

**METHOD OF TRANSLATING THE CHILDREN STORY
OF “WOOLY LOOKED FOR A FRIEND” INTO “WOOLY
MENCARI TEMAN” IN BILINGUAL BOOK
BY ARLEEN A**

THESIS

**Presented in partial fulfilment of the requirements
for the completion of Strata 1 Program
of the English Department
specialized in Translation**



**By
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C11.2010.01173**

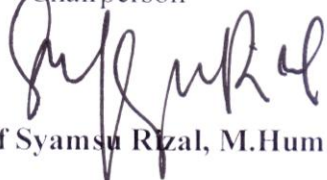
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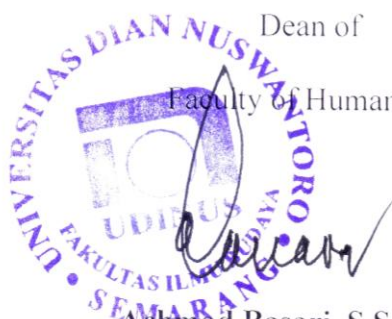


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STATEMENT OF ORIGINATLITY

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findngs included in this thesis are quoted or cited in accordance with ethical standard.

Semarang, 10 February 2014

Dwi Inayati Lestari

ADVISOR'S APPROVAL

This thesis has been approved by the advisor on 10 February 2014

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MOTTO

- The three great essentials to achieve anything worth while are, first, hard work; second, stick-to-itiveness; third, common sense.

(Thomas Edison)

- Your future depends on many things, but mostly on you.

(Frank Tyger)

DEDICATION

I would like to dedicate this thesis for:

- My beloved family, especially my parents
- My friends especially nila arthanti ,fitri wulandari and leli.

\

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

Semarang, 10 February 2014

Dwi Inayati Lestari

TABLE OF CONTENTS

PAGE OF TITLE.....	i
PAGE OF APPROVAL.....	ii
MOTTO.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	vii
LIST OF FIGURES.....	x
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Scope of the Study.....	4
1.4 Objective of the Study.....	4
1.5 Significance of the Study.....	5
1.6 Thesis Organization.....	5
CHAPTER II REVIEW OF RELATED LITERATURE.....	7
2.1 Process of Translation.....	7
2.2 Translation Method and Procedure.....	10
2.3 Idiomatic Translation.....	22
2.4 Cultural Translation.....	28
CHAPTER III RESEARCH METHOD.....	30
3.1 Research Design.....	30

3.2	Unit of Analysis.....	30
3.3	Source of Data	30
3.4	Technique of Data Collection	31
3.5	Technique of Data Analysis.....	31
CHAPTER IV DATA ANALYSIS		32
4.1	Findings	32
4.2	Discussion	33
CHAPTER V CONCLUSION AND SUGGESTION		58
5.1	Conclusion.....	58
5.2	Suggestion	59
Bibliography		60

LIST OF FIGURES

Figure 2.1 Diagram of Translation	9
Figure 2.2 Translation Method	10

ABSTRACT

The thesis is entitled "*Method of Translating the Children Story of "Wooly Looked for a friend into Wooly Mencari Teman"* in Bilingual Book by Arleen A. It aims at explaining the translation methods used by the translator in translating *Method of Translating the Children Story of "Wooly Looked for a friend into Wooly Mencari Teman"* in Bilingual Book by Arleen A.

The qualitative research method was used to identify and describe the data. The researcher collected the data by using documentation method. The data were taken from the bilingual children story which was published in 2013 by Gramedia. It contains two languages; those are English as the source language and Indonesian as the target language. Meanwhile, the techniques of data analysis of this research are reading the data, identifying the data, classifying the data, explaining the data, and the last is drawing the conclusion of this research.

The result shows that the method of translation most frequently used is literal translation with 12 numbers. In this case, the translator attempts to preserve and translated the words singly by their most common meanings out of context. The use of literal translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process. Then it is followed by word for word translation with 8 numbers. Meanwhile, the other method of translation found in the bilingual children book is semantic translation with 5 as well as communication translation with 5 numbers.. The least number of translation method produced by the translator is faithful translation with 4 numbers.

Keywords : Bilingual Children Story , Method of Translating , Source Language ,and Target Language

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human is a social being who always needs other people in his life. It can hardly be imagined that he should live all alone by himself without anyone to accompany and help him. It is a fact that man can not live alone. They need to interact with others. They need a means to express their feeling, thought, and ideas. And when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. The way people communicate to each other is communications. Communications occurs if both the speaker and the hearer exist. In general, it is described as an action, which there is the relationship between what the speaker says and what the hearer receives, and the purpose is the transforming of information or message.

By communicating using language, human can interpret their ideas, thought, reality, concept or feeling and give information to other. There are three components of communication process, they are: (1) the participants (2) the information to be communicated and (3) a means that is used in communication. The third component that is a means of communication can be in the form of language, sign, gesture, etc. According to Chaer (1995:26) there are two kinds of communication based on the means that is used. They are non-verbal and verbal communication. Non-verbal communication is a communication using a means except language, such as light, whistle, gesture, etc. While verbal communication

is a communication that uses language as its means. What most people mean when they say “language” is talk, communication, and discourse.

Language plays many important roles for an individual to interact with others in society. It unites different people to be in a family, in a tribe, in a country, even in a world society. It is hard to imagine how people convey messages without a language. In this case, language is identified as a means of communication.

Language is the most important thing for communication. People need language to transfer message from one to another. It is included in verbal communication, where the communication occur between two people or more in doing the activities as listening, speaking, writing and reading. Surely that those activities need language to be done.

People around the world use language to communicate with others. Surprisingly, languages around the world are countless. This is the main problem for some people to communicate with other people who speak different languages. That is why, translation is needed to transfer message from native speakers. Translation has an important role in transferring technology and literature in Indonesia. Because of the differences in structure and system in doing translation from Indonesian into English, it is not an easy thing. To make it easier, a translator should show the important of translation. Translation is useful in many aspects, they are: education, literary, trade, politic, entertainment, information, etc.

Many people need translation to do their activities in those aspects. Since there are many appliances used in English then Indonesian need its translation in

order to get understand the meaning of its appliances. Therefore, highly qualified translators - who have good knowledge about the target language (TL) and the language they have to transform as source language (SL) – are required. To produce a good translation, a qualified translator has been able to understand ideas and thought including the message expressed in the SL and representing it in the TL.

A good translator should be able translate any kinds of translation. One kind of translation that can be found is literary works. Literary works have many kinds of types and short story is one of them.

Short stories are included into literary works, so literary translation is focused in this analysis. It is not easy to translate literary works, thus, to bridge two languages, the translators should have particular qualities.

There might be some potential problems appear in translating comic in term of diary from the source language into the target language. The problems are related to various types of non-equivalence required different strategies, some of them straight forward and others more involved and difficult to handle. In some contexts, strategies will help the translators to deal with non-equivalence. Thus, it attracts curiosity about what methods applied by the translator and in what situation the methods are used.

It is challenging to analyzethe the children story of “WOOLY looked for friends” into “WOOLY mencari teman” in Bilingual book by Arleen A.. Translating a short story of a children book is something fun to do because it will deal with not only the way how to render the text but also as how to give its

context based on the pictures or cartoon. It is an interesting to compare English work with its Indonesian work, especially when the translation methods are applied and whether the work is really transferred the intended meaning of the SL (Source Language).

1.2 Statement of the Problem

The problem of this study can be stated as follows: “What methods are used in translating the sentences in the children story of “WOOLY looked for friends” into “WOOLY mencari teman” in Bilingual book by Arleen A.

1.3 Scope of the Study

The scope of the study is the translation methods of the children story of “WOOLY looked for friends” into “WOOLY mencari teman” in Bilingual book by Arleen A.

1.4 Objective of the Study

In line with the statements of the study above, the objective of the study can be formulated as follows: “To explain the translation methods used by the translator in translating the children story of “WOOLY looked for friends” into “WOOLY mencari teman” in Bilingual book by Arleen A.

1.5 Significance of the Study

The result of the research is expected to give a valuable contribution to:

1. Dian Nuswantoro University, especially for the English Department students, to share useful information about translation strategies.
2. The writer, in particular, in order to enrich the knowledge about translation methods.
3. The translators and editors of literary works, in this case, a cartoon novel, in order to improve their skill, so that the readers are able to enjoy the work better.

1.6 Thesis Organization

This research is presented in five chapters with the following organization:

Chapter I is introduction that consists of Background of the Study, Statement of the Problem, Scope of the Study, Objective of the Study and Significance of the Study. Chapter II is review of related literature that consists of Definition of Translation, Translation Theory, Translation Process, Kinds of Translation, and Method of Translation. Chapter III is the research method that consists of Research Design, Unit of Analysis, Source of Data and Technique of Data Analysis. Chapter IV is data analysis that consists of Identifying the Strategies Used by Translators. Chapter V is Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Process of Translation

The process of translation is series of activities which be done by a translator at the time s/he transfer the message from the source language into the target language (Nababan, 1997:6). A translator has to be careful in doing the activity of translation, because a mistake in one point can caused mistakes in another point. If this happened, the result of the translation would be less satisfying.

When translating a text, four levels more or less consciously translated in mind. According to Newmark (1988:19), there are four processes of translation :

1. The SL text level, the level of language, where one begins and which one continually (but not continuously) goes back to.

This is the level of literary translation of the source language into the target language, the level of translationese has to be eliminated, but also acts as a connective of paraphrase and the paper-down of synonyms. Translation is pre-eminently the occupation in which the translator has to be thinking several things at the same times.

2. The referential level, the level of objects and events, real or imaginary, which progressively have to be visualized and built up, and which is an essential part, first of the comprehension, then of the reproduction process.

One should not read a sentence without seeing it on the referential level, whether text is technical or literary or institutional, one has to make up mind summarily and continuously.

3. The cohesive level, which is more general and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text.

This level encompasses both comprehension and reproduction: it presents an overall picture, to which the language level has to be adjust. This level also links the first and the second level. It follows both the structure and the moods of the text.

4. The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.

Natural depends on the relationship between the writer and the readership and the topic or situation. What is natural in one situation may be unnatural in another, but everyone has a natural, 'neutral' language where spoken and informal written language more or less coincide.

According to Nida and Taber in Hoed (1993:57), the processes of translation are:

Analysis (learning the source text).

It is the first step in which the content and the purpose in the source text is entirely be read and be understood.

Transfer (replacing the substance of source language with its equivalence substance of target language).

In this step, the message in the source text is transferred into the target text.

The message can be a content, idea or thought.

Restructure (adapted the translated text to the turn of reader).

Restructure means rearrange. In other word, after transferring the message from source text into the target text, a translator has to rearrange.

According to Larson (1984:17), when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the source text into the natural forms of the receptor language. Larson simply presents the diagram of the process as follows:

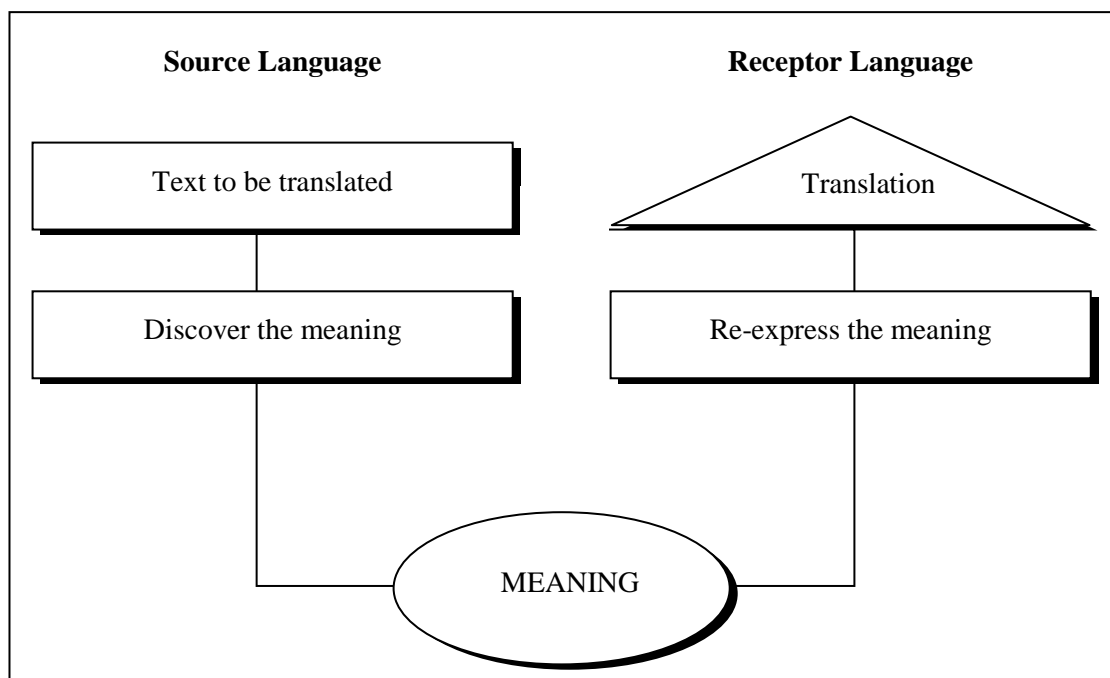


Figure 2.1 Diagram of the Translation Process

Source : Larson, mildred L. 1984. *Meaning Based Translation*. America : University Press of America.

The different forms between square and triangle show the form of the text to be translated and the translation results. They describe that in translation text, the forms of the source language may be changed into appropriate forms of the receptor language in order to achieve the idiomatic translation.

By knowing the processes according to some experts above, anyone can do translating easily. It is because the processes above give explanation that anyone can follow.

2.2 Translation Method and Procedure

According to Newmark (1988:45), there are eight translation methods. The methods in this context are principles which provide the basis of the way people translating text which obviously headed to the kinds of translation. Translation can be done by choosing one of the eight methods. The methods can be classified into two : four of them are oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis). It can be seen in the figure below :

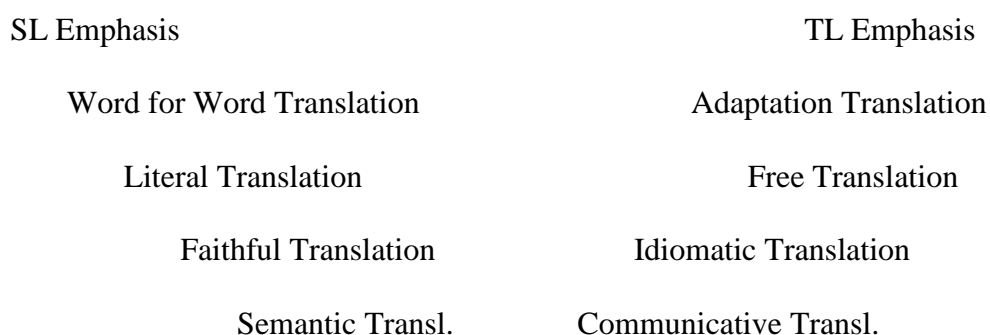


Figure 2 Translation Methods (V-Diagram)

Source : Newmark, Peter. 1988. *A Textbook of Translation*. UK : Prentice Hall.

From the figure above, it can be explained that the eight methods of translation are:

1. Word-for-word translation

The source language word-order is preserved and the words translated singly by their most common meanings out of context. The use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

Example : (SL) Saya bisa berenang.

(TL) I can swim.

2. Literal translation

The source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are translated singly, out of context.

Example : (SL) Jangan bawa bukuku.

(TL) Don't bring my book.

3. Faithful translation

Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer.

Example : (SL) Raden Ajeng Kartini adalah orang Jawa.

(TL) Raden Ajeng Kartini was a Javanese.

4. Semantic translation

It may translate less important cultural words by culturally neutral third or functional terms but not cultural equivalent and it may make other small concessions to the readership.

Example : (SL) Dia adalah orang yang sangat suka membaca.

(TL) He is a book-worm.

5. Adaptation translation

This is the “freest” form of translation. It is used mainly for plays (comedies), a poetry, the source language culture converted to the culture and the text rewritten.

Example : (SL) The rising sun is found not to be the rising sun.

It is the world which goes round.

(TL) Matahari terbit ternyata bukan matahari terbit.

Dunialah yang sebenarnya mengorbit.

6. Free translation

It reproduces the matter without the manner, or the content with the form of the original.

Example : (SL) Sambil menyelam minum air.

(TL) Killing two birds with one stone.

7. Idiomatic translation

Idiomatic translation reproduces the message of the original but tends to distort the nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Example : (SL) Ini sangat mudah.

(TL) It's a piece of cake.

8. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Example : (SL) Awas ada anjing!

(TL) Beware of dog!

Translation methods relate to the whole texts, on the other hand translation procedures are used for sentences and the smaller units of language. Transference

is the process of transferring the source language word to a target language text a translation procedure.

According to Newmark, there are fourteen procedures that are useful to the translator (1988:82-90). They are :

1. Naturalisation

This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-form) of the TL.

Example : *Performanz*, *and attraktiv* in German are translated into *performance and attractive* in English.

2. Cultural equivalent

This is an approximate translation where an SL cultural word is translated by TL cultural word. The translation uses are limited since they are not accurate, but they can be used in general texts, publicity and propaganda, as well as for brief explanation to readers who are ignorant of the relevant source language culture. However, the main purpose of the procedure is to support or supplement another translation procedure in a content.

Example : *baccalaureat* is translated as (the French) “A level”, or (Abitur Matura) as (German/Austrian) “A level”, *Palais Bourbon* as (The French) “Westminster”, *Charcuterie-delicatessen* (now English “deli”), *notaire-sollicitor*.

3. Functional equivalent

This common procedure, applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term. This procedure which is a cultural componential analysis, is the most accurate way of translating.

Example : *Baccalaureat*-French translated in English secondary school leaving exam.

4. Descriptive equivalent

In translation, description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation.

Example : Samurai is described as the Japanese aristocracy from the eleventh to the nineteenth century; its function was “to provide officers and administrators”.

5. Synonymy

This procedure is used for SL word where there is no clear one to one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality. Translator cannot do without synonymy; s/he has to make do with it as a compromise, in order to translate more important segments of the text, segments of the meaning, more accurately. But unnecessary use of synonymy is a mark of many poor translations.

Example : *Person gentile* is translated into English “kind person”.

6. Through translation

Normally, through translation should be used only when they are already recognized terms. The most obvious examples of through-translation are the names of international organizations which often consist of “universal” words which may be transparent for any language.

Example : European Cultural Convention is translated into *Convention Culturelle Europeenne*.

7. Shift or transpositions

A shift or transposition is a translation procedure involving a change in the grammar from SL to TL. One type, the change from singular to plural, or in the position of the adjective. The second type of shift is required when a source language grammatical structure does not exist in the target language. The third type of shift is the one where literal translation is grammatical possible but may not accord with natural usage in the target language. The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure. Transposition is the only translation procedure concerned with grammar and most translators make transpositions intuitively.

Example : The change from singular to plural : Furniture; *des meubles*, applause; *des applaudissements*, advice; *des conseils*.

8. Modulation

Vinay and Darbelnet coined the term “modulation” to define “a variation through a change of viewpoint, of perceptive and very often of category of

thought”. Free modulations are used by translators when target language rejects literal translation.

Example : *buy/sell, lend/borrow for English “loan”*.

9. Recognised translation

This procedure is usually used in the official or generally accepted translation of any institutional term.

Example : “*Mitbestimmung* (in management) has to be translated first as “codetermination”.

10. Translation label

This is a provisional translation, usually of a new institutional term, which can later be discretely withdrawn. It could be done through literal translation.

Example : heritage language is translated into *langue d’heritage*.

11. Compensation

This procedure occurs when loss of meaning, sound effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

Example : *There is really nothing to discuss* translated in Indonesian “tak ada yang perlu dibicarakan lagi kalau begitu”.

12. Componential analysis

The basic process is to compare source language word with target language word which has a similar meaning, but is not an obvious one-to-one equivalent, by demonstrating first their common and their differing sense components.

Example : “*Pleurs*” translated in English “tears” refers to “refined” style.

13. Reduction and expansion

These are rather imprecise translation procedures, in which some cases are intuitively practiced. In this type, the translator has to change the system of the translation work from the original one to obtain the most appropriate translation result to find out the closest equivalent in TL.

Example : *science linguistique* is translated into linguistic. *Belebend* is translated into life-giving.

14. Paraphrase

An amplification or explanation of the meaning, of a segment of the text. It is used in an “anonymous” text when it is poorly written, or has important implications and omissions.

Example : TL equivalent, transcription, neologism, by reproducing the encyclopedic tenor for the linguistic vehicle.

2.3 Meaning

In the translation process, the first thing to do is the total meaning of the source text. Some experts suggest differently about the meaning. Nida states that a

word has some different meanings (1974:51). Larson states that translation is transferring meaning from the source language into the target language (1984:3). It is important for the activity of translating.

There are three types of meaning according to Nida and Taber (1974:34), namely :

1. Grammatical Meaning

Generally, grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be followed if one wants to be understood, but not rules themselves that seem to have any meaning.

Example : “John hit Bill” and “Bill and John”.

Two sentences above show that grammar has meaning.

2. Referential Meaning

This refers to words as symbols which refer to objects, event, abstracts, and relation.

Example : “He bought a *hammer*” and “They will *hammer* the nail”.

The distinct meaning of the term *hammer* is very closely marked by the occurrence of these tem in quite a different contrast with verbs.

3. Connotative Meaning

This refers to how the users of the language react, whether positively or negatively, to the words and their combination. Sometimes, the associations surrounding some words become so strong that people avoid using them at all.

This is what is called verbal taboos. There are positive and negative taboos.

Negative taboos associate the feelings of revulsion, or disgust, against words

such as those which refer to a certain organ of a body and functions. On the other hand, positive taboos associated with feeling or fear : certain words (often names of the powerful beings) are also regarded as powerful, and the misuse of such words may bring destruction upon the hapless users.

Example : “She looks like *shit*” and “Would you please clean this *shit*?”

The first sentence above is included into negative taboo and the second sentence is included into positive taboo.

Soemarno in *Studi Penerjemahan* states that for the importance of translation, generally, meaning can be classified into six types, namely : lexical meaning, grammatical meaning, situational or contextual meaning, textual meaning, sociocultural meaning and implicit meaning.

1. Lexical Meaning

It is a meaning of the elements of language as a symbol and events, etc. In other word, lexical meaning is a meaning that is appropriate according to dictionary, so that a word might have more than one meaning.

Example : The word *miss* has eleven meanings according to English-Indonesian dictionary : nona, tidak menangkap, merindukan, salah menanggapi, tidak mendengar, absen, tidak menjumpai, melalaikan, kehilangan, tidak dapat dan luput.

2. Grammatical Meaning

It is a relationship between the elements of language in a bigger unit. For example, the relationship between a word with another word in a phrase or

clause. Lexical meaning may change into grammatical meaning if it is applied in the right sentence that is appropriate with the grammar.

Example : The word *miss* means “kehilangan” in :

“Society have missed their trust toward law.”

It also means “merindukan” in :

“They miss peaceful life without abuse and violation.”

3 Contextual and Situational Meaning

It is a relationship between the statement with the situation where the statement is used. Basically, every word in a language has as much meaning as the situation or context where the word is used with another word in a sentence.

Example : When a husband pinch his wife in passionate by saying “I really hate you”. The word “hate” is supposed to be translated into “mencintai”, but lexically, the word “hate” means “membenci”.

4 Textual Meaning

It is a meaning that is connected with a text or expression. In other word, a word in a particular text has a meaning too.

Example : The word “interest” in the politic and government science means “kepentingan”, not “perhatian”, “minat”, “bunga”.

5 Sociocultural Meaning

It is the meaning that is connected with the user of sociocultural language. A translator, in doing translation is faced with two cultures, which are the source language culture and the target language culture. Both of them are different one

another, although the terms are the same but the meanings contained in both culture are different.

Example : *Harakiri* in Japan is a form of honored death for the Japanese. But it is not the same with the meaning of commit suicide in other culture.

6 Implicit Meaning

It is an unwritten or unsaid meaning by the user. Usually, it has its own purpose, such as to smoothing, reminding or teasing.

Example : “The front door isn’t locked”.

The sentence shows that the speaker is reminding the hearer to not forget to lock the front door.

2.3 Idiomatic Translation

An idiom is a group of words whose meaning can not be derived from the application of the rules of grammar and the meaning of its individual components. Idiomatic translation is where the meaning of the original is translated into forms, which most accurately and naturally preserve the meaning of the original forms. The terms idiomatic translation, dynamic translation, and free translation are essentially equivalent, and the non-technical term thought-for-thought translation probably is, as well. The term functional equivalence is a subcategory of idiomatic translation. A newer term, meaning-based translation, is also a synonym for idiomatic translation. Larson in Choliludin (2006: 22) states that:

Translation is classified into two main types, namely form-based and the meaning-based translation. Form-based translation attempts to follow the form of the source language and is known as literal translation, while

meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation.

In translation, good theory is based on information gained from practice.

Good practice is based on carefully worked-out theory. The two are interdependent.

A translator shall work only into the language (in exceptional cases this may include a second language) of which he has native knowledge. "Native knowledge" is defined as the ability to speak and write a language so fluently that the expression of thought is structurally, grammatically and idiomatically correct (Meuss in Baker, 1991: 65).

The ideal translation will be accurate as to meaning and natural as to the receptor language forms used. An intended reader who is unfamiliar with the source text will readily understand it. The success of an idiomatic translation is measured by how closely it measures up to these ideals. The ideal translation should be:

1. Accurate: reproducing as exactly as possible the meaning of the source text.
2. Natural: using natural forms of the receptor language in a way that is appropriate to the kind of text being translated.
3. Communicative: expressing all aspects of the meaning in a way that is readily understandable to the intended reader.

Translations that add to the source text or change certain information for a specific affect are called unduly free.

In practice, however, it is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic

forms of language. Translation then falls on a continuum from very literal to literal, to modified literal, to near idiomatic, to idiomatic, and may fall, even more on the unduly free as displayed below:

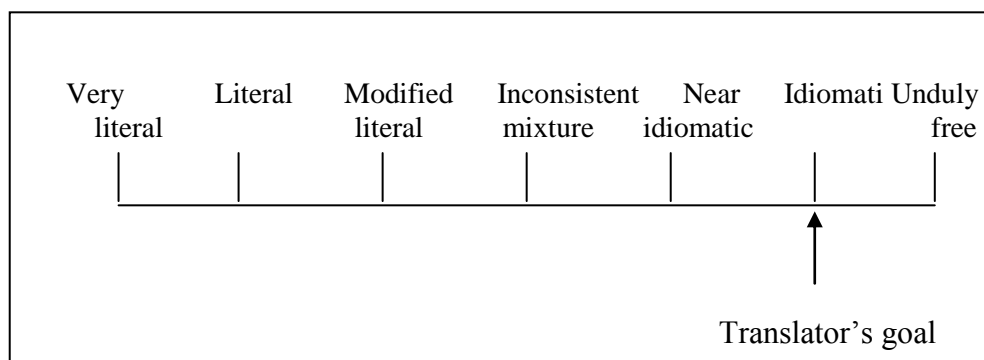


Figure 2 Translation as continuum

Source: (Larson in Cholimudin, 2006: 23-24)

Unduly free translations are considered unacceptable translations for most purposes. Translations are called unduly free according to the following characteristics:

(1) if they add extraneous information not in the source text, (2) if they change the meaning of SL, and (3) if they distort the facts of the historical and cultural setting of the SL text. Sometimes unduly free translations are made for the purpose of humour or to bring about a special response from the receptor language speakers. However, they are unacceptable as normal translation.

Literal translations follow very closely the grammatical and lexical forms of the source text language, whereas idiomatic translations are concerned with communicating the meaning of the source text using the natural grammatical and the lexical items of the receptor language.

An idiomatic translation attempts to make the meaning of the passage

clear, not just give a word-perfect translation. For example:

SL: *Indonesia is a beautiful country that lies at the equator.*

TL: *Indonesia adalah zamrud khatulistiwa.*

The idea here is the translators do the removal of some words in the source language and an idiomatic translation uses a dynamic (or idiomatic) equivalent.

One of the goals of the translation team is to produce a translation that will be acceptable to the receptor language. There are various aspects of the communication situation that may determine the choice of type of translation produced:

1. The actual receptor language forms (grammar and lexicon) are chosen with the educational level of the people in mind, as well as their previous knowledge of the subject matter.
2. A newly literate reader will find it hard to read a translation intended for a highly literate readership.
3. Some people have a strong opinion as to the type of translation that is acceptable. They may expect a close formal equivalence and will not accept a more idiomatic translation.

The ideal of accurate, natural, and communicative is still the goal. However, in practice, this goal may be carried out with differing result by different translation teams.

An idiomatic translation is one that is not only accurate, but also sounds like an original, as if it was not translated but originally created in the reader's language.

Idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically (Larson in Choliludin, 1984: 16).

The real translation as it was always meant to be, translation of ideas and intentions, not just words, into correct, natural and polished language. Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by performing colloquialisms where there do not exist in the original. Baker (1991: 65) assumes that:

A professional translator would, under normal circumstances, work only into his/her language of habitual use, the difficulties associated with being able to use idioms and fixed expressions correctly in a foreign language need not be addressed here. The main problems that idiomatic and fixed expressions pose in translation relate to two main areas: the ability to recognize and interpret an idiom correctly; and the difficulties involved in rendering the various aspects of meaning that an idiom or a fixed expression conveys into the target language (TL). These difficulties are much more pronounced in the case of idioms than they are in the case of fixed expressions.

Meanwhile, idiomatic expression is different from idioms. Idiom is An *idiom* is an expression that *means* something other than the literal meanings of its individual words (Nordquist, 2001:93). Idioms of decoding such as the non-literal *red herring*, *take the bull by the horns*, etc. Are the focus of Makkai's attention in

his book, not those of encoding as exemplified by the English *drive at 70 m.p.h.* instead of *with* as in French, both constructions peculiar to their respective language.

Following the tradition of Soviet phraseology as developed by Vinogradov, Amosova, Babkin, Sanskij, Mel'cuk, and others, as well as the Anglo tradition established by Weinrich (1969), Healeey (1968), and others, Makkai reserves the term *idiom* for units realized by at least two words. These units are glossed as 'any polylexonic lexeme made up of more than one minimal free form or word (as defined by morphotactic criteria)' (Makkai 1972: 122). Such a decision is also in line with the *OED* definition. Requiring an idiom to have at least two independent lexical items excludes expressions consisting of one free form and one or more bound forms added by affixation as the grammar provides adequate decoding rules for such types. Thus, as Makkai argues, the suffix *-wards* has the meaning 'in the direction of' in *forwards, backwards, etc.*, as well as in the more unusual *Chicagowards, *treewards, and *pigwards*, the last form *Lord Emsworth ambled pigwards*, stated by Makkai to be from one of the works of P.G. Wodehouse. Noun + *wards* has a predictable meaning, hence all new forms created on this pattern are similarly interpretable. By contrast, the meaning of an idiom is not predictable from its component parts, which are empty of their usual senses (ibid.: 118).

However, though the constituents of an idiom are empty of their usual senses when the expression is interpreted idiomatically as in *hot potato* 'embarrassing issue', the individual constituents of *hot potato* should be capable of

occurring with their customary or literal meanings ‘food item at a high temperature’(ibid.: 25). The potential ambiguity of idioms of decoding, what Makkai calls their ‘disinformation potential’, arises from this capacity. Accordingly, expressions with unique elements like *kith* in *kith* and *kin* (Makkai’s example) incapable of appearing in other discursive environments and hence nonambiguous, are disqualified as real idioms. Such requirements establish disinformation potential as another key criterion of idiomaticity for Makkai. Consequently, disinformation needs to be distinguished from misinformation, a feature of homonyms, Makkai’s example of such a homonymous expression being *she bears children*, ‘carries’, ‘gives birth to’. According to Makkai, the disinformation potential of idioms of decoding allows for the possibility that the hearer ‘will decode the idiom in logical yet semantically erroneous way’(ibid.: 122).

Makkai classifies idioms of decoding as *lexemic* and *sememic* giving greater attention to the structure of the lexemic variety. Six types of lexemic idioms are identified phrasal verbs(*bring up, get away with, etc.*); tournures(*fly off the handle, rain cats and dogs, etc.*); irreversible binomials (*salt and pepper, bag and baggage, etc.*); phrasal compounds (*blackmail, high-handed, etc.*); incorporating verbs (*eavesdropper, man handle, etc.*); and pseudo-idioms (*spick and span, kith and kin, etc.*).

2.4 Cultural Translation

Newmark in Hoed (2006:79) states that a source text is influenced by some factors, such as, the author (the publisher of the source text), the norms in the SL text, the culture on the source text, the writing and printing on the source text, and the content of the source text. In the target text perspective, the influencing factors are the target reader, norms in the TL text, the culture of the target text, the writing and printing on the target text, and the translators. One of the factors being reviewed here is the culture because it can be a serious problem in translation for the complexity of a culture that culture is different from one place to another, and in translation the language that that are being translated is two languages in two different places that may have a different culture.

“Cultural translation is a translation in which the content of the message is changed to conform to the receptor culture in some way, and/or in which information is introduced which is not linguistically implicit in the original” (Nida and Taber, 1969: 199). From that statement, it can be said that in order to make the target reader comfortable with the translation work, the content of the message can be changed into the content in the culture of the target reader that is more familiar and acceptable to the target readers though finding the right or closest content in the culture of the target readers are not an easy task. In culture, there are seven elements. Those are social organization, work, science, technology, religion, art, and language. Language is one of the culture elements, and it can be presented in a text. However, in a text, the cultural elements are not always fully

presented, because no countries have the same culture, and there are some problems in translating cultural words may occur.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Descriptive qualitative method was used in this research to analyze the problem. It is a research method to describe the subject or the object of the research based on the fact or reality. Descriptive qualitative method describes the population and the evidence of the data systematically, factually and accurately, (Issac *et al* 1981:46).

This study is designed by formulating the problem, collecting the data, analyzing the data and drawing conclusion.

3.2 Unit of Analysis

The unit of analysis of this research is the sentences of the translation of both Source and Target texts which were found in the bilingual children book “Wooly Looked for Friends”.

3.3 Source of Data

The research data were taken from the children story of “WOOLY looked for friends” into “WOOLY mencari teman” in Bilingual book by Arleen A.. This children book was published by Gramedia in 2013.

3.4 Techniques of Data Collection

1. Documentation method is used in collecting the data. the children story of “WOOLY looked for friends” into “WOOLY mencari teman” in Bilingual book by Arleen A.was collected. It contains two languages: English and Indonesian.
2. An interpretive study was done on both versions of the short story. They were read and the sentences of the source text and the target text.

3.5 Techniques of Data Analysis

The framework proposed by Newmark (1988, 45-47) is used to analyze the data. The data collected were analyzed by using the following steps:

1. Reading.

The bilingual children book in both versions was read several times to make it easier to be understood

2. Classifying.

Each sentence was classified according to each method.

3. Explaining.

After each sentence was classified into each method, it was then explained why the method was used.

4. Drawing conclusion.

CHAPTER IV

DATA ANALYSIS

In this part of chapter four, the researcher discusses the analysis and description of the data in the bilingual children book of “Wolly looked for friends” and its translation “Wooly Mencari Teman” which was written and translated by Arleen A.

4.1 The Findings

In this part of the sub chapter, the researcher presents the findings of the method used in translating the sentences on “The Children Story of “Wooly Looked For A Friend” Into “Wooly Mencari Teman” In Bilingual Book By Arleen A”. The findings can be seen in the table below:

Table 4.1

No	Method	Σ	%
1	Word For Word Translation	8	31.42%
2	Faithful Translation	4	11.42%
3	Literal Translation	12	34.28%
4	Semantic Translation	5	14.28%
5	Communicative Translation	5	8.57%
	Total	34	100%

According to table above, it can be seen that the most occurrence method in translating the sentences found in the “The Children Story of “Wooly Looked For A Friend” Into “Wooly Mencari Teman” In Bilingual Book By Arleen A” is word for word translation with 27 numbers. In this case, the translator attempts to preserve and translated the words singly by their most common meanings out of context. The use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

Then it is followed by word by word translation with 8 numbers. Meanwhile, the other method of translation found in the bilingual children book is semantic translation with 5. Then it is followed by word for word translation with 8 numbers. Meanwhile, the other method of translation found in the bilingual children book is semantic translation with 5 as well as communication translation with 5 numbers.. The least number of translation method produced by the translator is faithful translation with 4 numbers.

4.2 Discussion of the Method Found in the Children Bilingual Book

In this sub chapter, the researcher explains and describes the findings of the method used in translating Method of Translating the children story “Wooly Looked for Friends” into “Wooly Mencari Teman” which was written and translated in Bilingual book by Arleen A. For the brief explanations for each finding, it can be seen in the following examples.

Excerpt 1

SL	TL	Method
Wooly the worm is Thomas' pet worm	Wooly adalah seekor cacingeliharaan milik seorang anak laki-laki bernama Thomas	Semantic Translation

It can be seen in the table of the excerpt 1 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence in the source language (SL) **Wooly the worm is Thomas' pet worm** into **Wooly adalah seekor cacingeliharaan milik seorang anak laki-laki bernama Thomas**. Here, the translator tries to translate the sentence in order to the readers can

understand the Target Language easily. If the translator translated the TL into “Wooly si cacing adalah hewan cacing peliharaan Thomas” then it will be very awkward.

The following is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 2

SL	TL	Method
Wooly lives in a clear box in Thomas' room.	Wooly tinggal di sebuah kotak transparan di kamar tidur Thomas.	Semantic Translation

It can be seen in the table of the excerpt 2 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **Wooly lives in a clear box in Thomas' room** in the source language (SL) into **Wooly tinggal di sebuah kotak transparan di kamar tidur Thomas**. Here, the translator tries to translate the sentence in order to the readers can understand the Target Language easily. If the translator translated the TL into “Wooly tinggal di dalam sebuah kotak bening di kamar Thomas” then it sounds weird.

The following excerpt 3 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 3

SL	TL	Method
It is a very comfortable box.	Kotak itu sangat nyaman.	Semantic Translation

It can be seen in the table of the excerpt 3 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **It is a very comfortable box** in the source language (SL) into **Kotak itu sangat nyaman.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into “ini adalah sebuah kotak yang sangat nyaman” then it sounds weird and it may not well accepted by the children.

The following excerpt 4 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 4

SL	TL	Method
The engine started	Mesin pesawat menyala.	Semantic Translation

It can be seen in the table of the excerpt 4 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **the engine started** in the source language (SL) into **mesin pesawat menyala.** Here, the translator tries

to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into “mesin menyala” then it sounds weird and it may not well accepted by the children because it will be confusing to the target readers. They might think what engine is it. That is why the translator translate the sentence by looking at the picture to make the target language more readable.

The following excerpt 5 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 5

SL	TL	Method
Suddenly the engine coughed!	Tiba – tiba mesin berbunyi aneh!	Semantic Translation

It can be seen in the table of the excerpt 5 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **suddenly the engine coughed!** in the source language (SL) into **tiba – tiba mesin berbunyi aneh!** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into “tiba – tiba mesinnya batuk!” then it sounds weird and it may not well accepted by the children because it will be confusing to the target readers. They might think why an engine coughed. That is why the translator

translate the sentence by looking at the picture to make the target language more readable.

The excerpt 6 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 6

SL	TL	Method
“Thank God it was just a dream,” said Wooly.	“Untung hanya mimpi,” kata Wooly.	Semantic Translation

It can be seen in the table of the excerpt 6 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **“Thank God it was just a dream,” said Wooly** in the source language (SL) into **“Untung hanya mimpi,” kata Wooly**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into “terimakasih Tuhan ini hanya mimpi” then it sounds weird and it may not well accepted by the children because it will be confusing to the target readers. That is why the translator translate the sentence by looking at the picture to make the target language more readable.

The excerpt 7 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 7

SL	TL	Method
He told Woosy all about his dream.	Dia menceritakan mimpinya kepada Woosy.	Semantic Translation

It can be seen in the table of the excerpt 7 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **He told Woosy all about his dream** in the source language (SL) into Dia menceritakan mimpinya kepada Woosy. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into “Dia menceritakan kepada Woosy semua mimpinya” then it sounds unnaturally and it may not well accepted by the children because it will be confusing to the target readers. That is why the translator translate the sentence by looking at the picture to make the target language more readable as the context for translating the sentence.

Meanwhile, the following excerpt 4 is the example of word for word translation method used by the translator in translating the bilingual children book.

Excerpt 8

SL	TL	Method
Wooly loves Thomas	Wooly menyanyangi Thomas.	Word for Word Translation

It can be seen in the table of the excerpt 8 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Wooly loves Thomas** in the source language (SL) into **Wooly menyanyangi Thomas**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

Meanwhile, the following excerpt 9 is the other example of word for word translation method used by the translator in translating the bilingual children book.

Excerpt 9

SL	TL	Method
Thomas also love him very much.	Thomas juga sangat menyanyangi Wooly	Word for Word Translation

It can be seen in the table of the excerpt 9 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Thomas also loves him very much** in the source language (SL) into **Thomas juga sangat menyanyangi Wooly**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 10 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 10

SL	TL	Method
But sometimes Wooly feels lonely when Thomas goes to school.	Tetapi kadang-kadang Wooly merasa kesepian jika Thomas pergi ke sekolah.	Word for Word Translation

It can be seen in the table of the excerpt 10 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **But sometimes Wooly feels lonely when Thomas goes to school** in the source language (SL) into **Tetapi kadang-kadang Wooly merasa kesepian jika Thomas pergi ke sekolah.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 11 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 11

SL	TL	Method
Wooly wandered into the kitchen and saw something that looked like a yellow worm.	Wooly berkelana di dapur dan melihat sesuatu yang tampak seperti cacing kuning.	Word for Word Translation

It can be seen in the table of the excerpt 11 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Wooly wandered into the kitchen and saw something that looked like a yellow worm**

in the source language (SL) into **Wooly berkelana di dapur dan melihat sesuatu yang tampak seperti cacing kuning**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 12 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 12

SL	TL	Method
Wooly wandered into the kitchen and saw something that looked like a yellow worm.	Wooly berkelana di dapur dan melihat sesuatu yang tampak seperti cacing kuning.	Word for Word Translation

It can be seen in the table of the excerpt 12 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Wooly wandered into the kitchen and saw something that looked like a yellow worm** in the source language (SL) into **Wooly berkelana di dapur dan melihat sesuatu yang tampak seperti cacing kuning**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 13 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 13

SL	TL	Method
"hi, I'm Wooly," he said.	"Hai, aku Wooly," katanya.	Word for Word Translation

It can be seen in the table of the excerpt 13 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **"hi, I'm Wooly," he said** in the source language (SL) into **"Hai, aku Wooly," katanya**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 14 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 14

SL	TL	Method
But the yelow thing was quiet.	Tetapi benda kuning itu diam saja.	Word for Word Translation

It can be seen in the table of the excerpt 14 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **But the yelow thing was quiet** in the source language (SL) into **Tetapi benda kuning itu diam saja**. Here, the translator tries to translate the sentence in order to the

readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 15 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 15

SL	TL	Method
Then he went to the shoe shelf and saw a colorful looking worm sleeping on Thomas' sister's shoes.	Lalu dia pergi ke rak sepatu dan melihat seekor cacing berwarna-warni tidur di atas sepatu saudara wanita Thomas.	Word for Word Translation

It can be seen in the table of the excerpt 15 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Then he went to the shoe shelf and saw a colorful looking worm sleeping on Thomas' sister's shoes** in the source language (SL) into **Lalu dia pergi ke rak sepatu dan melihat seekor cacing berwarna-warni tidur di atas sepatu saudara wanita Thomas**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 16 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 16

SL	TL	Method
But the colorful thing kept on sleeping.	Tetapi benda berwarna-warni itu terus tidur.	Word for Word Translation

It can be seen in the table of the excerpt 16 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **But the colorful thing kept on sleeping** in the source language (SL) into **Tetapi benda berwarna-warni itu terus tidur**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 17 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 17

SL	TL	Method
Hi friend I'm Woo	Hai, Teman, Saya Woo	Word for Word Translation

It can be seen in the table of the excerpt 17 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Hi friend I'm Woo** in the source language (SL) into **Hai teman, saya Woo**. Here, the

translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 18 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 18

SL	TL	Method
He hadn't finished saying his name.	Dia belum selesai menyebutkan namanya.	Word for Word Translation

It can be seen in the table of the excerpt 18 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **He hadn't finished saying his name** in the source language (SL) into **Dia belum selesai menyebutkan namanya**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 19 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 19

SL	TL	Method
And the airplane flew high into the sky	Dan pesawat itu terbang tinggi ke angkasa	Word for Word Translation

It can be seen in the table of the excerpt 19 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **and the airplane flew high into the sky** in the source language (SL) into **dan pesawat itu terbang tinggi ke angkasa**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

The excerpt 20 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 20

SL	2	Method
I, Wooly the pilot, am flying	Aku, si Pilot Wooly, sedang terbang.	Word for Word Translation

It can be seen in the table of the excerpt 20 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **I, Wooly the pilot, am flying** in the source language (SL) into **Aku, si pilot Wooly, sedang terbang**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

The excerpt 21 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 21

SL	TL	Method
“Aaaahh”, shouted Wooly.	“Aaahhh.., Teriak Wooly.	Word for Word Translation

It can be seen in the table of the excerpt 21 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Aaahhh, shouted Wooly** in the source language (SL) into **Aaahh, teriak Wooly**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

Another excerpt 22 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 22

SL	TL	Method
“Wooly, wake up,” said Woosy.	“Wooly, bangun”, kata Woosy	Word for Word Translation

It can be seen in the table of the excerpt 22 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **“Wooly, wake up,” said Woosy** in the source language (SL) into **“Wooly, bangun”, kata Woosy**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

Another excerpt 23 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 23

SL	TL	Method
“Wooly, butterflies fly, we, worms, don’t fly” said Woosy.	“Wooly, kupu-kupu terbang, kita, cacing, tidak terbang”, kata Woosy.	Word for Word Translation

It can be seen in the table of the excerpt 23 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **“Wooly, butterflies fly, we, worms, don’t fly” said Woosy** in the source language (SL) into **“Wooly, kupu-kupu terbang, kita, cacing, tidak terbang”, kata Woosy**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In

translating the sentence, the translator refers to the picture as the cotext to make easier to translate the sentences.

Meanwhile, the following excerpt below is another example of different method found in the bilingual children book. This method of translation is communicative translation.

Excerpt 24

SL	TL	Method
“What a snabbish worm”,	“Cacing yang sombong”,	Communicative Translation

It can be seen in the table of the excerpt 24 above that the translator of the bilingual book translated the sentence in the Source Language by using communicative translation. In this case, the translator translates the sentence **what a snabbish worm** in the source language (SL) into **cacing yang sombong**. Here, the translator attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. So, the translaor hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt 25 below is the other example of communicative translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 25

SL	TL	Method
What a lazy worm.	Cacing yang malas	Communicative Translation

It can be seen in the table of the excerpt 25 above that the translator of the bilingual book translated the sentence in the Source Language by using communicative translation. In this case, the translator translates the sentence **what a lazy worm** in the source language (SL) into **cacing yang malas**. Here, the translator attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt 26 below is the other example of communicative translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 26

SL	TL	Method
What a fast little worm	Cacing kecil yang gesit	Communicative Translation

It can be seen in the table of the excerpt 26 above that the translator of the bilingual book translated the sentence in the Source Language by using communicative translation. In this case, the translator translates the sentence **what a fast little worm** in the source language (SL) into **cacing kecil yang gesit**. Here,

the translator attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

Meanwhile, the following excerpt below describe the example of literal translation method used by the translator in translating the sentences found in the bilingual children book.

Excerpt 27

SL	TL	Method
Near a hole he saw a gray worm.	Di dekat sebuah lubang, dia melihat cacing abu-abu.	Literal Translation

It can be seen in the table of the excerpt 27 above that the translator of the bilingual book translated the sentence in the Source Language by using literal translation. In this case, the translator translates the sentence **Near a hole he saw a gray worm** in the source language (SL) into **Di dekat sebuah lubang, dia melihat cacing abu-abu**. Here, the translator attempts to render the sentence to their nearest target language equivalents, but the lexical words are translated singly, out of context. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt below describe the example of literal translation method used by the translator in translating the sentences found in the bilingual children book.

Excerpt 28

SL	TL	Method
When the worm ran very fast in front of him.	Tapi cacing itu berlari cepat sekali di depannya.	Literal Translation

It can be seen in the table of the excerpt 28 above that the translator of the bilingual book translated the sentence in the Source Language by using literal translation. In this case, the translator translates the sentence **When the worm ran very fast in front of him** in the source language (SL) into **Tapi cacing itu berlari cepat sekali di depannya**. Here, the translator attempts to render the sentence to their nearest target language equivalents, but the lexical words are translated singly, out of context. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt below describe the example of literal translation method used by the translator in translating the sentences found in the bilingual children book.

Excerpt 29

SL	TL	Method
On Thomas' desk, he saw a very stiff looking worm.	Di atas meja tulis Thomas, dia melihat cacing yang kelihatan sangat kaku.	Literal Translation

It can be seen in the table of the excerpt 29 above that the translator of the bilingual book translated the sentence in the Source Language by using literal

translation. In this case, the translator translates the sentence **On Thomas' desk, he saw a very stiff looking worm** in the source language (SL) into **Di atas meja tulis Thomas, dia melihat cacing yang kelihatan sangat kaku**. Here, the translator attempts to render the sentence to their nearest target language equivalents, but the lexical words are translated singly, out of context. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt below describe the example of literal translation method used by the translator in translating the sentences found in the bilingual children book.

Excerpt 30

SL	TL	Method
Do you want to be my friend?	Kau mau jadi temanku?	Literal Translation

It can be seen in the table of the excerpt 30 above that the translator of the bilingual book translated the sentence in the Source Language by using literal translation. In this case, the translator translates the sentence **do you want to be my friend?** in the source language (SL) into **Kau mau jadi temanku?** Here, the translator attempts to render the sentence to their nearest target language equivalents, but the lexical words are translated singly, out of context. In this case, the translator did not produce a question word "apakah" in the TL. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt below describes another example of literal translation method used by the translator in translating the sentences found in the bilingual children book.

Excerpt 31

SL	TL	Method
Let's play	Main yuk	Literal Translation

It can be seen in the table of the excerpt 22 above that the translator of the bilingual book translated the sentence in the Source Language by using literal translation. In this case, the translator translates the sentence **Let's play** in the source language (SL) into **main yuk**. Here, the translator attempts to render the sentence to their nearest target language equivalents, but the lexical words are translated singly, out of context. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following excerpt is another example of method of literal translation which was found in the children bilingual book.

Excerpt 32

SL	TL	Method
Wooly looked great in his helmet.	Wooly tampak keren dengan helmnya.	faithful Translation

It can be seen in the table of the excerpt 32 above that the translator of the bilingual book translated the sentence in the Source Language by using literal translation. In this case, the translator translates the sentence **Wooly looked great in his helmet** in the source language (SL) into **Wooly tampak keren dengan helmnya**. Here, the translator attempts to render the sentence above to their nearest target language equivalents, but the lexical words are translated singly, out of context. It might be difficult to understand if the translator translates into **Wooly kelihatan besar dalam helmnya**. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

Meanwhile, the following example shows the other translation method used by the translator in translating the sentences found in the bilingual children book. This method is faithful translation.

Excerpt 33

SL	TL	Method
But the worm didn't move.	Tapi cacing itu tidak bergerak.	faithful Translation

It can be seen in the table of the excerpt 33 above that the translator of the bilingual book translated the sentence in the Source Language by using faithful translation. In this case, the translator translates the sentence **But the worm didn't move** in the source language (SL) into **Tapi cacing itu tidak bergerak**. Here, the translator attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical

structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following example shows the other translation method of faithful translation used by the translator in translating the sentences found in the bilingual children book.

Excerpt 34

SL	TL	Method
Outside the window, he saw a very pretty worm.	Di luar jendela, dia melihat seekor cacing yang sangat cantik.	faithful Translation

It can be seen in the table of the excerpt 34 above that the translator of the bilingual book translated the sentence in the Source Language by using faithful translation. In this case, the translator translates the sentence **Outside the window, he saw a very pretty worm** in the source language (SL) into **Di luar jendela, dia melihat seekor cacing yang sangat cantik**. Here, the translator attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

The following example shows the other translation method of faithful translation used by the translator in translating the sentences found in the bilingual children book.

Excerpt 35

SL	TL	Method
I think, I'll call her Woosy.	Akan ku namai Woosy	faithful Translation

It can be seen in the table of the excerpt 35 above that the translator of the bilingual book translated the sentence in the Source Language by using faithful translation. In this case, the translator translates the sentence **I think, I'll call her Woosy** in the source language (SL) **akan kunamai Woosy**. Here, the translator attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer. So, the translator hopes that the readers, in this case the children, will understand the TL easily.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Observing from the comprehensive analysis of the news text taken from a bilingual children book, it can be concluded that the translators used various methods in rendering the English texts as the source language text into Indonesian as the target language text. The method is divided into some methods such as word for for thanslation, semantic, literal, and faithful.

The most method used by the translator intranslating the bilingual children book is word for word translation. The translator applies word for word translation method due to the purpose to maintain the naturalness and the readability of TL text. It can be seen that word for word translation with 16 numbers. In this case, the use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process. Then it is followed by semantic translation with 7 numbers. Meanwhile, the other method of translation found in the bilingual childen book is literal with 5 and faithful translation with 3 and the least is communicative translation with 2 numbers found.

5.2 Suggestion

The result of this study can be used as guidelines for inexperienced translators when facing the similar problems. The findings can also help the interested translators to be aware of translation problems since there are differences between the SL and the TL.

Meanwhile, there are some suggestions from the researcher for further studies, they are:

1. It would be interesting to analyze other translation work of the same translator to observe if the method used in translation will remain the same.
2. This translation analysis emphasized only at the word level according to Zuchridin Suryawinata and Sugeng Haryanto's classification. It will be interesting to analyze other levels such as grammatical, or textual pragmatic.
3. There should be a translation analysis in other text types such as novels, short stories, business and articles in magazines or newspapers.

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