THE EQUIVALENT EFFECT IN ANGIE KILBANE'S TRANSLATION WORKS OF NOVEL *THE LAND OF FIVE TOWERS*: TRANSLATION METHOD

THESIS

Tri Rahma Dina Yanti
NIM 11320082

ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

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Advisor
Prof. Dr. H. Mudjia Rahardjo, M.Si

By
TRI RAHMA DINA YANTI
NIM 11320082

ENGLISH LANGUAGE AND LETTERS DEPARTMENT
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APPROVAL SHEET

This is to certify that the Sarjana thesis of Tri Rahma Dina Yanti, entitled "**The Equivalent Effect in Angie Kilbane's Translation Works of Novel *The Land of Five Towers*: Translation Method"** has been approved by the advisor for further approval by the Board of Examiners as one of the requirements for the Degree of Sarjana Sastra (S.S) in English Letters and Language Department.

Approved by

The Advisor,   Acknowledged by

The Head of English Language and

Letters Department,

Prof. Dr. H. Mudjia Rahardjo, M.Si   **Dr. Syamsudin, M.Hum**

NIP. 19590101 199003 1 005   NIP.19740211 199803 2 002

Malang, _____

Acknowledged by the Dean of

the Faculty of Humanities

Dr. Hj. Istiadah, M.A.

NIP. 19670313 199203 2 002

CERTIFICATE OF THESIS AUTHORSHIP
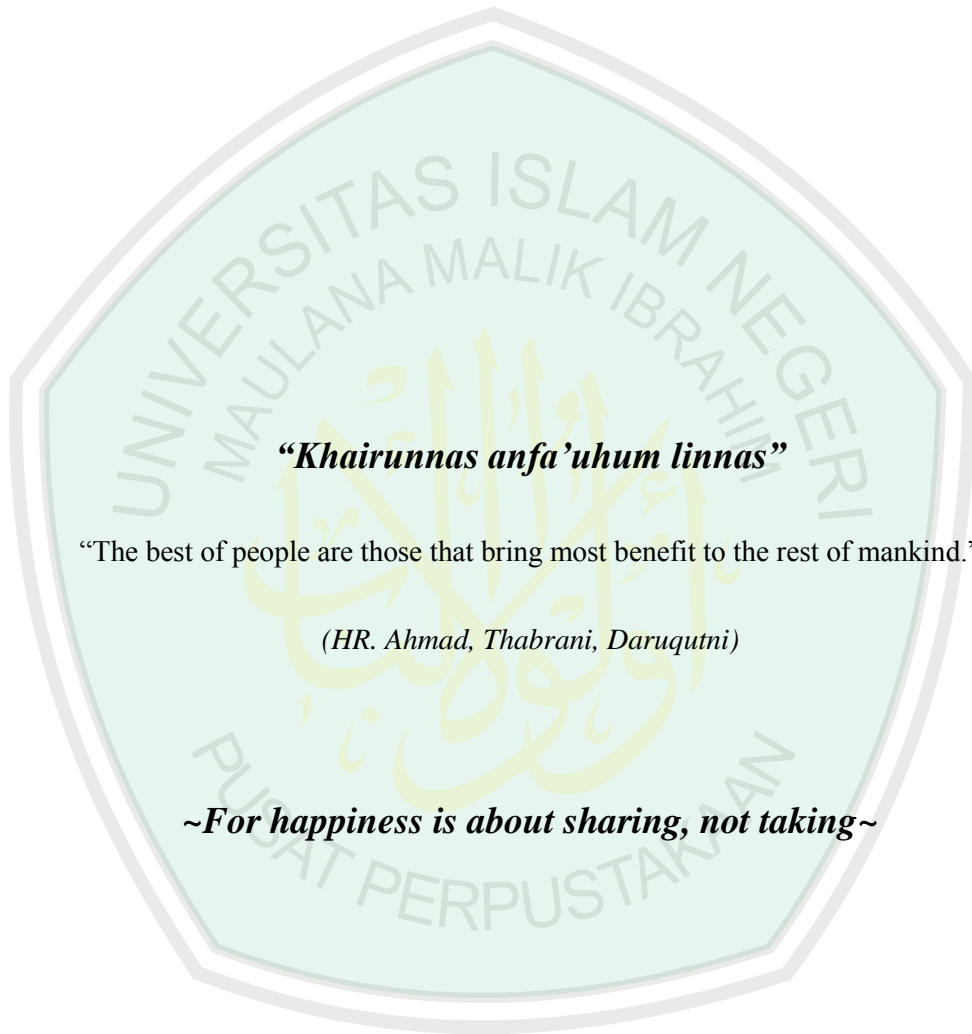
Herewith I,

Name   : Tri Rahma Dina Yanti

ID Number   : 11320082

Faculty : Humanities

Department   : English Language and Letters

declare that the thesis I wrote to fulfill the requirement for the degree of *Sarjana Sastra (S1)* in English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang entitled "The Equivalent Effect in Angie Kilbane's Translation Works Of Novel *The Land Of Five Towers*: Translation Method" is truly my original work. It does not incorporate any materials previously written or published by another person   except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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The Researcher,

Tri Rahma Dina Yanti

"Khairunnas anfa'uhum linnas"

"The best of people are those that bring most benefit to the rest of mankind."

(HR. Ahmad, Thabrani, Daruqutni)

~For happiness is about sharing, not taking~

DEDICATION

*My father, my inspiration to keep on learning, Mubin.*
My mother, who gives me a warm love in every second of my life, Sulastri
Dian, Danish and my family, thanks for the wholehearted support

My advisor, Prof. Dr. H. Mudjia Rahardjo, M.Si 'I thank him for every second of the
chance to share his constructive suggestion, experience, and knowledge

My teachers, my lecturers, and my friends 'I thank them for every encouragement they
have shared'

All people who are interested in linguistics and translation
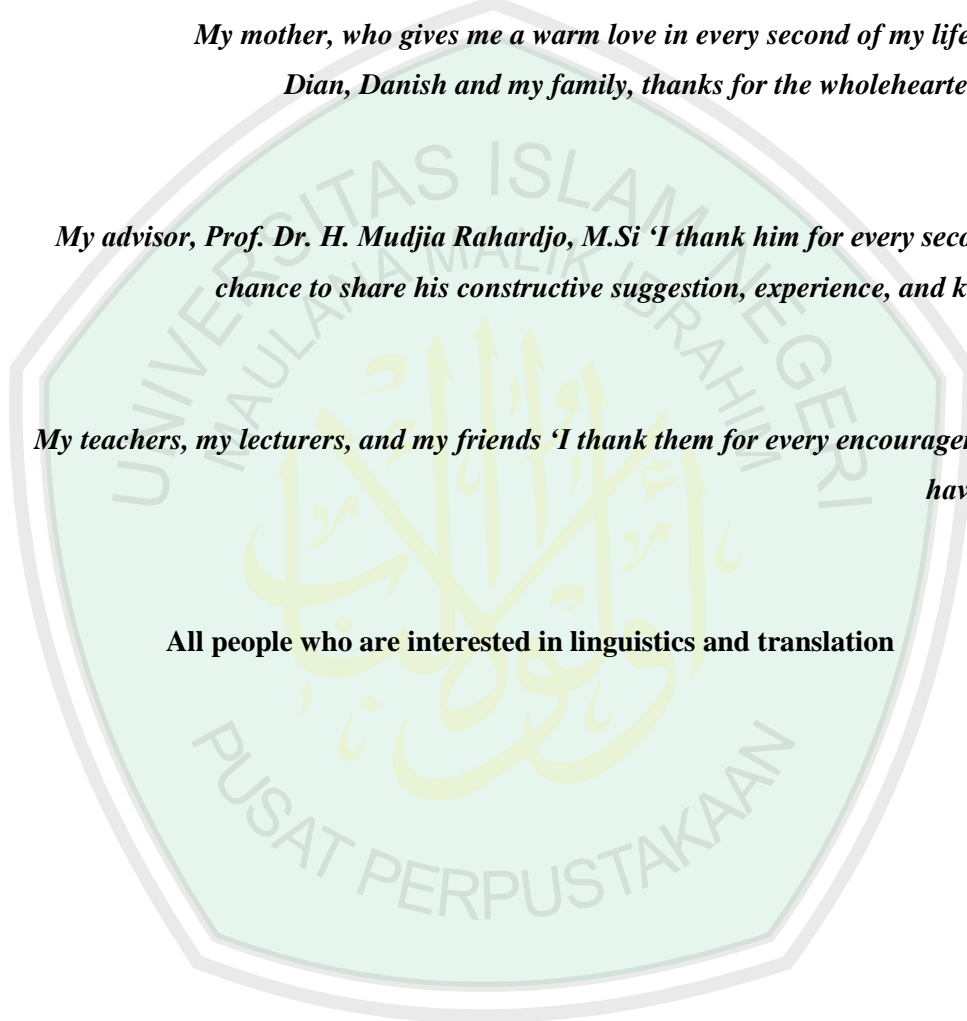
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Alhamdulillah, all praise belongs to Allah SWT. for His blessing, mercy, and guidance until I can accomplish my thesis entitled **"**The Equivalent Effect in Angie Kilbane's Translation Works Of Novel *The Land Of Five Towers* : Translation Method**"** as the requirement for the degree of Sarjana Sastra. Sholawat and salam are delivered to the prophet, Muhammad Peace be upon him, who has guided his followers to the new civilization.

Finishing this thesis, the researcher is aware that there are many people who have given their support and suggestion.

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Finally, as the human being, I am really aware of some lack of perfection in this research; therefore, I expect endless constructive suggestion for the betterment of the research in this area to help the future researchers to conduct much better researches in Linguistics, especially in translation.

Malang, _____
Author,

Tri Rahma Dina Yanti

ABSTRACT

This study focuses on the equivalent effect which is produced in translation work of Angie Kilbane, the translator of *Negeri 5 Menara.* It is significance to be analyzed in order to find the pattern of the translation method (Indonesian – English) which is employed by the translator. Due to the fact that there are cultural forms which belong to certain culture and language, thus the value or cultural transmission is highly considered to give understanding towards the target readers. *Negeri 5 Menara* by A.Fuadi is also firmly holding Indonesian culture, so that Kilbane do several observations in order to understand the context of the novel before translating it into English. Nida (1975), states that the purpose of any translation works is fundamentally to reach the closest meaning and style as natural as possible.

Due to the problem of non-equivalent in translation, the researcher conducts the research by employing the theory of Baker (1992) equivalence in word level, and conducting library research. The researcher applies a qualitative descriptive study in the research design. The data are gathered by reading comprehensively, noticing the cultural words (non-equivalence words), arranging in a draft, and analyzing.

The finding shows that some strategies used by professional translators proposed by Baker are translation by a more general word (superordinate), translation by cultural substitution, translation using a loan word or loan word plus explanation, and translation by paraphrase sing related or unrelated word. The data show the results that the strategy which is mostly used by Kilbane is the translation using loan word plus explanation. As a final finding, this analysis can contribute towards language-translation research theory to produce the more qualified translation work.

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CHAPTER I

INTRODUCTION AND RESEARCH METHOD

This chapter covers the significance information of the research as the starter point and the method to do the research. Introduction is including the following research questions, research objectives, significances of the research, scope and limitation and definitions of the key terms. In the part of research method, the researcher will elaborate approach and kind of research, instrument of the research, data and data sources, procedure of data collection, data analysis, triangulation and overview of the research design.

1.1 Introduction

1.1.1 Research Background

This research investigates the novel The Land of Five Towers (Fuadi, 2012) equivalence effect in translation method Transferring the idea from one source to other languages requires a high skill of translator in order to produce a qualified works of translation. One of the most significant elements of translation to be achieved is the equivalence effect. Equivalency is the key to get the same effect of the source text (Newmark, 1988). This development of translation is due to the demands of the society by which the need of qualified books nowadays is highly increasing, either scientific works or fiction. It is proven by the number of translation works produced in the last decade. *Harry Potter, The Davinci Code,* and *The Lord of the*

Rings are some novels which are translated into more than 20 languages. Thus, as this phenomenon says, it is urgent to conduct a research in providing the information related to translation method, both for educators and practitioners, as one of the tangible proofs in holding the responsibility as a learner in Linguistics area.

The different culture might produce the different context in understanding a text. Furthermore, some expressions are limited to some culture belonging which cannot be found in the other cultures, countries, or languages. Due to the demand of society in terms of qualified reading materials, great deals of works are nowadays translated into other languages. In this case, the qualified works of Indonesian also need to be expanded to the readers all over the world by translating the works into foreign language, in this case, English, as it is used by the most population in this world. Thus, the research in the area of language translation is needed to conduct in order to find the best method to transfer the source language, (SL) into target language (TL).

One of the most significant issue in translation is about achieving the 'equivalent effect' in order to produce the same effect or as close as possible on the readers side (Newmark, 1988). It could not be separated from the different aspect of language and culture. The cultural aspect of the SL text which are need to underline is; all neologisms, metaphors, cultural words and institutional terms peculiar to the third language, proper names, technical terms and Untranslatable' words (Nida, 1975).

There is a notion of non- equivalent words as well in translating, untranslatable words are the ones that have no ready one-to-one equivalent in the TL; they are likely to be qualities or actions - descriptive verbs, or mental words -words relating to the mind, that have no cognates in the TL. The purpose of dictionaries is to indicate the semantic ranges of words as well as, through collocations, the main senses. This different perspective of theory also becomes the significant point to be noticed, as the dialogue of the research.

Working on the text level, it is intuitively and automatically make certain 'conversions1; you transpose the SL grammar (clauses and groups) into their 'ready1 TL equivalents and you translate the lexical units into the sense that appears immediately appropriate in the context of the sentence. The other aspects need to be considered in achieving the equivalent effect is phaticisms. Some phaticisms are 'universal', others (e,g. references to the weather) cultural, and they should be rendered by standard equivalents, which are not literal translations. (Nida, 1975)

Those significant in terms of equivalent effect of translating Indonesian works to other languages is seen as the significant findings, since the previous Thesis found in the faculty only focusing on the translation method, not in the area of equivalent effect. The researcher, hence, is going to find the method employed by Kilbane in producing the equivalent effect. The research done by Ummatin (2012) on the translation method used in the novel The Land of Five Towers get the result that the interpreter uses five methods proposed by Newmark, the method of literal translation,

faithful translation method, method of semantic translation, adaptive translation method, and the method of free translation , Research conducted by Ummatin different from that researchers are currently doing in terms of equivalence. This study focuses on terms equivalent effect generated by the translator, Angie Kilbane, making this study expands the findings regarding the translation method. In addition, Natalia (2014) also conducted a similar study, but has the object of study and different theories, research results Natalia mentioned that the translation of words and expressions of cultural content in the translation of the novel Twilight America using ten procedures proposed by Newmark, and the procedure most often used is transferring and naturalization. It is different with this study, since the results of this study will contribute in particular to the understanding of the two cultures in translation so as to transfer the concept or the desired value of the source language.

1.1.2 Research Questions

Due to the fact that the equivalent effect of cultural transmission becoming the main issue, the research focuses are constructed below:

a. How does the translator produce the 'equivalent effect' between Indonesian and English in order to make a natural Target Language (TL) text?

b. What is the most effective translation strategy being applied by the translator (Angie Kilbane) in dealing with non-equivalence in the novels?

1.1.3. Research Objectives

a. To describe the methods of translating used in fulfilling the natural and understandable work of translation performed in the novel.

b. To designate the transmission of different language into the same sense by elimination the gap of culture.

1.1.4 Significances of the Research

a. Theoretical Significance

This result of the study is supposed to contribute in broadening the theory of Indonesian – English translation in general. Furthermore in applied linguistics area, facilitating the lecturer and students in applying the theory in translating.

b. Practical Significance

It is designated to be the platform of Indonesian and Foreigners in achieving the natural works of translation from Indonesian works to English, and vice versa.

1.1.5 Scope and Limitation

The scope of this research is page 1 – 127 of *The Land of Five Towers*, since it only focusing in finding the cultural aspects which are performed in the novel, which has various cultural elements into the English target text, the international language for international reader, in a novel Negeri 5 Menara, written by Ahmad Fuadi into The Land of Five Towers translated by Angie Kilbane. Meanwhile the

limitation of this research is, the researcher only analyzes the script without regarding the background of the translator, the achievement of the translator, and the skill of the translator which may influence in the translation work.

1.1.6 Definitions of the Key Terms

a. Equivalence effect   : it is started with the word 'equivalent'; equivalence means having the same amount, value, purpose, qualities, etc., some technical words, institution, are several difficulties found to transfer the message into another languages in the novel. this research is going to employ Baker's theory in finding the cultural transmission in achieving the equivalent effect; that is producing the same sense or effect or as close as possible on the side of the readers.

b. The Land of Five Towers   : it is a novel written by A. Fuady, one of his trilogy novels which become one of Indonesian best seller.

1.2 Research Method

1.2.1 Approach and Kind of Research

Qualitative research is employed by the researcher since it is going to give profounder understanding in the translation equivalent effect. *The research method is also defined as a set of complementary methods used in conducting the research*

(Sugiyono, 2003). Qualitative research methods are research methods that are based on the philosophy post positivism, used to examine the condition of natural objects, (as the opponent is an experiment) where the researcher is a key instrument. The purpose is to describe the whole thing related to the cultural words in the Novel of "The Land of Five Towers". The approaching which is used by the researcher in this research is qualitative descriptive.

In addition, from the viewpoint of mode enquiry, this study is included into a qualitative study. It is qualitative because this study is done to identify the variation of cultural words found in the novel The Land of Five Towers (Fuadi, 2012) and to investigate various translation techniques used by the translator in translating the Indonesian cultural words then this study can be classified into qualitative study. Kumar (2011) said that a study is classified as qualitative if the purpose of the study is primarily to describe a situation; if the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales); and if the analysis is done to establish the variation in the situation, phenomenon or problem without quantifying it.

1.2.2 Instrument of the Research

The researcher is the main instrument of the research because she is the one who is actively involved with the script of novel by reading and analyzing the novel. It can be shown in the process of data collecting which requires the researcher to

mainly involve in the process of observation. However, the researcher is also supported by some other experts in translation and instruments in conducting the research.

1.2.3 Data and Data Sources

The data source of this study is the script of both novel of "*The Land of Five Towers and Negeri 5 Menara*" the written source is taken in analyzing the method of translation, especially in producing the equivalent effect. The data of this study is words, phrase, or sentences which contain the cultural aspects of source language (Indonesian).

1.2.4 Procedure of Data Collection

To ease the analysis, the data are going to be collected and associated based on the sub topic that is written in the novel. Collecting of data is the most important step in the research, because primary purpose from the study is getting data. Without understanding the data collection techniques, the researchers will not get the data that meets specified standards of data (Sugiyono, 2009). For this research, the researcher will use purposive sampling in gaining and collecting the data.

1.2.5 Data Analysis

To analyze the data, the researcher is going to take the following steps:

1. Finding the words or sentences related to Indonesian culture provided in the novel. It is important to be profound in the cultural description in the text in order to classifying the data into well order.

2. Categorizing the words into some classifications.

3. Analyzing the data using the theories of equivalent effect. This is one of the most important steps, since it is going to make the analysis of the data is significant enough or not.

4. Formulating in conclusions.

1.2.6 Triangulation

To acquire the consistency of the data, investigator triangulation is employed. In this study, the data are going to be rechecked by practitioner of translation. More importantly, this can give contribution to the analysis of equivalent effect by having a data verifications.

1.2.7   Overview of the Research Design

No.	Research Question	Form of Data	Data Collection Technique	Data Analysis
1.	How does the translator produce the 'equivalent effect' between Indonesian and English in order to make a natural Target Language (TL) text?	Word, Phrase, Sentences	Finding the expressions and utterances that belong to some Equivalence method	After the data has been collected, the researcher identifies the kind of the method.
2.	What is the most frequently translation method being applied by the translator (Angie Kilbane) in the novels?	word, phrase, sentence,	From the data analysis, notice and count the most frequent method employed by Kilbane.	After consolidates the data based on the subtopic, the researcher analyzes the data using the theory, and finally find the most frequent method in

				translating Indonesian Novel to English.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter covers the theories and previous studies which are going to be the analysis tools to examine the data findings. Furthermore, the theories had been found by the experts and the previous studies give the strong foundation to do this research. As the focus of the research is the translation, the researcher provides the main and supporting theories related to translation methods, particularly in producing equivalent effect.

2.1 Translation

(Catford, 1965: 1) argue that "*Translation is an operation performed on languages: a process of substituting a text in one language for a text on another, translation must make use of a theory of language, general linguistic theory.*" It performs that process of transferring a text into different languages cannot be separated from the theory of language. Furthermore (Machali , 2000: 9) states that the distinction between product and process is important in translation activities. When we see translation as a process, means that we pursue a path traversed by the interpreter to arrive at the final result. This means that we see the stages of what should be passed through a translator, what procedures are in its path, the methods used, and why he chose a particular term to translate a concept rather than choosing

other terms the same meaning, and so on. (Nida and Taber, 1982: 12) argue that translating is reproducing the closest natural equivalence of a source language message. According to those translators the closest natural equivalent both in terms of language and in the style of the recipient is the main key in translation process. In other words, the more natural results of translation which makes the reader do not realize reading a translation work, is, a proof of qualified work of translation. The central problem of translation practice is that of finding TL translation equivalence and the main idea of translation theory is that of defining the nature and condition equivalence.

This idea is quiet similar to others definition about translation that mentioned about the equivalence between the source text (SL) and the target text (TL).

So it is very acceptable that translation deals real good relation with equivalence.

In translating source language text into target language text, the translator has to find the closest natural equivalent. Nida in Venuti (2000:127) state that "some translations have a very close formal and semantic correspondence by providing notes and comment, and some others are not so much concerned with it and not giving information". He then distinguished the basic orientations in translation into two types of equivalence; those are formal and dynamic equivalence. Formal equivalence is oriented on the transfer of the message or idea from SL to TL. The aim of this orientation is to make transferring of the message as closely and meaningfully as possible in the TL with different possible elements in the SL. By applying this

orientation, the translator tends to translate the form and the content of the SL text literally and meaningfully. On the other hand, dynamic equivalence is not focused in matching the message in the SL with the TL message. It is oriented to make a natural expression by relating the reader within the context of its own culture. Dynamic equivalence focuses in delivering the message from the SL into the TL as naturally as possible. It is a pretty hard work in finding the perfect equivalence for a translator, so he may found the closest natural equivalence in order to make a good translation work, a process of doing a translation. To evaluate a translation work, there are several things to consider and decide whether the translation work is good or bad. Larson (1984:6) mentioned the characteristics of a good translation as follows:

a. Use the normal language forms of the receptor language;

b. Communicate to the receptor language speakers the same meaning that was understood by the speaker of the source language;

c. Maintain the dynamics of the original source language text.

With those characteristics given by Larson, we can evaluate a translation work and have the understanding of which one is a good translation work. Those only the characteristics or criteria of a good translating work but in evaluating, it needs deeper analysis and also there are other factors that affected it. One of the factors and the most essential one is the translator itself. A translator should have a very good knowledge on translation for making a good translation work, on how to make it, how

to produce it. Then he/she should know the process of translation, how to do a translation work.

2.2 Equivalent Effect

This research employs the equivalence theory of (Baker, 1992) to achieve the equal effect or having correspondent between the source language and target language in order to give the same meaning of the works as close as possible towards the readers. The cultural aspects which need to be considered mainly is some specific terms of institution or culture from the source language, expressions, technical terms and untransferable words (Nida, 1975).

Additionally, (Nida, 1969: 12) also states that:

> "Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style."

This is significant to discuss about equivalent effect in translation as "The replacement of textual material in one language (SL) by equivalent textual material in another language (TL) and the term equivalent is a clearly a key term." (Catford, 1965: 20-21).

The specific forms of equivalency are based on the theory of Baker (1992) who states that the equivalency is classified into:

(1) Equivalence in word level

(2) Equivalence above word level

(3) Textual equivalence

(4) Grammatical equivalence

(5) Pragmatic equivalence.

However, this research is only focusing on equivalence at word level, and equivalence above word level.

2.2.1 Equivalence at word level

"If language were simply a nomenclature for a set of universal concepts, it would be easy to translate from one language to another. One would simply replace the French name for a concept with the English name. If language were like this the task of learning a new language would also be much easier than it is. But anyone who has attempted either of these tasks has acquired, alas, a vast amount of direct proof that languages are not nomenclatures, that the concepts…of one language may differ radically from those of another…Each language articulates or organizes the world differently. Languages do not simply name existing categories, they articulate their own." (Culler, 1976:21-2) cited in (Baker, 1992:10)

This part discusses translation problem arising from lack of equivalence at word level, what does a translator do when there is no word in the target language which expresses the same meaning as the source language word?

In the process of translating into other language, Baker acknowledges that, in a bottom-up approach to translation, equivalence at word level is the first element to be taken into consideration by the translator. In fact, when the translator starts analyzing the ST s/he looks at the words as single units in order to find a direct 'equivalent' term in the TL. Baker gives a definition of the term *word* since it should be remembered that a single word can sometimes be assigned different meanings in different

languages and might be regarded as being a more complex unit or *morpheme*. This means that the translator should pay attention to a number of factors when considering a single word, such as number, gender and tense.

2.2.1.1 Lexical meaning

"Every word (lexical unit) has … something that is individual, that makes it different from any other word. And it is just the lexical meaning which is the most outstanding individual property of the word" (Zgusta, 1971:67) cited in (Baker, 1992:12). It is rarely possible to analyze word, pattern, or structure into distinct components of meaning. However this research employs the model derived from Cruse (1986). According to Cruse, there are four main types of meaning in words and utterances.

a. Propositional Vs expressive meaning

The propositional meaning of a word or an utterance arises from the relation between it and what it refers to or describes in a real or imaginary world, as conceived by the speakers of the particular language to which the word or utterances belongs.

Expressive meaning cannot be judged as true or false. This is because expressive meaning relates to the speaker's feelings or attitude rather than to words or utterances refer to.

b. Presupposed meaning

It arises from co-occurrence restrictions, i.e. restrictions on what other words or expressions we expect to see before or after a particular lexical unit. These restrictions are of two types:

Selectional restrictions: these are a function of the propositional meaning of a word. We expect a human subject for the adjective *studious* and an inanimate one for *geometrical*. Selectional restrictions are deliberately violated in the case of figurative language but are otherwise strictly observed.

Collocational restrictions: these are semantically arbitrary restrictions which do not follow logically from the propositional meaning of a word. For instance, laws are *broken* in English, but in Arabic they are 'contradicted'. In English, teeth are brushed, but in German and Italian they are 'polished', in Polish they are 'washed', and in Russian they are 'cleaned'.

c. Evoked meaning

Evoked meaning arises from **dialect** and **register** variation.

A **dialect** is a variety of language which has currency within a specific community or group of speakers. It may be classified on one of the following bases:

Geographical (e.g. a Scottish dialect, or American as opposed to British English: the difference between the word *lift* and *elevator*)

Temporal (e.g. words and structures used by members of different age groups within the comunity, or words used at different periods in the history of a language: cf. *verily* and really)

Social (words and structures used by members of diferent social classes: cf. *scent* and *perfume*)

Register is a variety of language that a language user considers appropriate to a specific situation. Notions of field, tenor and mode of discourse are three abstract terms denoting the phenomena the choice of register arises from.

- **Field** of discourse is an abstract term for 'what is going on' that is relevant to the speaker's choice of linguistic items.

- **Tenor** is an abstract term for the relationships between the people taking part in the discourse. The language people use varies depending on such interpersonal relationships as mother/child, doctor/patient, or superior/inferior in status. The speaker's choice of linguistic items will depend on his relationship towards the hearer.

- **Mode** is an abstract term for the role that the language is playing (speech, essay, lecture, instructions) and for its medium of transmission (spoken, written).

Linguistic choices are influenced by these dimensions. Different groups within each culture have different expectations about what kind of language is appropriate to particular situations.

2.2.1.2 Non-equivalence at word level and some common strategies for dealing with it

Non-equivalence at word level means that the target language has **no direct** equivalent for a word which occurs in the source text. Different types of non-equivalence require different strategies, some very straightforward, others more involved and difficult to handle

a. **Culture-specific concepts**

"The source-language word may express a concept which is totally unknown in the target culture. The concept in question may be abstract or concrete; it may relate to a religious belief, a social custom, or even a type of food. Such concepts are often referred to as 'culture-specific'." As an example is an abstract concept of English which is difficult to translate into other languages is the word *privacy.* This is very 'English' concept which is rarely understood by people from other cultures**.**

b. **The source-language concept is not lexicalized in the target language**

The source-language word may express a concept which is known in the target culture but simply not lexicalized, that is not 'allocated' a target-language word to express it. The word *savoury* has no equivalent in many languages, although it expresses a concept which is easy to understand.

c. **The source-language word is semantically complex**

The source-language word may be semantically complex. In other words, a single word which consists of a single morpheme can sometimes express a more complex set of meanings than a whole sentence. Languages automatically develop very concise forms for referring to complex concepts if the concepts become important enough to be talked about often.

d. **The source and target languages make different distinctions in meaning**

The target language may make more or fewer distinctions in meaning than the source language. What one language regards as an important distinction in meaning another language may not perceive as relevant.

E.g. Indonesian makes a distinction between going out in the rain without the knowledge that it is raining (kehujanan) and going out in the rain with the knowledge that it is raining (hujan-hujanan). English does not make distincton.

e. **The target language lacks a superordinate**

The target language may have specific words (hyponyms) but no general word (superordinate) to head the semantic field.

f. **The target language lacks a specific term (hyponym)**

More commonly, languages tend to have general words (superordinates) but lack specific ones (hyponyms), since each language makes only those distinctions in meaning which seem relevant to its particular environment.

E.g. house – its hyponyms *bungalow, cottage, croft, chalet, lodge, hut, mansion, manor, villa and hall*.

g. **Differences in physical or interpersonal perspective**

Physical perspective may be of more importance in one language than it is in another. Physical perspective has to do with where things or people are in relation to one another or to a place, as expressed in pairs of words such as *come/go*, *take/bring*, *arrive/depart*, and so on.

h. **Differences in expressive meaning**

There may be a target-language word which has the same propositional meaning as the source-language word, but it may have a different expressive meaning. It is usually easier to add expressive meaning than to subtract it.

i. **Differences in form**

There is often no equivalent in the target language for a particular form in the source text. Certain suffixes and prefixes which convey propositional and other types of meaning in English often have no direct equivalents in other languages.

j. **Differences in frequency and purpose of using specific forms**

Even when a particular form does have a ready equivalent in the target language, there may be a difference in the frequency with which it is used or the purpose for which it is used. English, for instance, uses the continuous –

ing form for binding clauses much more frequently than other languages which have equivalents for it.

k. **The use of loan words in the source text**

The use of loan words in the source text poses a special problem in translation. Quite apart from their respective propositional meaning, loan words such as *au fait*[1], *chic*[2], and *alfresco[3]* in English are often used for their prestige value, because they can add an air of sophistication to the text or its subject matter." (Baker, 1992: 25)

2.2.1.3 Strategies used by professional translators

a. **Translation by a more general word (superordinate)**

E. g. see Baker," to shampoo one's hair" was translated as "to wash one's hair". The word wash is a more general one because it may apply other things besides hair.

"It works equally well in most, if not all, languages, since the hierarchical structure of semantic fields is not language-specific."

b. **Translation by a more neutral/less expressive word**

E.g., as seen in Baker – the phrase "exotic lily" was translated into Chinese as "strange unique lily flower." The expressivity denoting the lily was thus lost in translation.

c. **Translation by cultural substitution**

This strategy involves replacing a culture-specific item or expression with a target-language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which s/he can identify something familiar and appealing.

d. **Translation using a loan word or loan word plus explanation**

This strategy is particularly common in dealing with culture-specific items, modern concepts, and buzz words. Following the loan word with an explanation is very useful when the word in question is repeated several times in the text. Once explained, the loan word can then be used on its own; the reader can understand it and is not distracted by further lengthy explanations.

e. **Translation by paraphrase using a related word**

This strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language.

f. **Translation by paraphrase using unrelated words**

If the concept expressed by the source item **is not lexicalized** at all in the target language, the paraphrase strategy can still be used in some contexts. Instead of a related word, the paraphrase may be based on modifying a

superordinate or simply on unpacking the meaning of the source item, particularly if the item in question is semantically complex.

g. **Translation by omission**

If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can often do simply omit translating the word or expression in question.

h. **Translation by illustration**

This is a useful option if the word which lacks an equivalent in the target language refers to a physical entity which **can be illustrated**, particularly if there are restrictions on space and if the text has to remain short, concise, and to the point.

2.2.2 Equivalence above word level

2.2.2.1 Collocational meaning

In previous explanation, equivalence at word level, meaning was discussed almost as if it was property that each word possesses in its own right. It is, however, disputable whether a word on its own can 'mean' anything. What we do when we are asked to give an account of the meaning of a word in isolation is to contextualize it in its most typical collocations rather than its rare ones. Some collocations may seem untypical in everyday

language but are common in specific register. In rendering unmarked source-language collocations into his/her target language, a translator ideally aims at producing a collocation which is typical in the target language while, at the same time, preserving the meaning associated with the source collocation. This ideal cannot always be achieved. Translation often involves a tension – a difficult choice between what is typical and what is accurate.

2.2.2.2 Culture-specific collocations

Some collocations reflect the cultural setting in which they occur. If the cultural settings of the source and target languages are significantly different, there will be instances when the source text will contain collocations which convey what to the target reader would be unfamiliar associations of ideas. Such culture-specific collocations express ideas previously unexpressed in the target language. Like culture-specific words, they point to concepts which are not easily accessible to the target reader.

2.2.2.3 Idioms and fixed expressions

Idioms and fixed expressions are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meanings which cannot be deduced from their individual components.

2.2.2.4 The translation of idioms: Difficulties

a. **An idiom or fixed expression may have no equivalent in the target language**

The way a language chooses to express, or not express, various meanings cannot be predicted and only occasionally matches the way another language chooses to express the same meanings. One language may express a given meaning by means of a single word, another may express it by means of a transparent fixed expression, a third may express it by means of an idiom, and so on. It is, therefore, unrealistic to expect to find equivalent idioms and expressions in the target language as a matter of course.

Idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable. It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific contexts which can make it untranslatable or difficult to translate.

b. **An idiom or fixed expression may have a similar counterpart in the target language, but its context of use may be different**

An idiom or fixed expression may have a similar counterpart in the target language, but its context of use may be different; the two expressions may have different connotations, for instance, or they may not be pragmatically transferable.

E.g.: To go to the dogs ('to lose one's good qualities') has a similar counterpart in German, but whereas the English idiom can be used in

connection with a person or a place, its German counterpart can only be used in connection with a person and often means to die or perish.

c. **An idiom may be used in the source text in both its literal and idiomatic senses at the same time**

Unless the target-language idiom corresponds to the source-language idiom both in form and in meaning, the play on idiom cannot be successfully reproduced in the target text.

d. **The very convention of using idioms in written discourse, the contexts in which they can be used, and their frequency of use may be different in the SL and TL.**

English uses idioms in many types of text, though not in all. Their use in quality-press news reports is limited, but it is quite common to see idioms in English advertisement, promotional material, and in the tabloid press.

2.2.2.5 The translation of idioms: strategies

The way in which an **idiom** or a **fixed expression** can be translated into another language depends on many factors. It is not only a question of whether an idiom with a similar meaning is available in the target language. Other factors include, for example, the significance of the specific lexical items which constitute the idiom, i.e. whether they are manipulated elsewhere in the

source text, as well as the appropriateness or inappropriateness of using idiomatic language in a given register in the target language.

a. **Using an idiom of similar meaning and form**

This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source-language idiom and, in addition, consists of equivalent lexical items. This kind of match can only occasionally be achieved.

b. **Using an idiom of similar meaning but dissimilar form**

It is often possible to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom or expression, but which consists of different lexical items.

c. **Translation by paraphrase**

This is by far the most common way of translating idioms when a match **cannot be found** in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target languages.

d. **Translation by omission**

As with single words, an idiom may sometimes be omitted altogether in the target text. This may be because it has no close match in the target language, its meaning cannot be easily paraphrased, or for stylistic reasons.

e. **Strategy of compensation**

One strategy which cannot be adequately illustrated is the strategy of compensation. Briefly, this means that one may either omit or play down a feature such as idiomaticity at the point where it occurs in the source text and introduce it elsewhere in the target text. This strategy is not restricted to idiomaticity or fixed expressions and may be used to make up for **any loss of meaning**, emotional force, or stylistic effect which may not be possible to reproduce directly at a given point in the target text.

Using the **typical** phraseology of the target language – its natural collocations, its own fixed and semi-fixed expressions, the right level of idiomaticity, and so on – will greatly enhance the readability of your translations. Getting this level right means that your target text will feel less 'foreign' and, other factors being equal, may even pass for an original. Accordingly, a translator must be attentive and creative since a **charactonym poses a pun** – a name, or a nickname, which carries a meaning. Be careful, the translated name should carry a **trace of its original** so that it sounds foreign, yet understandable enough.

2.3 Angie Kilbane

Angie Kilbane is an American, as a Fulbright scholar, she has a high qualification in linguistics and literature area. She picked up a Darmasiswa scholarship in 2008 in Universitas Indonesia. Next thing, she was sitting in lecture

halls at the University of Indonesia studying Indonesian literature. Formerly, Angie also translated 'Laskar Pelangi,' from Indonesian to English, and it is got a good response from international readers. In translating the novel of *Negeri 5 Menara*, Angie took several months in experiencing as Javanese in order to find the sense of cultural words inside the novel furthermore is able to transfer it naturally, into her native language, English.

2.5 The Land of Five Towers

It is of the trilogy novel written by A. Fuadi- a former TEMPO & VOA journalist, Indonesian author who got scholarship in America, London, and Singapore. This novel is inspired by a true story. The author consider to choose this novel to be the subject of the research because this novel has special quality in terms of the track records which is chosen as one of the best seller novel from *Gramedia*, the author language which is identical with Indonesian culture, the qualified translator and also the value provided by the story which is inspiring. The story tells about family, simplicity, struggle, culture, love, dreams and friendship. In this novel, there is the powerful phrase "***MAN JADDA WAJADA***", "*he who gives his all will surely succeed*."

2.6 Previous Studies

The previous research related to the translation methods are completed by Ummatin (2012), Dalwiningsih (2013), Natalia, and Aryati (2014) which emphasis

on translation method of novel, movie script, article, and so forth. The findings give the information about the method used in translation work of novel employs the theory Newmark (Ummatin, 2102; Dalwiningsih, 2013; Natalia, 2014; Aryati, 2014) nevertheless the equivalency effect of transferring the source text into target text not discovered yet, thus it is significant to complete the translation method by having the research on the Angie Kilbane works in translating two Indonesian novels The Rainbow Troops and The land of Five Towers.

This research is also supported by the findings analysis of Rohmah (2013:10) by stating that equivalency point is significant in each translation works due to its message accuracy, readability, and acceptability towards the target readers. "Ideally, the translation should give the sense of the original in such a way that the reader is unaware that he is reading a translation" Finlay in Simatupang (1999:3). Catford (1965:20) also states that translation may be defined as follows: the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language). By this statement, Catford explain that translation can be defined as the transfer of textual context from source text into target text. Larson (1984: 3) says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. Larson in this case also stated that "translation includes translating SL into TL, which starts from the first language into the form of a second language

by using a form of semantic structure. In this case, the value is transferred and must

be adhered to, only the form has changed ".

CHAPTER III

FINDINGS AND DISCUSSIONS

3.1 Findings

There are several aspects which are unique from the strategy employed by the Kilbane in transferring the values from source language into target language, whether on words, phrases, or sentences.

3.1.1 Equivalence at word level

1. Kopiah haji

Strategy	Source Language (SL)	Target Language (TL)
Translation using loan word plus explanation	…., bagai mengenakan **kopiah haji**.	…, as if wearing **a kopiah cap for the Hajj.**

Based on the above data, it can be seen that Kilbane, in transferring the value of *Kopiah* prefer to use equivalency in phrase level (Baker, 1992) in order to explain the readers which never know that word in the target language culture. Basically cap concept does not exist in the target language, but by adding information cap (headgear) make the translation results can be understood by the target language.

2. *Sahibul Menara*

Strategy	Source Language (SL)	Target Language (TL)
Translation using loan word	"Alif, anggota pasukan Sahibul **Menara**?"	"Alif, the member of Fellowship of the **Manara**?"

Equivalence level of the word can be found from the data above, the word *sahibul* derived from the Arabic language which is the literal meaning of the owner are transferred into a "fellowship". This when translated into Indonesian meaningful friendships, in accordance with the concept to be conveyed by A. Fuadi, novelist Negeri 5 Menara. In addition, cultural borrowing is also applied by Kilbane in the novel, said the tower is translated with the word 'Manara'. Kilbane purposely did not use the word tower, but not to eliminate the impression Manara equality.

3. *Pm (Pondok Madani)*

Strategy	Source Language (SL)	Target Language (TL)

| Omission | "maaf, ini alif dari **pm**?" | "sorry, is this alif from **madani**?" |

Newmark (1988) states that adaptation by omission is one appropriate strategy is applied to the target language, it appears on the above data, Kilbane omit the word boarding school attached to the cottage or from stands pm (lodge civil). Adaptations made by Kilbane did not eliminate the concept to be conveyed by the novelist because *Madani* already represent the cottage concept. This adaptation makes the target language becomes natural, without eliminating the concept of equivalence.

4. *Kelas tiga*

Strategy	Source Language (SL)	Target Language (TL)
By using more general word (superordinate)	"kita suruh dia jadi guide ke trafalgar square seperti yang ada di buku reading **kelas tiga** dulu."	"we can make him our guide to trafalgar square like the one in our reading book from **our** **di pesantren** ?"

To produce the impression commensurate Kilbane use the word to replace the concept of class boarding 3. To give the reader an understanding of the

target language, the concept of third grade in schools is not the same as the concept of class in the target language. Therefore, according to the above explanation, a boarding school is used to replace the word-level equivalence concept that has different concept in the target language. However, the new boarding concept is described in the next section with a footnote: Islamic boarding School. Thus, it can be seen that the translator are mastering the concept of the source language (Indonesian).

5. *Bunyi Talempong*

Strategy	Source Language (SL)	Target Language (TL)
By paraphrasing using unrelated words	**Bunyi Talempong** segera berbahana,…	**The sound of traditional Minang music** would soon thunder, ….

The datum above shows that translator prefers to describe the cultural word – *bunyi talempong* to give clear understanding towards the reader. It can be analyzed from the diction chosen by Kilbane in the word *Talempong* as traditional music of Minang than to use other strategies in this non-equivalent cultural word issue.

6. *Masya Allah*

Strategy	Source Language (SL)	Target Language (TL)
Using loan word	**Masya Allah**, ini ente?	**Masya Allah**, is it you?

This datum provides the example of loan-word strategy without any further description, Kilbane prefer to keep the phrase *Masya Allah*, than to transfer using description: the will of God. It is seen as the phrase *Masya Allah* is already well-known from Islamic culture by which Islam society are accustomed to use that words derived from Arabic.

7. Madrasah Tsanawiyah

Strategy	Source Language (SL)	Target Language (TL)
Paraphrasing using more general words	Tiga tahun aku ikuti perintah amak belajar di **Madrasah Tsanawiyah**….	For three years I'd followed the orders of my amak to study at an **Islamic Junior High School**….

This datum is paraphrasing the source text by describing the words into more general explanation which can be understood by the target readers. This

phrase is nowadays becoming the official translation which is generally known because of the equivalence concept.

8. *Sekolah agama*

Strategy	Source Language (SL)	Target Language (TL)
Omission	Beberapa orang tua menyekolahkan anak ke **sekolah agama** karena tidak punya cukup uang. **Ongkos masuk madrasah lebih murah**…	Some parents educate their children at **madrasahs** because of lack of money. **The entrance fee is cheaper**..

It is different from the previous datum, we can see the inverse form, on how in the datum seven, the words *madrasah* is translated into **Islamic school** (*sekolah agama Islam*), more general words, nevertheless in the next terms, the words *sekolah agama* is translated into *madrasah,* more specific types of school. It is seen as the form of equivalency, since the concept that the writer want to convey to the reader is *madrasah* itself not the other types of religion school. It is one of the verifications that the consistency of the translator should be carefully developed in delivering the source text idea. The omission is also performed in the datum 8, the word madrasah is omitted in the complete phrase "madrasah fee", since it is already mentioned in the previous sentence. Furthermore, the word fee is seen understandable enough towards the reader, since it refers to the fee of the madrasah.

9. *Buya, ustad, dan dai*

Strategy	Source Language (SL)	Target Language (TL)
Translation by a more general word (superordinate)	Bayangkan bagaimana kualitas para **buya, ustad, dan dai** dari tamatan madrasah kita nanti…	Imagine the quality of **religious leaders and preachers** graduating from our madrasah later…

The word *buya, ustad,* and *dai*, in Indonesia has several differences in terms of the ability and duty, but in general, they have the same role in the society, as religious leader. In the datum 9, the translation strategy employed by Kilbane is generalizing those specific terms into more general terms in order to give easy understanding towards the target reader.

10. *Madrasah aliyah*

Strategy	Source Language (SL)	Target Language (TL)
Using loan word	… supaya ada bibit unggul yang masuk **madrasah aliyah.**	…so that it is a seed of quality that enters the **madrasah high school.**

Since the word *madrasah* has already said repeatedly in the previous part, the translator prefers to use loan word, *madrasah*, than to paraphrase it into Islamic senior high school, as the previous part. It is assumed that the reader has already familiar with the word *madrasah*, since it is already explained formerly.

11. *Fiqih* dan *Hadits*

Strategy	Source Language (SL)	Target Language (TL)
Using loan word (naturalization)	… bukan hanya ilmu **Fiqih** dan **Hadits.**	… not only **Fiqhs** and **Hadiths.**

The terms *Fiqhs* and *Hadiths* are not available in English, thus, the cultural borrowing in this case is seen as the most appropriate strategy by Kilbane since it does not necessarily to give description about the studies.

12. *Pondok*

Strategy	Source Language (SL)	Target Language

Strategy	Source Language (SL)	Target Language (TL)
Translation by cultural substitution	… Pak Etek punya banyak teman di Mesir yang lulusan **Pondok Madani** di Jawa Timur.	… your uncle has a lot of friends in Egypt who have graduated from **Madani Pesantren** in East Java.

The concept of *pesantren* is basically the same as the word *pondok*. However, the word *pesantren* is already being explained in the previous part, and it is more recognized to achieve the understandability in the target reader's perspective.

13. *Sarung dan Kopiah*

Strategy	Source Language (SL)	Target Language (TL)
Translation using loan word, and loan word plus explanation	Bekalku, sebuah tas kain abu-abu berisi baju, **sarung**, dan **kopiah** …	My provisions were an old grey cloth bag with a shirt, **sarong** and **kopiah prayer cap** inside …

Based on the datum above, the word *sarung*, is a part of culture-specific concept which difficult to translate since it is not exist in the target. The neutralization by employing the loan word strategy is seen as the most readable and understandable way to transfer the culture into target text, thus it is translated into sarong. The word *kopiah* is translated by using loan word strategy by adding description, a cap for prayer. It is to inform the reader that basically the word *kopiah* is functioned as the cap for Muslim-praying.

14. *Berjihad*

Strategy	Source Language (SL)	Target Language (TL)
Translating by paraphrase using unrelated words	Belajar ilmu agama sama dengan **berjihad** di jalan Allah…	Studying religion is the same as **upholding Islam** on the path of Allah.

The word *jihad*, literally, means holy war. However, in the datum 15, the translator does not use literal translation, yet attempts to find the context which want to be delivered by the source text. In the context of studying, the

word *jihad*, then, translated into the context of upholding Islam. It is seen as the most natural and equal meaning which want to be conveyed by the author.

15. *Mushala, musafir*

Strategy	Source Language (SL)	Target Language (TL)
Translating by paraphrase using unrelated words	… berderet puluhan kamar mandi dan WC serta **mushala** untuk melayani **penumpang antar kota** yang mungkin sudah tiga hari tiga malam menjadi **musafir.**	... while in the back of restaurant were dozens of washroom and toilet along with **a prayer room** to serve the **intra-city passenger.**

Describing the technical terms related to the culture or religion is grasped as the most common strategy to give easy understanding to the target reader. It can be noticed from the data above, that the word *mushala* is translated into a prayer room than using loan word strategy. Otherwise, the next term that is *musafir* is omitted by the translator, since the previous phrase the intra-city passenger is already give description and understanding towards the reader, if the word *musafir* is described also, it is going to be the repetition. Thus, omission of the next phrase is not eliminating the context.

16. *Shabahal khair*

Strategy	Source Language (SL)	Target Language (TL)
Loan word plus explanation and omission	**Shabahal khair** ya akhi Burhan	**Shabahal khair**, good morning, Burhan

The phrase *shabahal khair* is translated using a loan word and adding the meaning, good morning after the phrase. It is aimed to give the information towards the reader. However, the phrase *ya akhi* Burhan which is derived from Arabic, is not translated into 'my brother, Burhan', because the culture to call other people using that kind of greeting is not becoming the part of target readers' culture. Thus, the words *ya akhi*, is omitted.

17. *Kiai*

Strategy	Source Language (SL)	Target Language (TL)
Translation using loan word plus explanation	**Kiai** kami bilang, agar menjadi rahmad bagi dunia dengan bekal ilmu umum dan ilmu agama.	**The leader of pesantren, our Kiai** says, armed with general and religious

knowledge, we will be

blessings for the world.

The word *Kiai* is translated by adding information, that *Kiai*, in this context is the leader of the *pesantren*. It gives more information in order to be well-understood by the target reader. Kilbane also attempts to make the translation work become more natural, in English concept.

18. *Ustad*

Strategy	Source Language (SL)	Target Language (TL)
Loan word plus explanation	Laki-laki ramping ini adalah Ustad Salman, wali kelasku.	The slender fellow was Ustad Salman, my homeroom teacher. **We called all of our teachers ustad**.

The word *ustad* is still written as *ustad*, however, Kilbane added the information by a sentence '*we called all of our teachers ustad*'. This strategy of translation has an intention to give the understanding towards the reader, that what the author wants to convey is that all of the teachers in that *pesantren*, specifically, is called *ustad*. By this strategy, the loan word of cultural or religious terms is becoming the solution to transfer the value by adding any information.

19. *Isya'*

Strategy	Source Language (SL)	Target Language (TL)
Translation by using cultural substitution	Sehabis **Isya'**, murid-murid berbondong-bondong memenuhi aula.	After **dinner**, students filled the hall in droves.

Since there is no *Isya'* culture in the target language, (Muslim prayer in the afternoon, at 7 pm), the translator translate *Isya'* as dinner. This is due to the reason that dinner is the culture of the target readers by which has the same time. This strategy, using cultural substitution is one of the solutions in solving the problem of non-equivalence terms of different languages.

20. *Ummul quran*

Strategy	Source Language (SL)	Target Language (TL)
Translation by a more general term (superordinate)	… mari kita teguhkan niat dengan membaca **Ummul Al Quran.**	… let us strengthen our intentions by reciting **Al Fatihah**.

   The term *Ummul Al Quran* is not familiar towards the target readers' culture, since it is identically with Islamic value, thus the people who know that term is only those who learn and engage with. The more wide-ranging term is *Al Fatihah*, that is why, Kilbane transfers the value of Ummul Al Quran with the other name, that is Al Fatihah.

21. *Imam*

Strategy	Source Language (SL)	Target Language (TL)
Loan word plus explanation	Setiap orang akan mendapat giliran menjadi **imam**.	Everyone will get a turn to become the **imam**, **prayer leader**.

The word *imam* literally means leader in Islamic religion, however in this setting, the author want to deliver the idea that the leader in prayer is also called imam. Thus, Kilbane is adding the information that imam in this situation is a prayer leader.

3.1.2 Equivalence above word level

There are several collocations, idiom, or fixed expression that the researcher is able to find in the source data.

1. *Amar ma'ruf nahi munka*r

Strategy	Source Language (SL)	Target Language (TL)
Omission	**Melakukan amar ma'ruf nahi munkar**, mengajak orang kepada kebaikan dan meninggalkan kemunkaran … …	Inviting people to goodness and to leave wrongdoing behind …

Inasmuch the source text using the Arabic terms, and described further in the Indonesian which also has the same meaning, thus the target text only need to translate one of them, that is why the omission strategy is employed by Kilbane.

By omitting the phrase *amar ma'ruf nahi munkar*, it is not eliminating the value conveyed from the sentence. Furthermore, the source text is already giving the interpretation. Thus, it makes Kilbane easy to give the equal value to the target language.

2. *I'timad 'ala nafsi*

Strategy	Source Language (SL)	Target Language (TL)
Loan words	***I'timad 'ala nafsi***, bergantung pada diri sendiri …	***I'timad 'ala nafsi,*** depend on yourself …

To transfer the value of the expression above, it is need the ability to interpret the idiom correctly. Hence, Kilbane attempts to transfer the value by using loan words strategy, since the meaning is already written by Fuadi in the next explanation.

Accordingly, this strategy involves using an idiom in the target language which conveys roughly the same meaning as the source text.

3. *Man shabara zhafira*

Strategy	Source Language (SL)	Target Language (TL)
Loan words	**Man shabara zhafira**. Siapa yang bersabar akan beruntung …	**Man shabara zhafira.** He who is patient will be fortunate ...

This datum shows that the translator is transferring the value of the source text by using loan words; this strategy is also the same as the previous datum, since the meaning is already explained by the author in the following sentence.

4. *Pisang goring raja and Katan jo karambia*

Strategy	Source Language (SL)	Target Language (TL)
By using more general word (superordinate) and paraphrasing using unrelated words	Setelah menyantap sarapan **pisang goreng raja** dan ***katan jo karambia*** sajian Amak, …	After a breakfast of **fried banana** and **sticky steamed rice mixed with coconut meat and sugarcane** from Amak, …

In this datum, the strategy that is employed by Kilbane is taking a broad view of the specific term of banana in Indonesia. Kilbane prefers to translate *Raja* Banana into a general term, banana. This strategy is seen as the most effective way to deliver the concept which is conveyed by the writer as the target readers' culture have no specific terms of multifarious banana. Subsequently, the phrase *katan jo karambia*

which is specific term of traditional food in Sumatra, is translated by describing the phrase into the definition with unrelated words. It is perceived as the most suitable way to conceptualize the abstract idea of traditional-terms.

3.2 Discussion

The finding shows that the novel provides a number of non-translated words which related to the culture of source text it is also stated by Baker (1992), "The source-language word may express a concept which is totally unknown in the target culture. The concept in question may be abstract or concrete; it may relate to a religious belief, a social custom, or even a type of food. Such concepts are often referred to as 'culture-specific'." (Baker, 1992: 21) Thus the translator needs to solve this problem in order to produce the equivalence effect to the target language. Since the setting of the novel is in the *pesantren,* it is inevitably that the cultural concept which is performed mostly is about a religious terms and custom.

The findings indicate that the translation strategy using loan word plus adding information is the most frequent-strategy employed by Kilbane. It is in line with the theory of Baker (1992) that states the loan word with an explanation is very useful when the word in question is repeated several times in the text. Once explained, the loan word can then be used on its own; the reader can understand it and is not distracted by further lengthy explanations. As datum *kopiah,* the expanation after word *kopiah* makes the eader uderstand that *kopiah* is a kind of caps which is used

to pray. This word is repeated several times in the text and thus the early explanation can be useful to give understanding towards the taret readers.

There are six strategy in solving the problem of non-eqivalent words which are performed in the analysis.

a. **By using more general word** (superordinate) makes "It works equally well in most, if not all, languages, since the hierarchical structure of semantic fields is not language-specific."

b. **Translation by cultural substitution** strategy involves replacing a culture-specific item or expression with a target-language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which s/he can identify something familiar and appealing. As datum *Isya'* which is replaced by the word **dinner.**

c. **Translations using a loan word** and **loan word plus explanation** strategies are particularly common in dealing with culture-specific items, modern concepts, and buzz words. These two strategies are found as the most frequent strategy employed by Kilbane.

d. **Translation by paraphrase using unrelated words**

If the concept expressed by the source item **is not lexicalized** at all in the target language, the paraphrase strategy can still be used in some contexts. Instead of a related word, the paraphrase may be based on modifying a

superordinate or simply on unpacking the meaning of the source item,

particularly if the item in question is semantically complex.

e. **Translation by omission**

If the meaning conveyed by a particular item or expression is not vital enough

to the development of the text to justify distracting the reader with lengthy

explanations, translators can often do simply omit translating the word or

expression.

In dealing with the non-equivalences at word level, Kilbane uses **loan word**

plus explanation as the most effective strategy. In addition, in dealing with the

problem of fix expression (above word level), Kilbane is also solving the problem by

employing **loan words** strategy.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the findings and the discussions in the preceding chapter in conclusion part briefly. This chapter also provides any suggestion for the next researchers who are interested in conducting any research in translation method.

4.1 Conclusion

Along with the research questions and research objectives, there are two points that will be conclusively explained in this chapter, they are; **the notion of equivalence** which is undoubtedly one of the most problematic and controversial areas in the field of translation theory. The term has caused, and it seems quite probable that it will continue to cause, heated debates within the field of translation studies. This term has been analyzed, evaluated and extensively discussed from different points of view and has been approached from many different perspectives. The first discussions of the notion of equivalence in translation initiated the further elaboration of the term by contemporary theorists. Even the brief outline of the issue given above indicates its importance within the framework of the theoretical reflection on translation. The difficulty in defining equivalence seems to result in the impossibility of having a universal approach to this notion. Thus the researcher intends to find the method used by professional translator by examining and analyzing the strategies in dealing with the problem of non-equivalence. The findings

and discussions perform that there are six strategies to solve the problem: Translation using loan word plus explanation (6 findings), translation using loan word (4 findings), omission strategy (4 findings), by using more general word (superordinate) (4 findings), by paraphrasing using unrelated words (3 findings), translation by cultural substitution (3 findings).

Accordingly, the second research questions can be solved by the cultural words which become the identity of certain language can be equivalency translated by employing Baker's theory (1992), which mostly used **loan word by adding explanation.** Loan word using explanation is the most adaptive strategy which is performed by Kilbane in the novel, since it is quite difficult to transfer the value with an equal word, thus, stating the source language word (loan word) and giving explanation is going to deliver the naturalness and understanding towards target readers.

4.2 Suggestion

To begin with, this research only concerns on the equivalency effect produced by the translator. However, the data analysis is not facilitated by the direct communication with the translator. The next researcher who is concerning on the translation method also is suggested to do direct interview with the translator in order to gain more valid data analysis.

Second, becoming the translator is also need a high qualification in understanding linguistics aspects of both source language and target language. It is inevitably since the work of translation is dealing with the words (morphology), phrases, sentences, social aspects (sociolinguistics), meaning (semantics), and pragmatics.
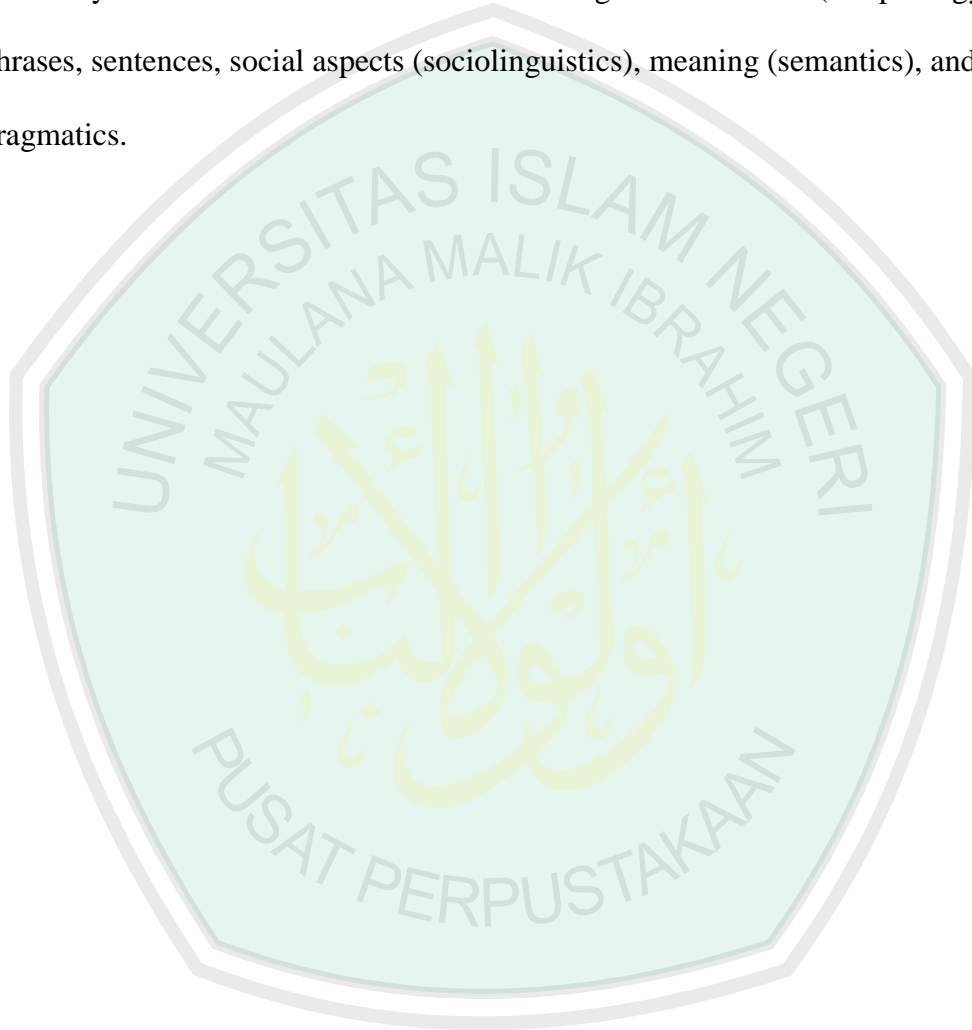
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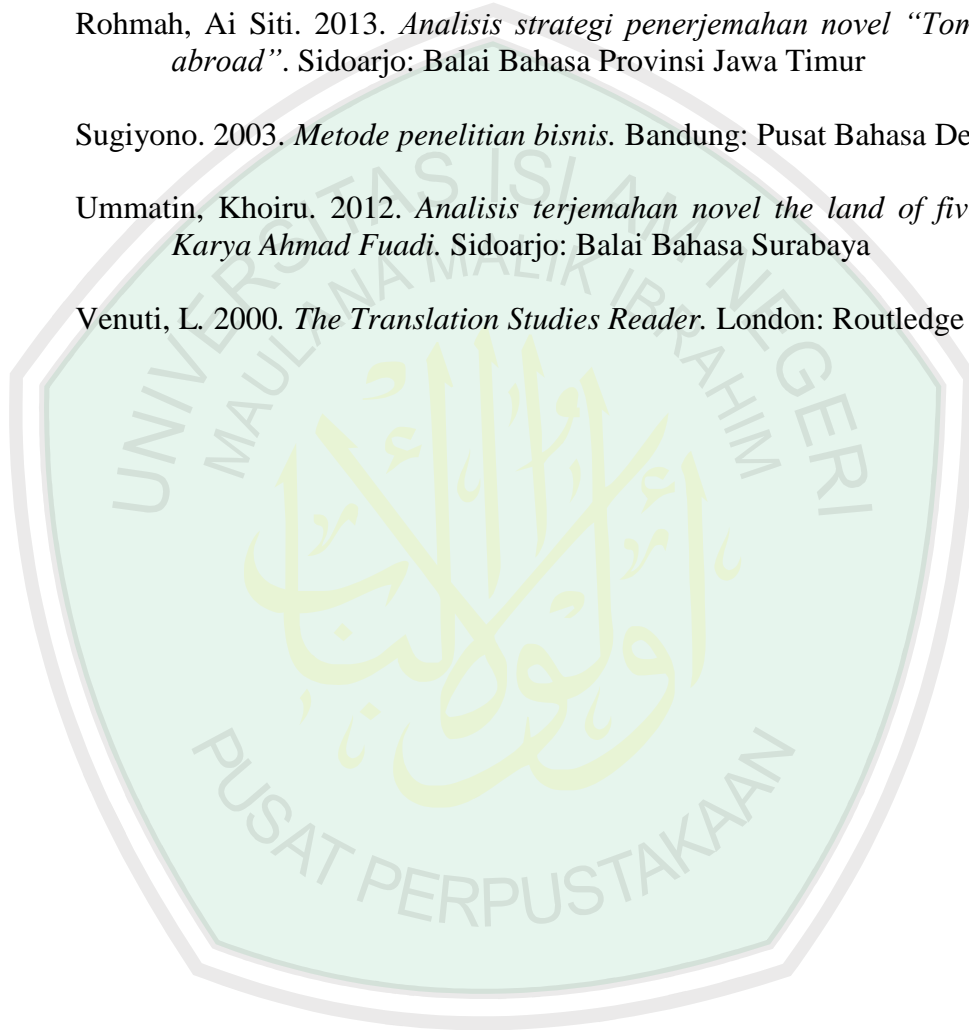Nida, Eugene A., and taber, Charles R.. 1982. *The Theory and Practice of Translation*. Leiden: E.J. Brill.

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No.	Datum Source Language	Datum Target Language	By using more general word (superordinate)	Translation by cultural substitution	using a loan word and or plus explanation	paraphrase using unrelated words	omission
1.	**Melakukan amar ma'ruf nahi munkar**, mengajak orang kepada kebaikan dan meninggalkan kemunkaran …	Inviting people to goodness and to leave wrongdoing behind …					√
2.	*I'timad 'ala nafsi*, bergantung pada diri sendiri …	*I'timad 'ala nafsi,* depend on yourself ...			√		
3.	"maaf, ini alif dari **pm**?"	"sorry, is this alif from **madani**?"					√
4.	"kita suruh dia jadi guide ke trafalgar square seperti yang ada di buku reading **di kelas tiga** dulu."	"we can make him our guide to trafalgar square like the one in our reading book from **our pesantren** ?"	√				
5.	**Bunyi Talempong** segera berbahana,…	**The sound of traditional Minang music** would soon thunder, ….				√	

No.	Datum Source Language	Datum Target Language	Kinds of Translation Strategy				
6.	**Masya Allah**, ini ente?	**Masya Allah**, is it you?					
			By using more general word (superordinate)	Translation by cultural substitution	using a loan word and or plus explanation	paraphrase using unrelated words	omission
7.	Beberapa orang tua menyekolahkan anak ke **sekolah agama** karena tidak punya cukup uang. Ongkos masuk **madrasah** lebih murah…	Some parents educate their children at **madrasahs** because of lack of money. **The entrance fee is cheaper**..					√
8.	Bayangkan bagaimana kualitas para **buya, ustad, dan dai** dari tamatan madrasah kita nanti…	Imagine the quality of **religious leaders and preachers** graduating from our madrasah later…	√				
9.	Bayangkan bagaimana kualitas para **buya, ustad, dan dai** dari tamatan madrasah kita nanti…	Imagine the quality of **religious leaders and preachers** graduating from our madrasah later…	√				
10.	… supaya ada bibit unggul	…so that it is a seed of quality			√		

	yang masuk **madrasah aliyah.**	that enters the **madrasah high school.**					
11.	… bukan hanya ilmu **Fiqih** dan **Hadits.**	… not only **Fiqhs** and **Hadiths.**			√		

No.	Datum Source Language	Datum Target Language	Kinds of Translation Strategy				
			By using more general word (superordinate)	Translation by cultural substitution	using a loan word and or plus explanation	paraphrase using unrelated words	omission
12.	… Pak Etek punya banyak teman di Mesir yang lulusan **Pondok Madani** di Jawa Timur.	… your uncle has a lot of friends in Egypt who have graduated from **Madani Pesantren** in East Java.		√			
13.	Bekalku, sebuah tas kain abu-abu berisi baju, **sarung**, dan **kopiah**	My provisions were an old grey cloth bag with a shirt, **sarong** and **kopiah prayer cap** inside …			√		
14.	Belajar ilmu agama sama dengan **berjihad** di jalan Allah…	Studying religion is the same as **upholding Islam** on the path of Allah.				√	

No.	Indonesian	English					
15.	… berderet puluhan kamar mandi dan WC serta **mushala** untuk melayani **penumpang antar kota** yang mungkin sudah tiga hari tiga malam menjadi **musafir.**	... while in the back of restaurant were dozens of washroom and toilet along with **a prayer room** to serve the **intra-city passenger.**				√	
16.	**Shabahal khair ya akhi** Burhan	**Shabahal khair**, good morning, Burhan			√		√
17.	**Kiai** kami bilang, agar menjadi rahmad bagi dunia dengan bekal ilmu umum dan ilmu agama.	**The leader of pesantren, our Kiai** says, armed with general and religious knowledge, we will be blessings for the world.			√		
18.	Laki-laki ramping ini adalah Ustad Salman, wali kelasku.	The slender fellow was Ustad Salman, my homeroom teacher. **We called all of our teachers ustad**.			√		
19.	Sehabis **Isya'**, murid-murid berbondong-bondong memenuhi aula.	After **dinner**, students filled the hall in droves.		√			
20.	… mari kita teguhkan niat	… let us strengthen our intentions by reciting **Al**	√				

	dengan membaca **Ummul Al Quran.**	**Fatihah**.					
21.	Setiap orang akan mendapat giliran menjadi **imam**.	Everyone will get a turn to become the **imam**, **prayer leader**.			√		

B. Equivalence above Word Level

No.	Datum Source Language	Datum Target Language	Kinds of Translation Strategy				
			By using more general word (superordinate)	Translation by cultural substitution	using a loan word and or plus explanation	paraphrase using unrelated words	omission
1.	**Melakukan amar ma'ruf nahi munkar**, mengajak orang kepada kebaikan dan meninggalkan kemunkaran …	Inviting people to goodness and to leave wrongdoing behind …					√
2.	*I'timad 'ala nafsi*, bergantung pada diri sendiri …	*I'timad 'ala nafsi,* depend on yourself ...			√		

| 3. | *Man shabara zhafira*. Siapa yang bersabar akan beruntung … | *Man shabara zhafira.* He who is patient will be fortunate ... | | | √ | | |
| 4. | Setelah menyantap sarapan **pisang goreng raja** dan *katan jo karambia* sajian Amak, … | After a breakfast of **fried banana** and **sticky steamed rice mixed with coconut meat and sugarcane** from Amak, … | √ | | | √ | |