WORD LEVEL EQUIVALENCE IN INDONESIAN TRANSLATION OF THE DIALOGUES IN THE LIGHTNING THIEF NOVEL

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IKIP PGRI BOJONEGORO
2019

LEGITIMATION

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This is to certify that the sarjana's thesis
has been approved by the Board of Examiners
as the requirement for the degree of Sarjana in English Language Education
August 19th 2019

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CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, the reasons for choosing the topic, the statement of the problems, the objectives of the study, the significance of the study, and the outline of the final project.

A.   Background of the Study

Reading is one of interesting activity for some people, indeed some of them assume that reading is an important need, and the others assume that it is only a hobby to spend their time . Many kinds of reading we can find in our daily life through several media, such as news paper, magazine, television, internet, and the book itself. People read something to get information. For some people who has a hobby of reading, they will read something because they are interested in read.

From various kind of reading, novel is one of the reading media which has a challenge for some people to read. Novel is a long prose narrative that is normally in prose, which describes frictional characters and events, usually in the form of a sequential story. Many of story in novel have been filmed and watched by people. Besides the plot of the story or the content of the story, one of the interesting thing is the dialogue in the novel. Some of best popular novel are originally available in English, and to adapt it, the novel were translated into different languages, such as Bahasa Indonesia.

Translating the novel especially the dialogue of the novel from source language (English) into the target language (Indonesian) is not an easy task. The

translator must consider not only the word selection but also the message delivery. In this point, a question come up: does the target language (Indonesian) novel, especially dialogues of the novel, deliver the same message as the source language (English) dialogue of the novel? Therefore, it is interesting to find out whether the target language dialogues of the novel have delivered the same message as the source language dialogues of the novel or not. Ultimately, the message transfers from source language to target language can be accomplished by several strategies and making sure of the word level equivalence between the two languages.

In education, translation is needed for a variety of things. Especially for student. Translation benefits all people personally and professionally, however, many student learning English feel that they are at a disadvantage that they can't understand the meaning of article, novel, English course or something else which is using English as their first language. They do not realize or they are not determine of the benefits of speaking a second language especially English. Translation help student realize that language is an opportunity, and the more they know the more opportunities they will have.

In this research, I used the novel entitled "*The Lightning Thief*" to analyzed. The novel itself was written by Rick Riordan, published in July 1st, 2005 which has 377 number of pages. The reason why I chosen this novel because this book is best-selling book in United States and interesting, it sold 1,2 million copies in the subsequent 4 years, appearing on *The New York Times* children's best seller list and being listed as one of the Young Adults Library Services Association's best book for young adults. I also used *"The Lightning Thief"* novel

which has translated by Femmy Syahrani, she is a translator, a reader and an author.

From this reason, I conducted the research of translation equivalence in the dialogues of the novel entitled *"The Lightning Thief"* particularly in terms of word level equivalence. In this research, I use word level equivalence classification by Baker (1992).

B.   Reason for Choosing the Topic

People often spare their time to read something. Whatever reading that they read, people have a different taste in reading. Novel is one of the most interesting media that everyone can read. Besides the plot of the story or the content of the story, one of the interesting thing is the dialogue in the novel. In many novels, we can find and read some dialogues that describe the characters of the actor in the story. Dialogue also describes the attitude and habit of the actors in the story. The creativity of the writer in making dialogue makes the readers interesting in reading novel.

Many of interesting novel are written in English, and due to the Indonesian, English – Indonesian is needed. In the process of translating from English into Indonesian, the translators might find some problems such as no equivalence at word level, and there could be some strategies used by the translators to overcome such problems. Therefore, my reasons for choosing the topic "Word level equivalence in dialogue The Lightning Thief" are stated as follows:

1. Dialogue is one of the interesting thing in novel. Content of the story is the reason why people interested in reading a novel. In the content of the story, writer often adds some dialogues to entertain the readers. The dialogues describe some actor's character, attitude, and habit. Not rarely, the writer creates an intersting dialogue to describe the actors in the story.

2. Baker states that there is no precise word to word equivalence across languages and this may pose some problems in terms of finding a direct correspondence in the target language (TL). Some strategies are used in translating the dialogues when there is no equivalence at word level. According to Baker, word level equivalence may differ from one product to another.

C. Statement of the Problems

In this study, the writer limits the discussion by presenting the following problems. The problems are:

1. What are the strategies used by the translator in translating the dialogues in the novel entitled *The Lightning Thief*?

2. How is the word level equivalence meaning in the translated dialogues in *The Lightning Thief*?

D. Objectives of the Study

The objective of this study are:

1. To dentify the strategies used by the translators in translating the dialogues in the novel entitled *The Lightning Thief* based on Baker's classification of word level equivalence

2. To find out the word level equivalence meaning in translated dialogues in *The Lightning Thief*

E. The Significances of the Study

There are 2 significances of this study as follows:

1. The results of the study are expected to inform the readers, the writers, and the translators that the word level equivalence is important for rendering the message of dialogues from the source language (English) to the target language (Indonesian).

2. The result of the study is expected to be a reference on how important the word level equivalence is and how it influences the message transfer from the source language to the target language in the translation process

F. Definition of the Key Term

Definition of the key term was made to clarify the difficult meaning and avoid misunderstanding to the reader. The research clarifies some terms as follows:

1. Word Level Equivalence

Based on this study, word level equivalence is a way of how the message and the meaning of the Source language (SL) can be transferred proportionally and appropriately into the Target Language (TL).

2. Translation

Translation is a way to transfer meaning of the Source Language (SL) into the Target Language (TL) dealing with the equivalent of word level.

3. Dialogue

Dialogue is a communication or discussion between people or groups of people such as governments or political parties. A dialogue is a conversation between two people in a book, film or play.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter provided the review of the previous studies, review of theoretical study and theoretical framework.

A.   Review of the Previous Study

There have been a number of studies related to translation, but there were few studies done on dialogue translation, especially at word level equivalence. There are some studies on word level equivalence, as follows :

The first study was Word Level Equivalence of Indonesian-English Translation of Abbreviation Found in the Jakarta Post by Munir (2009). This study mainly aimed at finding the strategies used by the transltaor in translating the abbreviataion found in the Jakarta Post during January – May 2007. There were 103 abbreviations as sample data from Indonesian into English. The study used word level equivalence classification of Baker (1992) and it was vonducted under the consideration offered in her book *In Other Words: a course Book on Translation* (1992) that in translating source text (in this case indonesian) to target language (English) we can use some strategies to get the closest equivalent words to achieve the natural and acceptable translation. The findings of the study showed the following strategies: translation by more general word (*superordinate)* (12,62%), translation by more neutral/less expressive word (24,27%), translation using loan word or loan word plus explanation (3,88%), translation by paraphrase using related words (8,74%), translation by omission (11,66%), translation by

more specific word (subordinate) (24,27%), some accurate translation (the closest equivalence) (14,56%).

There were some suggestions that were drawn from this study: to produce a good and natural translation, translators should constantly make choices in each word, sentences or translation unit so as decide the most suitable strategies that can overcome the problems and difficulties of translation, especially problems of non equivalence at word level.

The second study was Word, Above Word and Grammatical Equivalence in the Translation of J.K. Rowling's Novel entitled *"Harry Potter and the Goblet of Fire"* by Kustanti (2006). The objective of this study was to identify the word, above word and grammatical equivalence in the novel *"Harry Potter and the Goblet of Fire"* written by Joane Kathleen Rowling and translated into Indonesian as *"Harry Potter dan Piala Emas"* by Listiana Srisanti and to see what strategies were used to make the translation equal. The findings of the analyses are as follows: Some strategies found to achieve word-level equivalence were: more general word, more specific, more neutral, more expressive, cultural subtitution, loan word, omission, and addition. With regard to non equivalence above word level, the equivalnce can be achieved by various types of strategies: similar meaning and form, similar meaning and dissimilar form, paraphrase, omission, and addition. The equivalence at grammatical level can be achieved by various strategies too: with regard to number, the equivalence can be achieved by maintaining the SL plural form into the TL plural form; by changing the SL plural form into TL singular form for some nouns which always take plural forms as they refer to pair or two things. The gender aspect is absent in Indonesian both in

the third person singular and its pronoun. With regard to person, the equivalence can be achieved by involving the inclusive/exclusive dimension and the familiar/non familiar dimension from the SL into the TL. The distinction of temporal distribution in Indonesian was expressed in a certain word, and the last, changing the voice from SL active into TL passive is more natural.

Kustanti suggested that the translator should be careful when translating both individual words or collocation and idiom since they carry meaning and the meaning can be culture-specific. For this reason, the translator should understand various problems in translation in each level, so that she can choose the nearest word and sentence in the taeget language.

Another study was The Strategies Dealing with Problems of Non-Equivalence at Word Level Found in the Translation of Stephanie Meyer's Novel Entitled *"Twilight"* by Fitriyani (2010). The aim of the study was to identify and classify the strategies used by translator, dealing with the non-equivalence problems at word level which occired in the translation of a novel by Stephanie Meyer's entitled *"Twilight"*.

There were some conclusions given by Fitriyani (2010). The first conclusion was that almost all of the strategies suggested by Beker (1992) were used in the translation of Twilight. It was suggested that the translator has to know the strategies to overcome the problems of non-equivalence, so the messages from the source language can be transferred proportionally and appropriately into the target language. He or she also has to know that one word may not carry only one

meaning and adjust the word in the target language with the context and culture in order to facilitate the reader to get information from the text.

Last study was Word Level Equivalence in Advertising Headlines Translation by Luluk Efendi (2012). The aim of the study was to identify the strategies used by the translators in translating the advertising headlines based on Baker's classification of word level equivalence.

The study revealed that there were seven strategies used to translate advertising headlines: translation by paraphrase using unrelated words (39,53%), translation by paraphrase using a realated word (22,09%), translation by omission (15,12%), translation by a more specific word (10,46%), translation by a more general word (6,97%), translation by a neutral word (4,65%), and translation by using a loan word (1,16%).

There were some suggestion that were drawn from this study: the translator should adjust the word in the target language with the context and culture in order to make the translation result natural and acceptable since on e word may not carry only one meaning.

Most of the studies above were about equivalence and strategies in translation and none of them which identify dialogue dealing with word level equivalence. Considering that there was still an area that had not been explored, I decided to analyze the translation of dialogue in Rick Riordan's novel.

B.   Review of the Theoretical Study

In this section, I would like to review the theoretical studies relevant to the topic of the study. They were definitions of translation, types of translation, equivalence in translation, and definitions of dialogue.

1.   Definition of Translation

Translation has various definitions that can be a broad or narrow one. The broad definition of translation was a change from one form to another, for example transforming a feeling into a poem or lyrics. Larson (1984) states, "Translation consist of changing from one state or form to another to turn into one's own or another's language. In translation, the form of the surface of language is replaced by the form of the target language. It is done by going from the form of the first language to the form of the second language by way of semantic structure."

Translation contains a large number of values such as, culture, language, and so on. Further, translation has a large of experts who reveal, research, and define all it one. Catford (1965) explains that, Translation is the replacement of textual material in one language (SL) by equivalent textual in another language (TL). Next, Nida (1969) defines that, translation consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.

According to Newmark (1988), on the other hand, Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. It is also

revealed by Bell (1991) that, Translation is an art or craft and therefore not amenable to objective, scientific description, explanation.

As quoted by Hewson and Martin (1991) Steiner states that, The role of the ranslation is determining in this process cultural cross-determination, since in translating the dialectic of unison and plurality is dramatically at work.

From those definitions I can conclude that: (a) translation involves two languages, the source language (SL) and the target language (TL); (b) to translate means to reproduce or to replace the message of the SL text into that of the TL text; (c) every translator must find the equivalent of the TL; (d) translation is an art process of replacing the SL into another language (TL), involving cultural values.

In translating, translator must definitely master both the source and the target language. As explained in the earlier chapter, each language has its own genius. Consequently, the translator should reproduce or replace the message by finding the equivalence of the SL so that the result is just what is intended by the author. In doing so, the translator should keep the essence of what is conveyed. As Machali (1998) comments, translating is an art of recreating meaning, not that of creating meaning.

From the definition above, we can conclude that translation transfers the message and changes a form without changing the meaning and translation is about communication.

2. Types of Translation

Catford (1965) divided translation based on three criteria: the extent of translation (full translation vs. Partial translation), the levels of language involved in translation (total translation vs. Restricted translation), and the grammatical rankat which the translation equivalence is established (rank-bounded translation vs. Unbounded translation). In a full translation, every part of the source language text is replaced by the target language text material, whereas in a partial translation, some part of parts of the source language text are, left untranslated (Catford:1965).

In a total translation, the grammar, lexis, phonology or graphology of the SL are replaced by their equivalence in the TL. In contrast, a restricted translation only replaces limited textual materials of the SL with its equivalence in the TL, e.g. grammar and lexis (Catford:1965).

Rank-bounded translation is normal total translation in which the selection of the target language equivalence is bounded or limited to a low rank or only a few ranks in the hierarchy of grammatical units, e.g. words or morphemes. In contrast, unbounded translation is normal total translation in which equivalence shift-freely up and down the rank scale (Catford:1965).

The experts of translation mention the types of translation differently based on some points of view. Generally, it is divided into literal translation and non-literal translation. Larson as quoted by Simatupang (1999) divides the kinds of translation into two categories. One is meaning-based translation and yhe other is form-based translation. Form-based translation attempts to folloe the form of

the source language and is known as literal translation. On the other hand, meaning-based translation is translation that emphasizes on meaning.

Nida and Taber as cited by Simatupang (1999) support this type of translation by dividing translation into literal translation and dynamic translation. Basically, dynamic translation has the same characters with the meaning-based translation, taht is emphasis on the meaning rather than on the form.

Litearal translation is translation that emphasizes on the form. For example, "You must study alone here", "Anda harus belajar sendirian disini". In the example, we can see that English and Indonesian are related, which means that he general grammatical form may similar, so the literal translation can be understood. However, in some cases, we can find that literal translation will produce an unnatural, because the Indonesian language uses different expression.

Meaning-based translation (Larson:1984) or dynamic translation is translation that emphasizes on the meaning rather than form. For example:

English	**Indonesian**
Green leaf	Daun hijau
Be my guest	Silahkan
The rivers runs	Air sungai mengalir

First phrase, *green leaf* is not too difficult to be translated into Indonesian. It can be expressed in Indonesian as *daun hijau*, *daun yang berwarna hijau*, or *daun itu warnanya hijau*. The translation presents the real meaning of the source

language and also presents the real meaning of the sorce language and also presents the acceptable form of the target language. The sentence *be my guest*, on the second example, is translated into Indonesian as *silahkan*, not *jadilah tamu saya*. The meaning of the third example, *the river runs*, is *air sungai mengalir*. The word *runs* is expressed in Indonesian as *mengalir*. Not *berlari.*

3.   Equivalence in Translation

In this sub-section, we discussed about the definition of equivalence by some professionals and experts.

a.   *Definition of Equivalence*

Catford (1965) notes that the central problem of translation practice is that finding TL translation equivalence. A central task of translation theory is that of defining the nature and condition of translation equivalence. Equivalence is the most appropriate meaning of source language in the target langauge. Bell (1991) defines the term equivalence as the replacement of stretch of a source langauge (particularly idioms, cliches, proverb, greetings, etc,) and the like by its functional equivalent.

Baker in her book In Another Words: A Course Book on Translation acknowledges that equivalence can usually be obtained to some extent, but it is influenced by variety of linguistics and cultural factors and is therefore always relative. She outlines five types of translation equivalence; they are equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence.

b. Equivalence at Word Level

In translating the first consideration was the equivalence at word level because the translator starts analyzing and exploring the meaning of the word as single units in the source language. Bolinger and sears as quoted by baker defined word as " as the smallest unit of language that can be used by itself."

One word may contain several elements of meaning in it. For example a word such as retell, there are two distinct elements of meaning in it: re and tell, i.e. 'to tell again'. there is no one-to-one correspondence between orthographic word and element of meaning within or across languages. For instance, bawang putih in Indonesia is written in one word onion in English; and semangka in Indonesia is written in two words water melon in English.

To differentiate the elements of meaning in words, the term morpheme then to be introduced to describe the minimal formal element of meaning in language. A word such as unbelievable consists of   three morphemes; un , meaning 'not' believe meaning 'able to be '. Than it can be paraphrased as 'cannot be believed.'

Word also has a lexical meaning, baker said that "the lexical meaning of a word or lexical unit may be thought of as the specific value it has in a particular linguistic system and the 'personality' it acquires through usage within that system". In her quotation from cruse, she distinguishes four main types of meaning in words and utterances: proportional meaning, expressive meaning, presupposed meaning, and evoked meaning.

Proportional meaning of a word 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 belongs. Expressive meaning relates the speaker's feeling or attitude rather than to what words refers to. Presupposed meaning 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: selection restrictions (function of the proportional meaning of a word and collocation restrictions (semantically arbitrary restrictions which do not follow logically from the proportional meaning of a word). Generated meaning arises from dialect and register variation.

c.   *Problems of Non-Equivalence at Word level*

Based on types of lexical meaning above, there were some of the more common types of non-equivalence which often pose difficulties for the translator. Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source

1) Culture-specific concept

In culture specific concepts, the problems emerges as a result of source-language that expresses a concept of word which is totally unknown in the target language culture. The concept may be abstract or concrete, for example: an English concept is the word *privacy,* which is understood by people from other culture.

2) The source-language concepts is not lexicalized in the target language

In this type of non-equivalence, the source-language expresses a word which easily understood by people from other culture but it is not lexicalized. For

example, the word savoury has no equivalent in many languages, although its meaning is easy to understand.

3) The source-language word is semantically complex

In this type of non-equivalence, the source-language word is semantically complex, as quoted by Bolinger and Sears, Baker (1992) stated that words do not have to be morphologically complex to be semantically complex. A single word which consists of a single morpheme can sometimes express a more complex set of meanings than a whole sentence. For example, a word arruacao, a Brazilian word which means *clearing the ground under coffee trees and piling it in the middle of the row in order to aid in the recovery of beans dropped during harvesting*.

4) The source and the target languages make different distinctions in meaning.

In this type of non-equivalence, the target language may make more or fewer different distinctions in meaning than the source language. For example, the word *going out in the rain* makes two meaning in mIndonesia *(kehujanan dan hujan-hujanan),* which are different in terms of going out in the rain without knowledge (kehujanan) and going out in the rain with the knowledge (hujan-hujanan) while English does not make this distinction.

5) The target langauge lacks a superordinate

In this type of non-equivalent, the target langauge may have specific words (hyponym) but no the general word. For example, Russian has no equivalent for *facilities,* but it has several words which can be thought as types of facilities.

6) The target language lacks a specific term (hyphonym)

Usually, langauges tend to have general words (superordinate), but lack the specific ones (hyphonyms). English has a variety of hyphonyms which have equivalent in other languages. For example, English has many hyphonyms under the word *house,* such as *cottage, hut villa, lodge, bungalow,etc.*

7) Differences in physical or interpersonal perspective

In this type of non-equivalence, physical or interpersonal perspective that has to do with where things or people are in relation to another or to a place may be more important in one language or another. For example, Japanese has six equivalences for the word *give,* depending who gives to whom: *yaru, ageru, morau, kureru, itadaku, and kudasaru (Mc Creary:1986).*

8) Differences in expressive meaning

Baker (1992,24) said that differences in expressive meaning are usually more difficult to handle when the target-language equivalent is more emotionally loaded than the source-language item. For example, the English word better (as in child/wife battering) was rendered by the more neutral Japanese word tataku, means 'to beat', plus an equivalent modifier such as 'savagely' or 'ruthlessly'.

9) Differences in form

In this type of non-equivalence, there is often no equivalent in the target-language for a particular form in the source text. English has many couplets consist of such noun and suffixes or prefixes such as employer/employee, trainer/trainee, steward/stewardess. Arabic, has no ready mechanism for producing such forms

and so they are often replaced by an appropriate paraphrase, depending on the meaning the convey.

10) Differences in frequency and purpose of using perspective forms

In this type of non-equivalence, English, for example, uses the continuous "*ing*" form for blinding clauses much more frequently than other languages. As a result, rendering every "*ing*" form English to target language would make unnatural style.

11) The use of loan word in the source text

Once a word is loaned into a particular language, we cannot control its development or its additional meaning. For example, average Japanese translator is not likely to confuse an English *feminist* with a Japanese *feminist* (feminist in Japanese means a man who excessively soft with woman).

d.   *Strategies in Non-Equivalence Problem in Translation*

Baker (1992) suggests some strategies to overcome the problems arising in the process of translation related to various type of non-equivalence, as this study is focused on word level equivalence, the strategies discussed are limited on that level of equivalence:

1) Translation by a more general word (superordinate)

This strategy means that the translator may go up on level in a given semantic field to find a more general word that covers the core proportional meaning of the missing hyponym in the receptor language.

2) Translation by a more neutral/less expressive word

In this strategy, the translator may use the more/less expressive word if the source language has differences in expressive meaning which is more difficult to handle because the target language equivalent is more emotionally or less emotionally than the source language item.

3) Translation by cultural substitution

This strategy involves replacing a culture-specific item or expression with the target language item which does not have the same proportion meaning but is likely to have to have a similar impact on the target reader. The advantage is the reader can identify a concept which familiar to the readers.

4) Translation using a loan word or loan word plus explanation

This strategy is particularly common in dealing with non-equivalent on culture specific concepts. One item may be not exist in the particular language because it depends on the environment culture. Once explained, the loan word continually can be used on its own, the reader can understand without further lengthy explanation, because it is explained formerly.

5) 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 different form, and when the frequency which a certain form is used, the source text Is significantly higher than would be natural in the target language (Baker 1992).

6) Translation by paraphrase using unrelated words

In this strategy, the translators still can use the paraphrase strategy although the source text word is not lexicalized at all in the target language and it is semantically complex. The step is by modifying a superordinate or simply unpacking the meaning of the source item. The disadvantage of using this strategy is that it is awkward to use because it involves filling a one-item slot with an explanation consisting of several items.

7) Translation by omission

In this strategy, the translators sometimes can simply omit translating the word from the source text because it is not vital enough to the development of the text. It does no harm compared to distract the reader with a lengthy insignificant explanation.

8) Translation by illustration

This strategy offers an easy choice and it can be a useful option if the word which has no equivalent in the receptor language refers to a physical item which can be illustrated.

9) Translation by more specific word (hyponym)

In addition, a strategy that is not mentioned by Baker that is translation by a more specific word (hyponym). In this strategy, the translator may go down one level in a given semantic field to find a more specific word than covers the core proportional meaning of the word in the source language. In other words, this

strategy may be not used to overcome a relative lack of superordinate in the target language.

From the description above, the writer can conclude that there are many problems that may arise when on translates one word from one language to another language. The scholars found that the lack of non-equivalence word across languages may ignite the problems in translating one word across languages. Therefore, the one who does translating must know the strategies to solve the problems. Baker (1992) offers strategies to deal some problems of word level equivalence. In this study, the writer decided to do the same research about word level equivalence in Indonesian translation dialogue in The Lightning Thief novel by using Baker's strategies.

C.   Theoretical Framework

From the explanation above, the problems of translating emerge because of some factors, such as: the culture specific concepts, the source language was not lexicalized in the target language, the source language word was semantically complex, the source and target language make different distinction in meaning, the target language lacks a super ordinate, the target language lacks specific term (hyponym), the differences in physical or interpersonal perspective, differences in expressive meaning, differences in perspective frequency and purpose of using specific forms, and the use of loan words in the source text. Most of them also become a real obstacle in translating the dialogue, especially at word level.

As well the problem of non-equivalence, the translator also had to give attention to the strategies to gain them. In dealing with this, Baker (1992)

proposed some strategies, such as: translation by a more general word, translation by a more/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrase using related word, translation by paraphrase using unrelated word, translation by omission and translation by illustration.

As have been stated above, several strategies have been suggested by Baker (1992) to gain the word level equivalence problems; translators should be able to produce an acceptable translation. From this point, the writer will intend to find out the strategies used by the translators of the dialogue to overcome non-equivalence at word level and the equivalence meaning of the dialogue.

CHAPTER III

RESEARCH METHOD

This chapter explains the details of the method of study. It contains the research design, object of data, type of the data, roles of researcher, procedure of data collection, and procedure of data analysis.

A.   Research Design

This sub chapter explains the steps how the study was conducted and the approach used in the study. There were two kinds of methods in research; qualitative and quantitative method.

According to David Williams (in Moleong, 2007) "Qualitative research is a data collection in a natural setting, using natural methods, and performed by people or researchers who are naturally interested". In addition, Moleong (2007) explains "Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods".

This study used the qualitative research and the nature of the study is descriptive. Qualitative research presents the data and research in the form of description. Analysis of this type is done with words to describe the conclusion. Hence, the qualitative study obtains the descriptive data whether spoken or written. By using this method, the researcher is expected to be able to find out, to identify, to define and to explain the topic of the study. A library research will also used in conducting the research, in order to find out some theories through number of books, journal, articles, and other sources that have correlation in the topic.

The method of this study involved several steps. The first step is reading the novel. In the next step, the writer observed the dialogue from the novel. The researcher collected, analyzed, and drew conclusion based on the data which were taken from the novel. The English version entitled *"The Lightning Thief"* written by Rick Riordan was compared with its Indonesian translation version translated by Femmy Syahrani to get the answer of the objective of the study.

B.   Role of the Researcher

In this study, the writer was not the only data collector and data analyzer. The writer collaborated with three others raters namely Tiffani Dewi, Ratih Ayu Purnama and Dyah Ayu Lestari. As the data collector the writer collected the data needed for the analysis including finding out the book in both versions and determining the chapter. As a data analyzer, the writer analyzed the word level equivalence strategies and evaluated the finding. The last, the word level equivalence meaning in each strategy were rated by the raters into several classification of scores.

C.   Sources of Data

This sub chapter presents the object of the study chosen by the writer. The object of this study is a novel from both the Indonesian version and English version to analyze the word level equivalence in the translated dialogues that having non-equivalence problem. The data were taken first, from the *"The Lightning Thief"* novel written by Rick Riordan which was published by Miramax Books in 2006. The soft file of the original novel can be searched on google play book. Then, the novel was translated into Indonesian with the same title and

published by Mizan Fantasi in 2008 which can be searched on goodreads for the translation version of the novel. This novel was translated by Femmy Syahrani. The data was taken from twenty two chapters of the novel.

This part also describes the source and the type of the data. The source of the data in this study is the dialogue in the novel *"The Lightning Thief"* by Rick Riordan and the Indonesian translated novel with the same title by Femmy Syahrani. The data were in the form of written utterances of the dialogues which have non-equivalence problems. 141 of written utterances of the dialogues were found in this study. The data will be listed in a table to be analyzed afterwards. The writer uses dialogue in the novel from both English and Indonesian versions as the data to be analyzed. The study will describe what strategy used and how is the word level equivalence of the translated dialogue in the novel *"The Lightning Thief"*.

D.   Procedure of Data Collection

In this study, the data were in the form of written texts of both English and Indonesian versions of *The Lightning Thief.* Therefore, in collecting the data, content analysis were used. This mehod wass intended to collect the data concerned with the whole text which was analyzed. The writer collected the dialogues of the twety two chapter of *The Lightning Thief* which contained word level non-equivalences and listed the data in the first and the second column in a table shown in the instrument of the analysis in this chapter.

E.   **Procedures of Data Analysis**

The data analysis of this study used descriptive qualitative analysis. The data found from the novel are analyzed carefully. The data were all the dialogues which have nonequivalence at word level. The analysis was done based on Brown's theory. The procedures were described as follow:

Translation by more specific word

ST: "Boy wouldn't feel *a thing*. Nevertheless, I've agreed to restrain myself. I'm thinking of turning you into a dolphin instead, sending you back to your father"

TT: "Bocah itu tidak akan *kesakitan kok*. Yang pasti, aku sudah setuju untuk menahan diri. Aku mempertimbangkan mengubahmu menjadi lumba-lumba saja, lalu mengirimmu kembali ke ayahmu"

BT: "Boy wouldn't feel *a pain*. Nevertheless, I've agreed to restrain myself. I'm thinking to turning you into a dolphin instead, sending you back to your father"

Which is:

ST =   Source Text, is a written text in a given source language which is to be, or has been, translated into another language.

TT =   Target Text, is a translated text written in the intended target language, which is the result of a translation from a given source text.

BT =   Back Translation, is a process of translating a previously translated text back into its source language.

The word *"thing"* which was translated into *"kesakitan"* was consider as word level non-equivalence since the word *"kesakitan"* is more specific than the word *"thing"* itself. Thus, a further analysis was done.

F.   Triangulation

Sugiono (2013:330) states that the aim of triangulation is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase ones understanding of whatever is being investigated. Triangulation was an instrument that combined some instrument and data source. Its function was to have more strengths of each instrument and to decrease the weakness of each instrument. In this research, the research would use triangulation, which was the combination among observation and questionnaire.

To check this validity, the technique used by the researcher is triangulation. According to Meleong, triangulation technique is a technique of the validity inspection of data that is the other thing. There are four kind of triangulation. They are:

1. Source Triangulation, it uses different source to get the same data. It used to check the information which is gotten in different time and tool. The explain is in the source of data act in data collecting method or others.

2. Methodology Triangulation, this triangulation ca be done by the researcher to collect the same data by using different techniques or methods of collecting data. The emphasis is on the use of different data collecting method and to point out the same source to test the data validity.

3. Investigator Triangulation, means that the validity of the research can be tested by some other researchers. From some researcher's point of view and

interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the research validity.

4. Theoretical Triangulation, means uses more than one perspective of theory to discuss the research problem.

From those types of triangulation method, the researcher used investigator triangulation, because the researcher used several different investigators in the analysis process. While this is an effective method of establishing validity, it may not always be practical to assemble different investigators given time constraints and individual schedules.