverb, a prepositional adverb (or prepositional adverb) or by the more general term "particle". The verbs in such situations are mostly one syllable words; over the most common preposition are those denoting places; *in, of, out, off, over, up, down, away, through, etc.*

For example: *Bring*

   a) Bring about *(cause)*

   I wonder what *brought about* his strange behavior.

   b) Bring on (*result in)*

   His long exposure in the rain *brought on* a bad cold.

   c) Bring up (*raise a subject)*

   He *brings up* that subject at every opportunity.

   d) Bring up (*rear)*

   They *brought up* their children to behave well.

   e) Do: Do over (*redo, redecorate)*

   We plan to *do over* our entire apartment.

   f) Do without (non separable) (*sacrifice, no need)*

   No one can *do without* sleep.

Now consider this sentence:

   The terrorists <u>blew up</u> the police headquarters.

Once again, the underlined word-pair takes on a meaning (*explode*) beyond the original dictionary definitions of its parts. However, the word *up* is not being used as a preposition here, but as an **adverb** or, as some writers refer to a word used in this way, a **particle**.

Based on Jan Aarts and Bas Aarts (1982: 42) explanation, phrasal verbs are either complement verbs or intransitive verbs.

Examples:

Complements verbs:

a) His father drew up a new will.

b) Did you make up this story?

Intransitive verbs:

a) John's new idea did not catch on

b) We set out at dawn

TRANSITIVE	BOTH	INTRANSITIVE
Always has an object	may or may not have an object	never has an object

Intransitive verbs followed by a particle/adverb, for example:

1) *As I opened the door, Mike* <u>*walked*</u> ***past***.

   (away, by, in. past, over, up, etc)

2) *Margaret* <u>*looked*</u> ***away***,

   (down, round, up, etc)

In both these sentences the word in bold is a particle/adverb, and can be replaced by others such as those in brackets, changing the meaning of the sentence as the meaning of the particle/adverb changes. The meaning of the underlined word, the verb, does not change.

Now consider this sentence:

We *fell out* over the incident.

Here, the italicized word-pair takes on a meaning (*disagreed, argued*) beyond the original dictionary definitions of the two parts. Many phrasal verbs can be used both transitively and intransitively. For example:

The terrorists *blew up* the police headquarters.

A *passer-by was killed when the car blew up*.

Two patterns are possible with intransitive phrasal verbs:

a. Verb + particle:

The plane took off.

b. Verb + particle + adverb of manner:

The plane took off *slowly*.

Thus we have a difference in word-order patterns and intransitive phrasal verbs as we can see on the following table:

Intransitive verbs followed by a particle/adverb	Intransitive phrasal verbs
Mike *walked past*.	He The plane *took off*.
Mike *walked* quickly *past*.	*The plane *took* slowly *off*.
Mike *walked past* quickly.	The plane *took off* slowly.

Note: An asterisk (*) placed before a sentence indicates that it is not possible structure in English.

2.3 Categories of Phrasal Verbs

Some phrasal verbs require a direct object (*someone or something*), while others do not. Some phrasal verbs can be separated by the object, while others cannot. Azar (1989: 26) classifies phrasal verbs as follows:

1. Separable phrasal verbs

   With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition. For example:

   a) I *handed* my paper *in* yesterday.

   b) I *handed in* my paper yesterday.

   A pronoun comes between the verb and the preposition if the phrasal verb is separable. For example:

   a) I handed it in yesterday.

   Separable phrasal verbs permit the object between the two parts in certain cases and require it there in others.

   Type 1: Short noun objects are not modified by a phrase or a clause may occur between the two parts of the verb or after the second part.

   For example:

   a) Professor Rodriguez called his secretary up.

   b) Professor Rodriguez called up his secretary.

Type 2: Long noun objects including phrases or clauses never split the two word verb. They occur after it.

For example:

    a) Professor Rodriguez called up the lady who works in his office.

Type 3: Pronoun objects always occur between the two parts of a separable two-word verb.

For example:

    a) Professor Rodriguez called her up.

2. Non - Separable phrasal verbs

With a non - separable phrasal verb, a noun or pronouns must follow the preposition. For example:

    a) I ran into an old friend yesterday.

    b) I ran into her yesterday.

They are those whose objects never occur between the two parts of the verb. For example:

a) Professor Rodriguez called on the Allens last week.

b) George's father got over his illness by spring.

2.4 Differences between the Phrasal Verbs and Prepositional Verbs

According to Jan Aarts and Bas Aarts (1982: 42) "prepositional verbs are combinations of a verb and a preposition. They are usually monotransitive

complement verbs, in other words the constituent that follows them functions as direct object". For example:

a) How do you account for this phenomenon?

b) The speaker did not enlarge on this subject.

c) Why did not you listen to his advice?

d) We are looking for an alternative solution.

According to Jan Aarts and Bas Aarts (1982: 42) "phrasal verbs are combinations of a verb and a member of a closed set of adverb: *about, accros, along, around, aside, away, back, by, down, forth, in, off, on, out, over, up".* (Aarts, 1982:42).

There are two major differences between phrasal and prepositional verbs, they are:

1. As the rule the adverb in phrasal verbs is stressed. In prepositional verbs the stress falls on the verbs, the preposition being unstressed.

   For example:

   a) They have called *up* all applicants for an interview.

   b) It is better not to *call* on him.

   c) Why don't you look *up* the word in a dictionary?

   d) Just *look* at him!

2. In transitive phrasal verbs the adverb can generally occur both before and after the direct object constituent.

   For example:

a) Did you make up this story?

b) Did you make this story up?

c) How do you account for this phenomenon?

d) *How do you account this phenomenon for?

The adverb in phrasal verb must follow the direct object constituent if this is a pronoun.

For example:

a) Did you give it up?

b) *Did you give up it?

   Note: An asterisk (*) placed before a sentence indicates that it is not possible structure in English.

There are some combinations of verb such as combinations of verbs and preposition or verb and adverb. However, we cannot name all phrasal verbs since there are verb-preposition combinations that look like phrasal verbs, but in fact they are not. We call such situations as prepositional verbs. Leech *et.al.* (1990: 57-59) distinguishes phrasal verbs from prepositional verbs as follows:

1. Prepositional verb

   Verb + preposition + noun phrase

   Example:

   Listen to radio

   The purpose of preposition is to link the noun phrase to the verb.

2. Phrasal verb

   Verb + adverb

   Example:

   Carry on

   The purpose of the adverb is to change the meaning of the verb.

   Moreover, phrasal verb often looks like prepositional verb that is verb + preposition but it can be seen that they are different when we use a pronoun as an object.

   For example:

   Phrasal verb:

   I *look up* the word

   I *look* the word *up*

   I *look* it *up*

   Prepositional verb:

   I *looked at* the painting

   I *looked at it*

Thus we have a difference in word-order patterns between what we have called *prepositional verbs* and *verbs followed by a preposition* on the one hand, and *phrasal verbs* and *verbs followed by a particle/adverb* on the other hand, as we can see on the following examples:

Verb + Preposition	Verb + particle
He *went into* the room.	He *put down* the book.
He *went into* it.	* He *put down* it.
He *went into* it and other things.	He *put down* it and his glasses
* He *went* the room *into.*	He *put* the book *down*.
* He *went* it *into.*	He *put* it *down*.
Prepositional Verb	Phrasal Verb
She *got over* her illness.	They *blew up* the house.
She *got over* it**.**	* They *blew up* it.
She *got over* it and losing her job.	They *blew up* it and the nearby factory.
* She *got* her illness **over**.	They *blew* the house *up.*
* She *got* it**over**.	They *blew* it *up*.

Note: An asterisk (*) placed before a sentence indicates that it is not possible structure in English.

CHAPTER III

RESEARCH METHOD

This chapter explains research design, unit of analysis, source of data and technique of data collection and analysis. The method of analyzing the data will also be presented in this chapter.

3.1 Research Design

The research design is meant to set up an effective direction in conducting the research. This research uses descriptive method in which the researcher collects and analyzes the data, then draws conclusion based on the data analysis. The data are in the form of phrasal verbs and its drawing analysis. After all data collected, they will be analyzed by finding the use of phrasal verbs on the source text.

3.2 Unit of Analysis

In this research, the researcher limits the research only on the translation of phrasal verbs. This particularly designed in order to get the best result of the study with effective time and energy. It is also to make specific focus of the study. Therefore, the unit of analysis in this research is limited to the use of phrasal verbs in the Tintin books "the adventures of Tintin, Cigars of the Pharaoh".

3.3 Source of Data

The sources of data are the Tintin book 'the adventures of Tintin, Cigars of the Pharaoh written by Herge which consists of 62 pages, published by Egmonts, 2002 and its translation entitled Petualangan Tintin, Cerutu Sang Firaun which consists of 62 pages, translated by Donna Widjayanto and published by PT. Gramedia Pustaka Utama, Jakarta, 2008.

3.4 Techniques of Data Collection

Before analyzing the data, the researcher collected the data as the media of doing this research by searching them. The researcher search the data in the book store and then chose the appropriate data. In this research, the researcher used Tintin book "the adventures of Tintin, Cigars of the Pharaoh" and were gathered with its translation in Indonesian "Petualangan Tintin, Cerutu Sang Firaun".

The steps in collecting data are as follows:

1. The researcher read both of the data, the source and the target language.

2. The researcher chose the pages containing the phrasal verbs that would be used as data.

3. The researcher identified the data which were found in the book 'the adventures of Tintin, Cigars of the Pharaoh".

3.5 Technique of Data Analysis

This research uses descriptive method in which the researcher collects and analyzes the data, then draws conclusion based on the data analysis. According to Brown (2001: 212), "Qualitative data are just not those that cannot be quantified, qualitative data can and should sometimes be quantified. Qualitative data can be gathered in many ways, including observations, journals, logs, retrospective narratives, document analysis, interviews and questionnaires". Bogdan and Biklen (1997) as cited in Brown (2001: 213) characterize qualitative analysis as "the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".

Glesne and Peshkin (1992) as cited in Brown (2001: 212) write that "qualitative data analysis involves organizing what you have seen, heard so that you can make sense of what you have learned. To do so, you must categorize, synthesize, search for pattern and interpret the data you have collected". In this research the qualitative method is used to arrange the description of the use of phrasal verbs and its translation in the Tintin book "The adventures of Tintin, Cigars of the Pharaoh".

The data which have been collected are analyzed as follows:

1) The researcher analyzed and described the use of phrasal verbs and its translation.

2) The researcher classified the use of phrasal verbs and its translation

3) The final step is to draw some conclusions.

CHAPTER IV

DATA ANALYSIS

This chapter provides explanation of data. It is based on problem statements and theories that have been presented in the previous chapter. This data analysis is intended to obtain the description of the translations of phrasal verbs found in the *Tintin book 'the adventures of Tintin, Cigars of the Pharaoh*. The researcher analyzed and described the findings of data as follows:

4.1 Finding

No.	Types of Phrasal Verbs	∑	%
1.	Separable	4	8,7 %
2.	Non Separable	42	91,3 %
	Total	46	100%

4.2 Data Analysis

Excerpt 1. (blow away, p. 2)

SL: Save the paper... It's **blowing away**! My Kih-Oskh papyrus!

TL: Selamatkan kertas itu... Kertas itu... **terbang**! Papirus Kih-Oskh-ku!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*blow*) + adverb (*away*). The purpose of the adverb (*away*) is to change the meaning of the verb (*blow*). *To blow* means to move creating an air current. *Away* means to or at a distance from a particular place or person. To

blow away means to *be carried by the wind*. The phrasal verb in the sentence above is translated into an intransitive verb where there is no object after the phrasal verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *blowing away* is translated into *terbang*. It is an appropriate translation as the translator chose similar meaning of the translation of *blowing away* that is *to be carried by the wind* into *terbang*. The message is well-transfered.

Excerpt 2. (watch out, p. 4)

SL: Papyrus. **watch out!** He's met a young journalist who could be a nuisance.

TL: Papirus. **hati-hati!** Dia bertemu wartawan muda yang bisa menjadi ganjalan.

In the SL, a phrasal verb 'watch out' is found. The pattern of the phrasal verb above is verb (*watch*) + adverb (*out*). In the phrasal verb 'watch out', the adverb (*out*) has function to change the meaning of the verb (*watch*). *To watch* means look at or observe attentivelly over a period of time. *Out* means moving or appearing to move away from a particular place, especially one that is enclosed. *Watch out* means *be careful or on the alert*. The phrasal verb in the sentence above is translated into an intransitive verb where there is no object after the phrasal verb. In TL, the phrasal verb *watch out* is translated into *hati-hati*. It is an appropriate translation as the translator chose similar meaning of the translation of *watch out* that is translated into *hati-hati*. The message is also well-transfered.

Excerpt 3. (dispose of, p. 4)

SL: I want him **disposed of** before he get ashore.

TL: Aku ingin wartawan itu **disingkirkan** sebelum kita mendarat.

There is a phrasal verb in SL. It has the pattern verb (*disposed*) + adverb *(of)* and it is included into a non - separable phrasal verb. *To dispose* means get rid of by throwing away or giving or selling to someone else. In SL above, the words (*disposed*) and *(of)* together make up a unit with a meaning similar to *throw out.* However, the meaning of *"disposed of"* cannot easily be inferred from the core meaning of the two parts. It is translated into a transitive verb where the object of the phrasal verb is prepositional phrase *'before he get ashore'.* In Indonesian translation, phrasal verb *disposed of* is translated into *disingkirkan.* It is an appropriate translation as the translator chose similar meaning of the translation of *disposed of* that is translated into *disingkirkan* and the message is also well-transfered.

Excerpt 4. (come in, p. 4)

SL: **Come in**

TL: **Masuk**

The phrasal verb in the SL above has the pattern: verb (*come*) + adverb (*in*). The intention of the use of adverb (*in*) is to change the meaning of the verb *(come). To come* means move or travel towards or into a place thought of as near or familiar to the speaker. *In* means expressing movement with the result that someone or something becomes enclosed or surrounded by something else. In the

TL, "come in" is translated into an intransitive verb where there is no object after the phrasal verb. It is an appropriate translation as the translator chose similar meaning of the translation of *come in* that is translated into *masuk* and the message is also well-transfered.

Excerpt 5. (come on, p. 7)

SL: **Come on** Snowy, careful now.

TL: **Ayo** Milo, Hati-Hati

In the first sentence, the phrasal verb "come on" is found. It has the pattern: verb (*come*) + adverb (*on*). *To come* means move or travel towards or into a place thought of as near or familiar to the speaker. *On* means indicating continuation of a movement or action. Phrasal verb *Come on* means *hurry up or move rapidly.* The phrasal verb in the sentence above is translated into an intransitive verb where there is no object after the phrasal verb. The second sentence is the Indonesian translation. In TL, phrasal verb *"come on"* is translated into *ayo.* It is an appropriate translation as the translator chose similar meaning of the translation of *come on* that is translated into *ayo* and the message is also well-transfered.

Excerpt 6. (pick up, p. 9)

SL: Yes, they're absolutely identical with the one I **picked up** outside.

TL: Ya, simbol ini sama persis dengan yang **kulihat** diluar.

It can be seen that there is a non - separable phrasal verb in SL. The pattern of phrasal verb in the SL above is verb (*pick*) + adverb (*up*). *To pick* means take hold of and remove. *Up* means towards a higher place or position. Phrasal verb *pick up* has similar meaning to *take up*. The meaning of the phrasal verb *pick up* cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, the phrasal verb *picked up* is translated into *kulihat*. It is an inappropriate translation because the phrasal verb *picked up* means *to take up*. The translator change the meaning of the translation phrasal verb *pick up* that is translated into *kulihat*. Therefore, It is included into type of free translation as the translator using his own interpretating in chosing Indonesian translation of phrasal verb *pick up*.

Excerpt 7. (break off, p. 12)

   SL: Propose **break off** search.

   TL: Minta pencarian **dihentikan**

In the SL above, it can be seen that there is a phrasal verb "break off". The use of phrasal verb "break off" in the first sentence above is included into a non - separable phrasal verb. The pattern of phrasal verb above is verb (*break*) + adverb (*off*). The adverb *(off)* has function to change the meaning of the verb (*break*). *To break* means separate into pieces as a result of a blow, shock, or strain. *Off* means away from the place in question; to or at a distance. Therefore, the words (*break*) and *(off)* together make up a unit with a meaning similar to *stop suddenly;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the

object is noun '*search*'. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *break off* is translated into *dihentikan.* It is an inappropriate translation. The phrasal verb *break off* that means *to stop suddenly* is translated into passive sentence but the message is well-transfered.

Excerpt 8. (wake up, p. 13)

SL: Ah, he's **waking up** at last!

TL: Akhirnya dia **bangun** juga!

The phrasal verb in the first sentence is "waking up". The pattern of phrasal verb above is verb (*wake*) + adverb (*up*). *To wake* means emerge or cause to emerge from sleep; stop sleeping. *Up* means towards a higher place or position: The purpose of the adverb *(up)* is to change the meaning of the verb (*wake*). Therefore, the words *(wake)* and *(up)* together make up a unit with a meaning similar to *become awake;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb where there is no object after the phrasal verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *waking up* is translated into *bangun.* It is an appropriate translation as the translator chose similar meaning of the translation of *waking up* that is translated into *bangun* and the message is also well-transfered.

Excerpt 9. (go down, p. 13)

>   SL: Just happened to be passing, old boy, when you were **going down** for the
>   third time!
>
>   TL: Kami kebetulan lewat anak muda, saat kau **timbul tenggelam** sampai
>   tiga kali!

In the first sentence, it can be seen that there is a phrasal verb "going down". The pattern of phrasal verb above is verb (*go*) + adverb (*down*). The adverb (*down*) has function to change the meaning of the verb (*down*). *To go* means move from one place to another; travel. *Down* means To or at a lower intensity. Therefore, the words *(go)* and *(down)* together make up a unit with a meaning similar to *sink;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *going down* is translated into *timbul tenggelam.* It is an appropriate translation as the translator chose similar meaning of the translation of *going down* that is translated into *timbul tenggelam* and the message is also well-transfered.

Excerpt 10. (set up, p. 14)

>   SL: You're **setting up** shop?
>
>   TL: Kau **membuka** toko?

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*set*) + adverb (*up*). The intention of the adverb (*up*) is to change the meaning of the verb (*set*). *To set* means put, lay, or stand (something) in a specified place or position. *Up* means towards a higher place or position. Therefore, the words *(set)* and *(up)* together make up a unit with a meaning similar to *establish;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun '*shop'*. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *setting up* is translated into *membuka.* It is an appropriate translation as the translator chose similar meaning of the translation of *setting up* that is translated into *membuka* and the message is also well-transfered.

Excerpt 11. (roll up, p. 14)

    SL: **Roll up**, roll up, lords of the desert.

    TL: **Datanglah**, penguasa padang pasir.

In the SL above, a phrasal verb "roll up" is found. The pattern of phrasal verb above is verb (*roll*) + adverb *(up)*. The purpose of the adverb *(up)* is to change the meaning of the verb *(roll)*. *To roll* means move in a particular direction by turning over and over on an axis. *Up* means towards a higher place or position. Therefore, the words *(roll)* and *(up)* together make up a unit with a meaning similar to *arrive;* this meaning cannot easily be inferred from the core

meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *roll up* is translated into *datanglah.* It is an appropriate translation as the translator chose similar meaning of the translation of *roll off* that is translated into *datanglah* and the message is also well-transfered.

Excerpt 12. (come back, p. 14)

SL: What's more, they all **come back**, too!

TL: Selain itu, mereka pasti **kembali**!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*come*) + adverb (*back*). The purpose of the adverb (*back*) is to change the meaning of the verb (*come*). *To come* means move or travel towards or into a place thought of as near or familiar to the speaker. *Back* means in the opposite direction from the one that one is facing or travelling towards. Therefore, the words (*come*) and (*back*) together make up a unit with a meaning similar to *return;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *come back* is translated into *kembali.* It is an appropriate translation as the translator chose similar meaning of the translation of *come back* that is translated into *kembali* and the message is also well-transfered.

Excerpt 13. (barged in, p. 17)

SL: I've **barged in** on a film company!

TL: Aku **mengacaukan** syuting film!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*barged*) + adverb (*in*). The purpose of the adverb (*in*) is to change the meaning of the verb (*barged*). *To barge* means move forcefully or roughly. *In* means expressing movement with the result that someone or something becomes enclosed or surrounded by something else. Therefore, the words (*barged*) and (*on*) together make up a unit with a meaning similar to *intrude;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun *'a film company'*. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *barged in* is translated into *mengacaukan.* It is an appropriate translation as the translator chose similar meaning of the translation of *barged in* that is translated into *mengacaukan* and the message is also well-transfered.

Excerpt 14. (mess up, p. 17)

SL: And I'm sorry if I **messed up** your film.

TL: Dan maaf, aku **mengganggu** syutingmu

There is aphrasal verb in the first sentence and the pattern of phrasal verb above is verb (*messed*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*messed*). *To mess* means messed up make untidy or dirty. *Up* means towards a higher place or position. Therefore, the words (*messed*) and (*up*) together make up a unit with a meaning similar to *make a mistake;* this

meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun '*your film'*. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *messed up* is translated into *mengganggu.* It is an appropriate translation as the translator chose similar meaning of the translation of *messed up* that is translated into *mengganggu* and the message is also well-transfered.

Excerpt 15. (give away, p. 19)

SL: if you've **given me away**, just remember this. My boat is mined, and I'll

blow her sky high before I'll surrender!

TL: Kalau kau **membuka rahasiaku**, ingat ini. Kapalku siap diledakan, dan

aku akan melakukannya sebelum menyerah!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*give*) + adverb (*away*). The purpose of the adverb (*away*) is to change the meaning of the verb (*give*). *To give* means freely transfer the possession of (something) to (someone). *Away* means to or at a distance from a particular place or person. Therefore, the words (*give*) and (*away*) together make up a unit with a meaning similar to *reveal or make known;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is included into a separable verb because a pronoun *(me)* comes between the verb *give* and preposition *away*. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *given me away* is

translated into *membuka rahasiaku.* It is an appropriate translation as the translator chose similar meaning of the translation of *given me away* that is translated into *membuka rahasiaku* and the message is also well-transfered.

Excerpt 16. (get out, p.19)

SL: Take cover, I'm **getting out** of the way!

TL: Berlindung, Tintin! Aku mau **keluar** saja!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*get*) + adverb (*out*). The purpose of the adverb (*out*) is to change the meaning of the verb (*get*). *To get* means come to have (something); receive. *Out* means moving or appearing to move away from a particular place, especially one that is enclosed or hidden. Therefore, the words (*get*) and (*out*) together make up a unit with a meaning similar to *leave or escape;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *getting out* is translated into *keluar.* It is an appropriate translation as the translator chose similar meaning of the translation of *getting out* that is translated into *keluar* and the message is also well-transfered.

Excerpt 17. (blow up, p. 19)

SL: Whew! I really thought we'd **blown up.**

TL: Fiuh, Kupikir kita **meledak.**

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*blow*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*blow*). *To blow* means to move creating an air current. *Up* means towards a higher place or position. Therefore, the words (*blow*) and (*up*) together make up a unit with a meaning similar to *explode;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *blown up* is translated into *meledak.* It is an appropriate translation as the translator chose similar meaning of the translation of *blown up* that is translated into *meledak* and the message is also well-transfered.

Excerpt 18. (go up, p. 21)

SL: Help! He's dropped a grenade! We're **going up**!

TL: Tolong! Dia menjatuhkan granat! Kapal ini akan **meledak**!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*go*) + adverb (*up*). *To go* means move from one place to another; travel. *Up* means towards a higher place or position. The purpose of the adverb (*up*) is to change the meaning of the verb (*go*). Therefore, the words (*go*) and (*up*) together make up a unit with a meaning similar to *start burning quickly or explode;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation,

phrasal verb *going up* is translated into *meledak*. It is an appropriate translation as the translator chose similar meaning of the translation of *goup* that is translated into *meledak* and the message is also well-transfered.

Excerpt 19. (hang around, p. 22)

SL: Come on Snowy, don't let's **hang around** here.

TL: Ayo Milo jangan **lama-lama** disini.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*hang*) + adverb (*around*). The purpose of the adverb (*around*) is to change the meaning of the verb (*hang*). *To hang* means suspend or be suspended from above with the lower part dangling free. *Arround* means so as to face in the opposite direction. Therefore, the words (*hang*) and (*around*) together make up a unit with a meaning similar to *not go away;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *hang around* is translated into *lama-lama.* It is an appropriate translation as the translator chose similar meaning of the translation of *hang arround* that is translated into *lama-lama* and the message is also well-transfered.

Excerpt 20. (head for, p. 22)

SL: We'll **head for** the Cosmos camp.

TL: Kita **ke** perkemahan Cosmos.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*head*) + adverb (*for*). The purpose of the adverb (*for*) is to change the meaning of the verb (*head*). *To head* means move in a specified direction. *For* means having (the place mentioned) as a destination. Therefore, the words (*head*) and (*for*) together make up a unit with a meaning similar to *go in certain direction;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun '*the Cosmos camp'.* The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *head for* is translated into *ke*. It is an inappropriate translation because it should be translated into *pergi/menuju ke*. In the translation above *'ke'* has the meaning of doing the action of going. Therefore, the translator makes that phrase to be shorter as a word without change the meaning in the target language.

Excerpt 21. (give up, p. 23)

SL: You see, one should never **give up** hope!

TL: Betul kan? Kita tidak boleh **putus asa**!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*give*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*give*). *To give* means freely transfer the possession of (something) to (someone). *Up* means towards a higher place or position. Therefore, the words (*give*) and (*up*) together make up a unit with a meaning

similar to *surender;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *give up* is translated into *putus asa.* It is an appropriate translation as the translator chose similar meaning of the translation of *give up* that is translated into *putus asa* and the message is also well-transfered.

Excerpt 22. (give up, p. 25)

SL: Come on, Snowy we mustn't **give up.**

TL: Ayo, Milo. Kita tidak boleh **putus asa.**

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*give*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*give*). *To give* means freely transfer the possession of (something) to (someone). *Up* means towards a higher place or position. Therefore, the words (*give*) and (*up*) together make up a unit with a meaning similar to *surender;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *give up* is translated into *putus asa.* It is an appropriate translation as the translator chose similar meaning of the translation of *give up* that is translated into *putus asa* and the message is also well-transfered.

Excerpt 23. (clean up, p. 26)

SL: Now, **clean up** the colonel's office, and watch your step!

TL: Sekarang, **bersihkan** kantor kolonel, dan jangan main-main!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*clean*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*clean*). *To clean* means make clean; remove dirt, marks, or stains from. *Up* means towards a higher place or position. Therefore, the words (*clean*) and (*up*) together make up a unit with a meaning similar to *make a place completelly clean;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun '*colonel's office'.* The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *clean up* is translated into *bersihkan.* It is an appropriate translation as the translator chose similar meaning of the translation of *clean up* that is translated into *bersihkan* and the message is also well-transfered.

Excerpt 24. (lock him up, p. 27)

SL: Arrest him! **Lock him up**!

TL: Tangkap dia! **Sekap dia**!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*lock*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*lock*). *To lock* means fasten or secure (something) with a

lock. *Up* means towards a higher place or position. Therefore, the words (*lock*) and (*up*) together make up a unit with a meaning similar to *put him in jail;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is included into a separable verb because a pronoun *(him)* comes between the verb and preposition. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *lock him up* is translated into *sekap dia.* It is an appropriate translation as the translator chose similar meaning of the translation of *lock him up* that is translated into *sekap dia* and the message is also well-transfered.

Excerpt 25. (carry out, p. 28)

> SL: The execution was **carried out** this morning.
>
> TL: Eksekusi **dilaksanakan** pagi ini.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*carried*) + adverb (*out*). The purpose of the adverb (*out*) is to change the meaning of the verb (*carried*). *To carry* means support and move (someone or something) from one place to another. *Out* means moving or appearing to move away from a particular place, especially one that is enclosed or hidden. Therefore, the words (*carried*) and (*out*) together make up a unit with a meaning similar to *put into execution;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *carried out* is translated into

dilaksanakan. It is an appropriate translation as the translator chose similar meaning of the translation of *carried out* that is translated into *dilaksanakan* and the message is also well-transfered.

Excerpt 26. (get away, p. 32)

SL: Whew! We just **got away** in time.

TL: Fiuh, Kita **lari** tepat pada waktunya.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*got*) + adverb (*away*). The purpose of the adverb (*away*) is to change the meaning of the verb (*got*). *To get* means come to have (something); receive. *Away* means to or at a distance from a particular place or person. Therefore, the words (*got*) and (*away*) together make up a unit with a meaning similar to *leave;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *got away* is translated into *lari.* It is an appropriate translation as the translator chose similar meaning of the translation of *got away* that is translated into *lari* and the message is also well-transfered.

Excerpt 27. (slip away, p. 35)

SL: Now, I can **slip away**.

TL: Aku bisa **lari**.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*slip*) + adverb (*away*). The purpose of the adverb (*away*) is to change the meaning of the verb (*slip*). *To slip* means go or move quietly or quickly, without attracting notice. *Away* means to or at a distance from a particular place or person. Therefore, the words (*slip*) and (*away*) together make up a unit with a meaning similar to *leave secretly;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *slip away* is translated into *lari.* It is an appropriate translation as the translator chose similar meaning of the translation of *slip away* that is translated into *lari* and the message is also well-transfered.

Excerpt 28. (get it down, p. 38)

SL: I'll **get it down** for you to see.

TL: Akan **kuturunkan** supaya kau bisa melihatnya.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*get*) + adverb (*down*). The purpose of the adverb (*down*) is to change the meaning of the verb (*get*). *To get* means come to have (something); receive. *Down* means to or at a lower intensity. Therefore, the words (*get*) and (*down*) together make up a unit with a meaning similar to *descend;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is included into a separable verb because a noun *(it)* comes

between the verb and preposition. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *get it down* is translated into *kuturunkan.* It is an appropriate translation as the translator chose similar meaning of the translation of *get it down* that is translated into *kuturunkan* and the message is also well-transfered.

Excerpt 29. (go out, p. 39)

SL: Empty! He must have **gone out** of the window.

TL: Kosong, dia pasti **keluar** lewat jendela.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*gone*) + adverb (*out*). The purpose of the adverb (*out*) is to change the meaning of the verb (*gone*). *To go* means move from one place to another; travel. *Out* means moving or appearing to move away from a particular place, especially one that is enclosed or hidden. Therefore, the words (*gone*) and (*out*) together make up a unit with a meaning similar to *lost;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the clause above is translated into a transitive verb where the object is prepositional noun '*of the window'.* The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *gone out* is translated into *keluar.* It is an appropriate translation as the translator chose similar meaning of the translation of *gone out* that is translated into *keluar* and the message is also well-transfered.

Excerpt 30. (look after, p. 44)

SL: Orderly, **look after** these gentlemen, please.

TL: Petugas, tolong **jaga** dua orang ini.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*look*) + adverb (*after*). The purpose of the adverb (*after*) is to change the meaning of the verb (*look*). *To look* means direct one's gaze toward someone or something or in a specified direction. *After* means during the time following the departure of (someone). Therefore, the words *look* and *after* together make up a unit with a meaning similar to *take care of someone;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the clause above is translated into a transitive verb where the object of the phrasal verb is *"these gentlemen".* The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *look after* is translated into *jaga.* It is an appropriate translation as the translator chose similar meaning of the translation of *look after* that is translated into *jaga* and the message is also well-transfered.

Excerpt 31. (keep on, p. 45)

SL: He will **keep on** insisting that he is absolutely sane.

TL: Dia akan **terus** berkeras dia sangat waras.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*keep*) + adverb (*on*). The purpose of the adverb (*on*) is to change the meaning of the verb (*keep*). *To keep* means continue or cause to continue in a specified condition, position, course, etc. *On* means indicating continuation of a movement or action. Therefore, the words (*keep*) and (*on*) together make up a unit with a meaning similar to *continue or persist in doing something;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *keep on* is translated into *terus.* It is an appropriate translation as the translator chose similar meaning of the translation of *keep on* that is translated into *terus* and the message is also well-transfered.

Excerpt 32. (hang around, p. 46)

SL: Now, don't let's **hang around.**

TL: Kita **harus cepat** Milo.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*hang*) + adverb (*around*). The purpose of the adverb (*around*) is to change the meaning of the verb (*hang*). *To hang* means suspend or be suspended from above with the lower part dangling free. *Around* means so as to face in the opposite direction. Therefore, the words (*hang*) and (*around*) together make up a unit with a meaning similar to *not to go away;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into an intransitive verb. The second sentence is the Indonesian

translation. In Indonesian translation, phrasal verb *hang around* is translated into *harus cepat.* It is an appropriate translation as the translator chose similar meaning of the translation of *hang arround* that is translated into *harus cepat* and the message is also well-transfered.

Excerpt 33. (cut off, p. 47)

SL: Oh no! My escape... **cut off**!

TL: Oh tidak! Kita **terhalang**, Milo!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*cut*) + adverb (*off*). The purpose of the adverb (*off*) is to change the meaning of the verb (*cut*). *To cut* means (of a line) cross or intersect (another line). *Off* means away from the place in question; to or at a distance. Therefore, the words (*cut*) and (*off*) together make up a unit with a meaning similar to *shut off bar;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the clause above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *cutt off* is translated into *terhalang*. It is an appropriate translation as the translator chose similar meaning of the translation of *cut off* that is translated into *terhalang* and the message is also well-transfered.

Excerpt 34. (run off, p. 48)

SL: But as soon as the train is stopped he **ran off**.

TL: Tapi begitu kereta berhenti dia **lari**.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*ran*) + adverb (*off*). The purpose of the adverb (*off*) is to change the meaning of the verb (*ran*). *To run* means move at a speed faster than a walk, never having both or all the feet on the ground at the same time. *Off* means away from the place in question; to or at a distance. Therefore, the words (*ran*) and (*off*) together make up a unit with a meaning similar to *run away;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *ran off* is translated into *lari.* It is an appropriate translation as the translator chose similar meaning of the translation of *ran off* that is translated into *lari* and the message is also well-transfered.

Excerpt 35. (catch up, p. 48)

SL: We'll soon **catch up** with him.

TL: Kita akan **mengejar**nya.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*catch*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*catch*). *To catch* means intercept and hold (something that has been thrown, propelled, or dropped). *Up* means towards a higher place or position. Therefore, the words (*catch*) and (*up*) together make up a unit with a meaning similar to *move fast enough to attain the same progress as another;* this meaning cannot easily be inferred from the core meaning of the two parts. The

second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *catch up* is translated into *mengejar*. It is an appropriate translation as the translator chose similar meaning of the translation of *catch up* that is translated into *mengejar* and the message is also well-transfered.

Excerpt 36. (end up, p. 49)

SL: All that, just to **end up** in a strait-jacket.

TL: Semuanya sia-sia, **akhirnya** aku dipasangi jaket pengaman.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*end*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*end*). *To end* means come or bring to a final point; finish. *Up* means towards a higher place or position. Therefore, the words (*end*) and (*up*) together make up a unit with a meaning similar to *reach somewhere in the end usually after a long time;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *end up* is translated into *akhirnya*. It is an appropriate translation as the translator chose similar meaning of the translation of *end up* that is translated into *akhirnya* and the message is also well-transfered.

Excerpt 37. (look around, p. 50)

SL: Quick! **Look around**! He can't be far away.

TL: Cepat! **Cari**! Dia tidak mungkin jauh.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*look*) + adverb (*around*). The purpose of the adverb (*around*) is to

change the meaning of the verb (*look*). *To look* means direct one's gaze toward someone or something or in a specified direction. *Around* means so as to face in the opposite direction. Therefore, the words (*look*) and (*around*) together make up a unit with a meaning similar to *try find something that you want or need;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *look around* is translated into *cari.* It is an appropriate translation as the translator chose similar meaning of the translation of *look around* that is translated into *cari* and the message is also well-transfered.

Excerpt 38. (find out, p. 53)

SL: The problem is to **find out** how it opens.

TL: Sekarang, bagaimana membukanya ya?

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*find*) + adverb (*out*). The purpose of the adverb (*out*) is to change the meaning of the verb (*find*). *To find* means discover or perceive by chance or unexpectedly. *Out* means moving or appearing to move away from a particular place, especially one that is enclosed or hidden. Therefore, the words (*find*) and (*out*) together make up a unit with a meaning similar to *ascertain (something), as through examination or inquiry;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation.

However, the translator used deleting strategy because he did not translate the phrasal verb '*find out*' but the message is well-transfered.

Excerpt 39. (rid of, p. 54)

SL: We are finally **rid of** the Maharaja of Gaipajama.

TL: Kita berhasil **menyingkirkan** Maharaja Rawhajputala.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*rid*) + adverb (*of*). The purpose of the adverb (*of*) is to change the meaning of the verb (*rid*). *To rid* means make someone or something free of (a troublesome or unwanted person or thing). *Of* means away from the place in question; to or at a distance. Therefore, the words (*rid*) and (*of*) together make up a unit with a meaning similar to *make someone go away beause they are annoying, unpleasant or not wanted;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun '*Maharaja of Gaipajama'*. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *rid of* is translated into *menyingkirkan.* It is an appropriate translation as the translator chose similar meaning of the translation of *rid of* that is translated into *menyingkirkan* and the message is also well-transfered.

Excerpt 40. (count up, p. 55)

SL: I will **count up** to three, my friend.

TL: Aku akan **menghitung** sampai tiga temanku.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*count*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb (*count*). *To count* means take into account; include. *Up* means towards a higher place or position. Therefore, the words (*count*) and (*up*) together make up a unit with a meaning similar to *calculate;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *count up* is translated into *menghitung.* It is an appropriate translation as the translator chose similar meaning of the translation of *count up* that is translated into *menghitung* and the message is also well-transfered.

Excerpt 41. (come in, p. 55)

SL: You will **come in** one by one and give me the password for our last meeting.

TL: Kalian akan **datang** satu per satu dan memberikan kata kunci dari rapat terakhir.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*come*) + adverb (*in*). The purpose of the adverb (*in*) is to change the meaning of the verb (*come*). *To come* means move or travel towards or into a

place thought of as near or familiar to the speaker. *In* means expressing movement with the result that someone or something becomes enclosed or surrounded by something else. Therefore, the words (*come)* and (*in*) together make up a unit with a meaning similar to *arrive;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *come in* is translated into *datang*. It is an appropriate translation as the translator chose similar meaning of the translation of *come in* that is translated into *datang* and the message is also well-transfered.

Excerpt 42. (tie me up, p. 56)

SL: What a cheek, thinking he could **tie me up**. Me, a fully qualified fakir!

TL: Bodoh sekali, dia pikir dia bisa **mengikatku**. Aku, fakir yang hebat!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*tie*) + adverb (*up*). The purpose of the adverb (*up*) is to change the meaning of the verb *(tie)*. *To tie* means attach or fasten (someone or something) with string or similar cord. *Up* means towards a higher place or position. Therefore, the words *(tie*) and (*up*) together make up a unit with a meaning similar to *bind securely;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is included into a separable verb because a pronoun *(me)* comes between the verb and preposition. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *tie me up* is translated into *mengikatku.* It is an appropriate translation as the

translator chose similar meaning of the translation of *tie me up* that is translated into *mengikatku* and the message is also well-transfered.

Excerpt 43. (bring off, p. 57)

SL: Congratuations, my friend, you've **brought off** a masterly coup!

TL: Selamat, temanku, kau **menangkap** komplotan besar!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*brought*) + adverb (*off*). The purpose of the adverb (*off*) is to change the meaning of the verb (*brought*). *To bring* means come to a place with (someone or something). *Off* means away from the place in question; to or at a distance. Therefore, the words (*brought*) and (*off*) together make up a unit with a meaning similar to *accomplish;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the sentence above is translated into a transitive verb where the object is noun '*a masterly coup'.* The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *brought off* is translated into *menangkap*. It is an appropriate translation as the translator chose similar meaning of the translation of *brought off* that is translated into *menangkap* and the message is also well-transfered.

Excerpt 44. (put in, p. 57)

SL: The dummy you **put in** my bed was hit by the arrow.

TL: Boneka yang kau **letakkan** di tempat tidurku di panah.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*put*) + adverb (*in*). The purpose of the adverb (*in*) is to change the meaning of the verb (*put*). *To put* means move to or place in a particular position. *In* means expressing movement with the result that someone or something becomes enclosed or surrounded by something else. Therefore, the words (*put*) and (*in*) together make up a unit with a meaning similar to *make something ready to use;* this meaning cannot easily be inferred from the core meaning of the two parts. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *put in* is translated into *letakkan.* It is an appropriate translation as the translator chose similar meaning of the translation of *put in* that is translated into *letakkan* and the message is also well-transfered.

Excerpt 45. (make off, p. 57)

SL: Two men, they **made off** in a car.

TL: Dua orang, mereka **lari** dengan mobil.

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*made*) + adverb (*off*). The purpose of the adverb (*off*) is to change the meaning of the verb (*made*). *To make* means form (something) by putting parts together or combining substances; construct; create. *Off* means away from the place in question; to or at a distance. Therefore, the words (*made*) and (*off*) together make up a unit with a meaning similar to *leave quickly;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb

in the sentence above is translated into a transitive verb where the object is prepositional phrase *'in a car'.* The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *made off* is translated into *lari.* It is an appropriate translation as the translator chose similar meaning of the translation of *made off* that is translated into *lari* and the message is also well-transfered.

Excerpt 46. (hang on, p. 58)

SL: Careful, **hang on** tight, we're off!

TL: Hati-hati, **pegangan**, kita berangkat!

There is a phrasal verb in the first sentence and the pattern of phrasal verb above is verb (*hang*) + adverb (*on*). The purpose of the adverb (*on*) is to change the meaning of the verb (*hang*). *To hang* means suspend or be suspended from above with the lower part dangling free. *On* means indicating continuation of a movement or action. Therefore, the words (*hang*) and (*on*) together make up a unit with a meaning similar to *hold something tighly;* this meaning cannot easily be inferred from the core meaning of the two parts. The phrasal verb in the clause above is translated into an intransitive verb. The second sentence is the Indonesian translation. In Indonesian translation, phrasal verb *hang on* is translated into *pegangan.* It is an appropriate translation as the translator chose similar meaning of the translation of *hang on* that is translated into *pegangan* and the message is also well-transfered.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter for this research. With regard to the findings and discussion presented in the chapter IV, there are some important points. They are presented through conclusion and suggestion as follows:

5.1 Conclusion

This research comes to a conclusion related to the formulation of the problem and objective of this research. The aim of this research is to describe the translations of phrasal verbs in Tintin book 'the adventures of Tintin, Cigars of the Pharaoh written by Herge and its translation *entitled Petualangan Tintin, Cerutu Sang Firaun* translated by Donna Widjayanto. Based on data analysis in the previous chapter, it can be concluded that there are two types of phrasal verbs used in Tintin book 'the adventures of Tintin, Cigars of the Pharaoh written by Herge and its translation entitled *Petualangan Tintin, Cerutu Sang Firaun* translated by Donna Widjayanto. They are separable and non separable phrasal verbs. The proportion (%) of the use of two types of phrasal verbs in Tintin book 'the adventures of Tintin, Cigars of the Pharaoh written by Herge is 8,7 % using separable phrasal verbs and 91,7 % using non separable phrasal verbs.

In Indonesian translation entitled *Petualangan Tintin, Cerutu Sang Firaun* translated by Donna Widjayanto, the researcher found some strategies in the way

the translator translates phrasal verbs. However, they are included into appropriate translation as the message or the meaning of each phrasal verb is transfered well.

5.2 Suggestion

According to the conclusions above, some suggestions are recommended as follows.

1.   For Translators

In translating phrasal verbs, a translator should be able to recognize and interpret them correctly, she or he has to pay attention and be careful in choosing the most appropriate strategies in translating the use of phrasal verbs in the sentences. In this case, the translator should also have deep comprehension about the use of phrasal verbs in order to produce a good translation of the phrasal verbs.

2.   For English Language Department

Phrasal verbs are widely used in speeches. It is important for the students to have good knowledge about phrasal verbs. Therefore, giving special emphasizing of the use of phrasal verbs is necessary so that the students can use and interpret the phrasal verbs appropriately.

3. For other Researchers

The fact that there is so much the use of phrasal verbs in English texts makes them not only important part of our English use, but also an

interesting area of study. As a non-native speaker of English and student of English department, the researcher finds that English phrasal verbs are very interesting. It is expected that this research can support other researchers to have more researches in analyzing the use of phrasal verbs translations.

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APPENDIX

Excerpt 1. (blow away, p. 2)
    SL: Save the paper... It's **blowing away**! My Kih-Oskh papyrus!
    TL: Selamatkan kertas itu... Kertas itu... **terbang**! Papirus Kih-Oskh-ku!

Excerpt 2. (watch out, p. 4)
    SL: Papyrus. **watch out!** He's met a young journalist who could be a nuisance.
    TL: Papirus. **hati-hati!** Dia bertemu wartawan muda yang bisa menjadi ganjalan.

Excerpt 3. (dispose of, p. 4)
    SL: I want him **disposed of** before he get ashore.
    TL: Aku ingin wartawan itu **disingkirkan** sebelum kita mendarat.

Excerpt 4. (come in, p. 4)
    SL: **Come in**
    TL: **Masuk**

Excerpt 5. (come on, p. 7)
    SL: **Come on** Snowy, careful now.
    TL: **Ayo** Milo, Hati-Hati

Excerpt 6. (pick up, p. 9)
    SL: Yes, they're absolutely identical with the one I **picked up** outside.
    TL: Ya, simbol ini sama persis dengan yang **kulihat** diluar.

Excerpt 7. (break off, p. 12)
    SL: Propose **break off** search.
    TL: Minta pencarian **dihentikan**

Excerpt 8. (wake up, p. 13)
    SL: Ah, he's **waking up** at last!
    TL: Akhirnya dia **bangun** juga!

Excerpt 9. (go down, p. 13)
    SL: Just happened to be passing, old boy, when you were **going down** for the third time!
    TL: Kami kebetulan lewat anak muda, saat kau **timbul tenggelam** sampai tiga kali!

Excerpt 10. (set up, p. 14)
    SL: You're **setting up** shop?
    TL: Kau **membuka** toko?

Excerpt 11. (roll up, p. 14)
    SL: **Roll up**, roll up, lords of the desert.
    TL: **Datanglah**, penguasa padang pasir.

Excerpt 12. (come back, p. 14)
    SL: What's more, they all **come back**, too!
    TL: Selain itu, mereka pasti **kembali**!

Excerpt 13. (barged in, p. 17)
    SL: I've **barged in** on a film company!
    TL: Aku **mengacaukan** syuting film!

Excerpt 14. (mess up, p. 17)
    SL: And I'm sorry if I **messed up** your film.
    TL: Dan maaf, aku **mengganggu** syutingmu.

Excerpt 15. (give away, p. 19)
    SL: if you've **given me away**, just remember this. My boat is mined, and I'll
        blow her sky high before I'll surrender!
    TL: Kalau kau **membuka rahasiaku**, ingat ini. Kapalku siap diledakan, dan
        aku akan melakukannya sebelum menyerah!

Excerpt 16. (get out, p.19)
    SL: Take cover, I'm **getting out** of the way!
    TL: Berlindung, Tintin! Aku mau **keluar** saja!

Excerpt 17. (blow up, p. 19)
    SL: Whew! I really thought we'd **blown up.**
    TL: Fiuh, Kupikir kita **meledak.**

Excerpt 18. (go up, p. 21)
    SL: Help! He's dropped a grenade! We're **going up**!
    TL: Tolong! Dia menjatuhkan granat! Kapal ini akan **meledak**!

Excerpt 19. (hang around, p. 22)
    SL: Come on Snowy, don't let's **hang around** here.
    TL: Ayo Milo jangan **lama-lama** disini.

Excerpt 20. (head for, p. 22)
    SL: We'll **head for** the Cosmos camp.
    TL: Kita **ke** perkemahan Cosmos.

Excerpt 21. (give up, p. 23)
    SL: You see, one should never **give up** hope!
    TL: Betul kan? Kita tidak boleh **putus asa**!

Excerpt 22. (give up, p. 25)
　　SL: Come on, Snowy we mustn't **give up.**
　　TL: Ayo, Milo. Kita tidak boleh **putus asa.**

Excerpt 23. (clean up, p. 26)
　　SL: Now, **clean up** the colonel's office, and watch your step!
　　TL: Sekarang, **bersihkan** kantor kolonel, dan jangan main-main!

Excerpt 24. (lock him up, p. 27)
　　SL: Arrest him! **Lock him up**!
　　TL: Tangkap dia! **Sekap dia**!

Excerpt 25. (carry out, p. 28)
　　SL: The execution was **carried out** this morning.
　　TL: Eksekusi **dilaksanakan** pagi ini.

Excerpt 26. (get away, p. 32)
　　SL: Whew! We just **got away** in time.
　　TL: Fiuh, Kita **lari** tepat pada waktunya.

Excerpt 27. (slip away, p. 35)
　　SL: Now, I can **slip away**.
　　TL: Aku bisa **lari**.

Excerpt 28. (get it down, p. 38)
　　SL: I'll **get it down** for you to see.
　　TL: Akan **kuturunkan** supaya kau bisa melihatnya.

Excerpt 29. (go out, p. 39)
　　SL: Empty! He must have **gone out** of the window.
　　TL: Kosong, dia pasti **keluar** lewat jendela.

Excerpt 30. (look after, p. 44)
　　SL: Orderly, **look after** these gentlemen, please.
　　TL: Petugas, tolong **jaga** dua orang ini.

Excerpt 31. (keep on, p. 45)
　　SL: He will **keep on** insisting that he is absolutely sane.
　　TL: Dia akan **terus** berkeras dia sangat waras.

Excerpt 32. (hang around, p. 46)
　　SL: Now, don't let's **hang around.**
　　TL: Kita **harus cepat** Milo.

Excerpt 33. (cut off, p. 47)
    SL: Oh no! My escape... **cut off**!
    TL: Oh tidak! Kita **terhalang**, Milo!

Excerpt 34. (run off, p. 48)
    SL: But as soon as the train is stopped he **ran off**.
    TL: Tapi begitu kereta berhenti dia **lari**.

Excerpt 35. (catch up, p. 48)
    SL: We'll soon **catch up** with him.
    TL: Kita akan **mengejar**nya.

Excerpt 36. (end up, p. 49)
    SL: All that, just to **end up** in a strait-jacket.
    TL: Semuanya sia-sia, **akhirnya** aku dipasangi jaket pengaman.

Excerpt 37. (look around, p. 50)
    SL: Quick! **Look around**! He can't be far away.
    TL: Cepat! **Cari**! Dia tidak mungkin jauh.

Excerpt 38. (find out, p. 53)
    SL: The problem is to **find out** how it opens.
    TL: Sekarang, bagaimana membukanya ya?

Excerpt 39. (rid of, p. 54)
    SL: We are finally **rid of** the Maharaja of Gaipajama.
    TL: Kita berhasil **menyingkirkan** Maharaja Rawhajputala.

Excerpt 40. (count up, p. 55)
    SL: I will **count up** to three, my friend.
    TL: Aku akan **menghitung** sampai tiga temanku.

Excerpt 41. (come in, p. 55)
    SL: You will **come in** one by one and give me the password for our last meeting.
    TL: Kalian akan **datang** satu per satu dan memberikan kata kunci dari rapat terakhir.

Excerpt 42. (tie me up, p. 56)
    SL: What a cheek, thinking he could **tie me up**. Me, a fully qualified fakir!
    TL: Bodoh sekali, dia pikir dia bisa **mengikatku**. Aku, fakir yang hebat!

Excerpt 43. (bring off, p. 57)
    SL: Congratuations, my friend, you've **brought off** a masterly coup!
    TL: Selamat, temanku, kau **menangkap** komplotan besar!

Excerpt 44. (put in, p. 57)
     SL: The dummy you **put in** my bed was hit by the arrow.
     TL: Boneka yang kau **letakkan** di tempat tidurku di panah.

Excerpt 45. (make off, p. 57)
     SL: Two men, they **made off** in a car.
     TL: Dua orang, mereka **lari** dengan mobil.

Excerpt 46. (hang on, p. 58)
     SL: Careful, **hang on** tight, we're off!
     TL: Hati-hati, **pegangan**, kita berangkat!