



**TRANSPOSITION IN THE ENGLISH-INDONESIAN
TRANSLATION OF JEFF KINNEY'S
*DIARY OF A WIMPY KID: DOG DAYS***

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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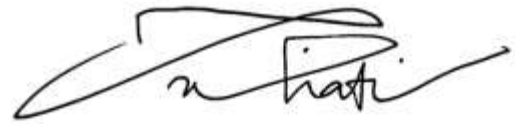
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DECLARATION OF ORIGINALITY

I, Zumika Elvina hereby declare that this final project entitled *Transposition in the English-Indonesian Translation of Jeff Kinney's Diary of a Wimpy Kid: Dog Days* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, June 23rd 2016



Zumika Elvina

“How blessed is the reward of those who labour”

(Qur’an 3:136)

“It’s your road, and yours alone.

Others may walk it with you, but no one can walk it for you.”

(Rumi)

To:

My beloved Mom and Dad

(Ibu Sri Hartini and Bapak Munawar)

My beloved brothers and sisters,

(mas Iponk, mbak Lina, mas Iwan, mbak Indah, and dek Rika)

My Mr. Right, Ardian Yuniarto

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Finally, I realize that there are many weaknesses in this final project. Therefore, suggestions and corrections are always open-welcomed. I hope this little piece of paper will be helpful for those who concern in the study.

The Writer

ABSTRACT

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As one of many procedures used to solve problems deal with difference grammatical structure in translating Source Language (SL) into Target Language (TL), transposition is not only about changing the structure to be accepted in TL; but also holding the intended meaning constant as in SL. This final project is based on study which attempted to investigate what types of transposition and how transposition occurs in *Diary of a Wimpy Kid: Dog Days* novel.

The main purpose of the study was to identify the type of transpositions that occur in the English-Indonesian translation of *Diary of a Wimpy Kid: Dog Days* novel – including level and category transposition, which within category transposition, there are structure transposition, class transposition, unit transposition and intra system transposition; and to describe how transposition occurs within it. This was qualitative study. The methods of investigation covered the process of collecting, analyzing, and describing the data. The data were collected by reading, inventorying, and classifying them according to the types of transposition used based on the Catford's theory (1965). Then, they were analyzed carefully and presented with detail explanation.

The research finding showed that there were 630 transpositions occur in this study. The structure-transposition was the most frequent types of transposition that occur in the novel with 228 (36.20%), followed by unit transposition with 207 (32.90%) data. The rest were occupied by level transposition with 114 (18.10%) data, class transposition with 50 (7.90%) data, and intra-system transposition with 31 (4.90%) data.

Based on the research findings, it can be concluded that all types of transposition occurs in *Diary of a Wimpy Kid: Dog Days* novel. It occurs in various ways, both level transposition and category transposition. It is hoped that for those who are taking translation study to be more aware of the phenomenon of transposition in translation, especially transposition where the grammatical differences of two languages can cause some problems.

TABLE OF CONTENTS

	Page
Acknowledgements	v
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Diagrams	xi
 CHAPTER	
 I. INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Research Problem	4
1.4 Purposes of the Study	4
1.5 Significance of the Study	5
1.6 Outline of the Report	6
 II. REVIEW OF THE RELATED LITERATURE	
2.1 Review of the Previous Studies	7
2.2 Review of Related Literature	11
2.2.1 Definition of Translation	11
2.2.1.1 Kinds of Translation	12
2.2.2 Grammatical Problems in Translation	14

2.2.3	Shift	17
2.2.3.1	Modulation	17
2.2.3.2	Transposition	18
2.2.3.2.1	Transposition of Level	22
2.2.3.2.2	Transposition of Category	23
2.3	Theoretical Framework	28
III. METHODS OF INVESTIGATION		
3.1	Research Design	30
3.2	Object of the Study	31
3.2.1	Synopsis	31
3.2.2	A Short Biography of Jeff Kinney	32
3.2.3	The Publisher	33
3.3	Role of the Researcher	33
3.4	Type of Data	34
3.5	Unit of Analysis	34
3.6	Procedures of Collecting Data	37
3.6.1	Eliciting	37
3.6.2	Inventory of data	38
3.6.3	Classifying data	38
3.7	Procedures of Analyzing Data	39
3.8	Technique of Reporting the Result	40
3.8.1	Data Classification	41

3.8.2	Data Reduction	41
3.8.3	Data Description	42
IV. RESULTS AND DISCUSSION		
4.1	General Description	43
4.2	Results of the Study.....	45
4.2.1	Level-transposition	45
4.2.2	Category-transposition	47
4.2.2.1	Structure-transposition	47
4.2.2.2	Class- transposition.....	50
4.2.2.3	Unit-transposition	51
4.2.2.4	Intra-system transposition	53
4.3	Discussion	54
V. CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions	58
5.2	Suggestions	59
REFERENCES		61
APPENDIX		63

LIST OF TABLES

Table	Page
3.1 Data Inventory	38
3.2 Data Classification	39
3.3 Examples of Structure Transposition	41
4.1 Findings of Transposition	44

LIST OF DIAGRAMS

Diagram	Page
2.1 Theoretical Framework	29
3.1 Kind of Level Transposition	34
3.2 Kinds of Structure Transposition	35
3.3 Kinds of Unit Transposition	35
3.4 Kinds of Class Transposition	36
3.5 Kinds of Intra-System Transposition	37

CHAPTER I

INTRODUCTION

This part explains several points which consist of the background of the study, reasons for choosing the topic, research questions, objectives of the study, significances of the study, and outline of the study.

1.1 Background of the Study

Nowadays, people can please themselves with various kinds of books from various kinds of languages that have been translated into Indonesian. The books from the fields of politics, science, technology, literature etc. overwhelm bookshops and libraries in Indonesia. Therefore, to digest Ernest Hemingway's, Plato's, Khalil Gibran's, Paulo Coelho's and many other well-known authors or experts, people do not have to muster their mother tongue as it were if translation had not ever existed.

When people read the books, they might have never been fully aware of long and complicated process in translating a single foreign language book. According to Sulisty (1992:25) the process of translation is not simple. It begins with determination of the book's title which is going to be translated, permission from the copyright holder, qualification of a translator, the process of translation itself, copy editing and post translation process. Among the process, the qualification of a translator and the translation process are the most crucial.

Translation consists of changing form from one state or form to another, to turn into one's own to another language (Merriam Webster Dictionary in Larson, 3:1984). If refer to this definition, we could have assume that one mustering at least two languages could do translation. However, translation is not a matter of changing state or form from on language to another. Besides, it deals with various linguistic aspects of both source and target language, there also theories of translation to be considered. Moreover, there are extraneous factors namely areas translation, culture and audience that also play an important role in the process of translation.

There are some procedures in translating a text, such as modulation, naturalization, transposition, contextual conditioning, and also foot note conditioning. According to Molina and Hurtado Albir in Hartono (2009:56), transposition is to change a grammatical category. Furthermore, Catford (1965:73) defined transposition or shift as a procedure of translation which involve the changing the grammatical structure from SL to TL. Here, transposition plays important role in solving the grammatical problem in translating a text from SL to TL. It offers a variety of possibilities that help avoiding the problem of untranslatability.

Based on the explanation above, this study attempts to analyze what type of transposition and how transposition occurs during the translation process of the novel. It describes how translator tries to change the text from English into Indonesian so that the Indonesian readers will get the intended meaning as the English readers, although the grammatical categories change.

1.2 Reasons for Choosing the Topic

This study was conducted based on the following reasons.

Translation is a process of finding a Target Language (TL) equivalent for a Source Language (SL) utterance (Pinchuk in Machali, 1998: 1). Since Indonesian has different rules with English –though they have some identical rules, it does not easily find equivalent utterance between them.

There are some cases that in the translation process a structure change of word is necessary, and the result is delivered in another form. It means that not all the structure of source language can be translated in the same form in the target language. Transposition is one of crucial aspects in translation process that often occurs in translating English into Indonesian. However, it is rarely noticed by the readers and analyzed by researchers. Readers may know that there are some changes in translating the source text into target text, but they do not know exactly what actually changes and how it occurs.

Next reason is, as a student of English Education program I participated in a teaching practice program (*Praktik Pengalaman Lapangan*) held by the university. I practiced in teaching English course at SMP N 1 Muntilan for almost three months. During the program, some problems related to the students' understanding of English course appeared. One of them is the understanding of how to translate sentences in *Bahasa Indonesia* into English or vice versa. Frequently, some of the students just translated the sentences word by word which made the sentences grammatically incorrect and meaningless. For example, in

translating the English sentence “That cute little girl and her mom came from Manado” into *Bahasa Indonesia*, some students translated literally word by word so it became *Itu imut kecil gadis dan dia ibu datang dari Manado*. That sentence is grammatically incorrect and meaningless; it should be *Gadis kecil imut itu dan ibunya datang dari Manado*. Some students confused which order the translated word should be placed. So, it would be easier for the students to understand if the teachers who acquaint the theory and the application of transposition in translation explain to the students that in order to make a good and acceptable translation, some changes of grammatical or the lexical structure are allowed. In this case, knowing the process of transposition and translation is important.

1.3 Research Problem

As the title suggests, I choose transposition as the object of my study. This study is expected to answer the following questions:

1. What are types of transpositions that occur in the English-Indonesian translation of Jeff Kinney’s *Diary of a Wimpy Kid: Dog Days*?
2. How does the transposition occur in the English-Indonesian translation of Jeff Kinney’s *Diary of a Wimpy Kid: Dog Days*?

1.4 Purpose of the Study

In line with the statement of the problem, the purposes of this study are:

1. To identify the type of transpositions that occur in the English-Indonesian translation of “*Diary of a Wimpy Kid: Dog Days*” novel – including level and category transposition, which within category

transposition, there are structure transposition, class transposition, unit transposition and intra system transposition.

2. To describe how transposition occurs in the English-Indonesian translation of Jeff Kinney's *Diary of a Wimpy Kid: Dog Days* novel.

1.5 Significance of the Study

There are three kinds of significance of the study. They are theoretical, pedagogical, and practical significances of the study.

The first is the theoretical significance of the study. It is hoped that this study will enrich the theories of translation, especially transposition. Furthermore, it is expected to be able to give useful contribution in the improvement of Indonesian translations.

Next is from pedagogical significance of the study. Hopefully, it can increase the interest of students of English Department in translation; so that they will get interested in doing future research in the same field with deeper discussion. It is expected to improve the knowledge of English Department students to accomplish their study dealing with translation procedures, especially transposition. This research also is expected to help the teachers of English course in Indonesia in delivering the teaching materials.

The last is practical significance of the study. It is hoped to provide problems solving for translating English text into Indonesian, especially the changes of grammatical structure and lexical construction. It is needed to produce a good translation where grammatically and lexically may change, but the meaning stay the same.

1.6 Outline of the Report

This final project is organized into five chapters. Chapter I presents introduction which comprises background of the study, reasons for choosing the topic, research problems, purpose of the study, limitation of the study, significance of the study, and outline of the study.

Chapter II reviews about the related literature which consists of three sub chapters. The first presents the review of previous studies, the second is about the review of related literature, and the last sub chapter is the theoretical framework of this study.

In Chapter III, the methods of the investigation are discussed in eight sub chapters covering research design, object of the study, role of the researcher, type of data, unit of analysis, procedures of collecting data, procedures of analyzing data, and technique of reporting the results.

Chapter IV reports the result of the study from the general description, the result of the study, and the discussion of the study. It shows how I analyses the data and then obtains the result from the analysis.

At last, Chapter V presents the conclusion of the study based on the result of the study and some suggestions for the readers, particularly for those who are taking translation study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections. The first section presents the results of the studies in the relevant field that have been conducted so far. The second section deals with theories underlying this study. The last section presents the theoretical framework.

2.1 Review of the Previous Studies

In doing a study research, literature is needed in order to make the study valid. This part deals with the review of some previous studies related to the study of transposition in translation I used in order to prove the validity of this study.

The first previous study was done by Al-Zoubi and Al-Hassnavi (2001), they said that the occurrence of shifts in any translational activity is an unavoidable phenomenon. They attempted to construct a workable electric model with reference to shift analysis whose major aim is to provide a sound machinery in order to analyze various types of shifts in translation at various levels of linguistic and paralinguistic description. Shift should be redefined positively as the consequence of the translator's effort to establish translation equivalence (TE) between two different language systems, they added.

Next research was done by Erwan Prasetyo (2003). In his research, he described how shifts occurred in English-Indonesian translation in Sidney Sheldon's *Bloodlines* and the translation entitled *Garis Darah* by Threes Susilastuti. The study explained how transpositions were executed in the novel he analyzed and used the results of study as a medium for investigating the relation between the theoretical principles of translation and the "real" practice of translation.

The other research was done in 2010 by Mukhamad Mirza. Shift of point of view of direct speech in an English-Indonesian translation book became a concern in his study research. He chose a children book *You're Nicked Ms Wiz* to be analyzed and revealed that all categories of shifts of point of view occurred. However, the most of shifts of point of view occurred in the change of focus because there were different cultural background between SL and TL. That is why the translator often deals with several phrases, clauses, sentences, or vocabulary items for which there is no full equivalence in the target language that makes the translator need to do the shift, especially shift of focus. Another conclusion is that the change of focus often results in the change of meaning even the translator does not intended to do it. However, the messages of the writer still could be conveyed.

Besides, there was a research in regards to theme equivalence and theme shift found in Indonesian-English translation of thesis abstracts which done by Damayanti (2012). The data consist of 10 thesis abstracts and their translation into English, taken from Postgraduate Program of Semarang State University from 2010-2011. It's found that the majority of the themes are considered as non shift

or equivalent. The shift occurs through three processes: (1) by changing the grammatical function within the theme, (2) by adding more themes and (3) by deleting themes.

A study research about translation procedures which includes transposition, modulation and naturalization also was done by Yulianti (2013). She concerned with the analysis of the procedures on Qomik Quran translated from Indonesian into English. By using a qualitative research to achieve the objectives of the study, she finally found that transposition, modulation and naturalization in the source text as the data occurred in various ways. The theory of translation procedures is an important thing to be mastered by translator in case (s)he will make a bilingual book, she added.

Next study was conducted under the consideration in the meaning differences of Source Language that is English, and the Target Language that is Indonesian in which there are some changes in the information content during the process of translation. Darmawan (2014), analyzed and explained the shift of meaning in the English-Indonesia translation in *G-Force* movie subtitle. He stated that the use of a dictionary in translating is just a tool in comparing from the literal meaning to its translation. So, the subtitle is translated based on the context what is talking about and does not depend on the literal meaning to its translation.

Another research was conducted by Ariyana (2014). This research was attempted in order to find out the type of shifts in English-Indonesian translation of noun phrase in the novel based on Catford's theory about shifts. From the

research, it can be concluded that unit shift has a great number and dominate the translation shift used by the translator among others.

Rohmawati (2014) has a spesific concern about transposition. Unit shifts in the Indonesian subtitle of *The Hobbit* was chosen as her study research. She used a theory of shifts by J.C. Catford which attempted to analyzed the unit shifts in the text. The study found that the changes from phrases into words are the most dominant unt shifts in the text.

Different from the researches above, Whittlesey (2012) said that while the most prominent from transposition is likely to be a text shifted from one language to another, a transposition does not have to take place across languages. In general, he said, we are able to breakdown the formal options in transposition as: simplification, complication, retention, elimination, and modification by addition, subtraction and/or rearrangement.

From some previous studies state above, transposition needed in order to make a translation process become clearer. The result in target language equals the original one in source language. In spite of the fact that many studies had been done, transposition still becomes an interesting subject since it has connection with any other aspects in translation field.

Thus, this study has the same topic in translation that is transposition. The differences are the book that had been analyzed is a book from different author, *Diary of a Wimpy Kid: Dog Days* by Jeff Kinney. Also, the problems that were analyzed were only about kinds of transposition occurred in the Indonesian

version of the book. Even though many theories appeared, the analysis in this study is based on Catford's theories in regards to classification in shifts. Since the title of my study talk about transposition, the term 'transposition' would be chosen instead of 'shift' to differentiate between shift in meaning (modulation) and shift in grammatical (transposition).

2.2 Review of Related Literature

In this sub chapter, I present some theories underlining the study. They are the definition of translation, equivalence in translation, transposition, and Jeff Kinney's *Diary of a Wimpy Kid: Dog Days* and its Indonesian translation.

2.2.1 Definition of Translation

Definition of proper translation is almost as varied as the persons who have undertaken in order to discuss the subject. There are some definitions about translation based on some experts.

Nida and Taber (1969: 12) implicitly stated the definition of translation by defining the definition of translating. They said that translating consists of 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. So, it can be concluded that based on Nida and Taber, there are some important elements in translating, for examples messages reproduction, equivalence, natural equivalence, meaning, and style.

Meanwhile, Newmark (1988:5) stated that translation is rendering the meaning of a text into another author intended the text. It can be said that translation is a process of transferring the meaning of the source language into the target language. A good translator should be able to transfer the author's intention to the readers in such way so they clearly understand the content of the information.

In contrast with Newmark, Larson (1984:3) emphasizes on the form than meaning. Translation is basically a change of form. In translation, the form of the source language is replaced by the form of receptor (target) language. However, according to Catford's theory (1965:20), he defines that translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

In conclusion, translation is not only replacing words from SL to TL, but there are some aspects that should be considerate. It can be said as an activity in finding the equivalent words from source language into the target language. Through the process, changing the form of language may be needed in order to make the translation grammatically acceptable in target language, but it should be noted that it will still deliver the natural and accurate message as the author intends.

2.2.1.1 Kinds of Translation

Based on definitions about translation above, there are some kinds of translation. The explanation in regards to kinds of translation is laid below.

According to Newmark (1991:39), he divided translation into two types, they are:

1. Communicative translation, attempts to produce on its readers an affect as close as possible to that obtained on the readers of the original.
2. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original.

Furthermore, he explained that semantic translation is personal and individual, follows the thought processes of the author, tends to over-translate, pursues nuances of meaning, yet aims at concision in order to reproduce pragmatic impact. Communicative translation is social, concentrates on the message and the main force of the text, tends to under-translate, to be simple, clear and brief, and is always written in a natural and resourceful style. Somehow, semantic and communicative translation must also be seen as wholes

Besides, Larson (1998:17) also had his own theory. He stated that there are two types of translation:

1. Literal translation is a form-based translation attempting to follow the form of the source language.
2. Idiomatic translation is a meaning-based translation that makes every effort to communicate the meaning of the source language text in the natural form of the receptor language.

From the explanations above, the two kinds of translation from Newmark and Larson almost have same meanings. Communicative translation from

Newmark has a same meaning with literal translation based on Larson theory, so is semantic and idiomatic translation in spite of the fact that they have different terms. The kinds of translation help the translator to interpret the information from one to another language, from English to Indonesian language, for example. They translate the text appropriate to the content of the text. Communicative and literal translation may used in order to translate non-fiction information such as science book or biography, while semantic and idiomatic translation more or less used to interpret fictions texts such as novel, short stories, poem etc.

2.2.2 Grammatical Problems in Translation

In translation process, it cannot be denied that there are some problems in translating information from one language to another. Translators find difficulties due to many significant differences between two languages, such as the language systems.

Nida and Taber (1982: 35) say that the same grammatical construction may represent a number of different relationships, and thus be said to have many different meanings. In order to preserve the content of the message, the form must be changed and it is done to retain the meaning constant although it is presented in the different form. Translators may change the surface structure of the text wherever it is needed, but still convey the same intention of the author as in the source text (Nida and Taber, 1982: 5). It will challenge the translators how deep they master the grammatical structure in both languages. Once they misinterpret one form of word or more, it will be possible to affect the whole text. Translators

should carefully choose the right structures and words which deliver the same meaning as the source text. The grammatical may or should change for the sake of the naturalness in target language since every language has its own grammatical rules, but the meaning should not.

Larson (1998: 20) states that parts of speech are language specific, where each language has its own division of the lexicon into classes such as nouns, verbs, adjectives, etc. Different language will have different classes and subclasses. Grammatical constructions also vary between languages. Grammatical choices in the translation must be based on the function of the grammatical construction in the target language, not on a literal condition of a source language form. So, what Larson means is that in order to make the meaning of source language appropriately acceptable in target language, we have to follow the grammatical construction of the target language. Translating grammatical features also applies the same principles as above that every language has different kind of grammatical system. The source language may have a grammatical feature that the target language does not have. Not only for the features, the differences of grammatical constructions between the source and the target language also makes translating need adjustment in order to make the meaning appropriately acceptable in the target language (Larson, 1984).

Baker (1992: 86) says that differences in grammatical structures of the source and target languages often result in some change in the information content of the message during the process of translation. She also adds some categories of grammatical differences. The first one is *number*, the idea of countability is

probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that have, do not necessarily view countability in the same terms. And then *gender*, which is a grammatical distinction to which a noun or pronoun is classified as either masculine or feminine in some languages. *Person*, the category of person relates to the notion of participant roles (first person, second person and third person). There are also *tense and aspect*, which are grammatical categories in a large number of languages the form of the verb in languages which have these categories usually indicates two main types of information: time relations and aspectual differences. Time relations have to do with locating an event in time. The usual distinction is between past, present and future. Aspectual differences have to do with the temporal distribution of an event, for instance its completion or non-completion, continuation or momentariness. Although the main use of grammatical categories of tense and aspect is to indicate time and aspectual relations, they do not necessarily perform the same function in all languages. The last one is *voice*, which is a grammatical category which defines the relationship between a verb and its subject. In active clauses, the subject performs the action. In passive clauses, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language. It may be a problem in translation process, depending on the availability of similar structures, or structures with similar functions in the target language (Baker, 1992: 102)

From the explanation above, the conclusion may be drawn like this: the most important task of translation is how to make the meaning or message of the source language translated into the target language in appropriate and acceptable form, without changing the meaning itself. This statement is supported by Larson (1984) saying that:

The point is the goal of the translator is to keep the meaning constant. Wherever necessary, the receptor language form should be changed in order that the source language meaning not to be distorted. Since a meaning expressed by a particular form in one language may be expressed by quite a different form in another language, it is often necessary to change the form when translating.

2.2.3 Shift

As it has been mention above that the central problem of translation is to find translation equivalent, accordingly formal correspondence –grammatical correspondence between SL and TL, is “victimized” (equivalence over formal correspondence) and furthermore shift, either formal (transposition) or meaning (modulation) is frequently committed (Hoed in Machali, 2000:XI).

2.2.3.1 Modulation

As one of translation procedures, modulation talks about shift in meaning. In modulation, the translators change their point of view in translating. More explanation with reference to modulation will define as follow.

Vinay and Dalbernet coined the term modulation to define a variation through a change of viewpoint, of perspective and very often of category of

thought (Newmark 1988; 88-89). They categorize modulation into eleven. They are negated contrary, part for the whole, abstract for concrete, cause for effect, one part for another, reveal of terms, active for passive, space for time, intervals and limits, change of symbols, change of focus.

Those categorizations are unconvincing to Newmark's opinion. Instead, he propose his own notion of modulation, which is then elaborated by Machali (2000; 692). He categorizes modulation into free and mandatory. Mandatory modulation occurs when a word, phrase or structure does not have translation equivalent in TL, so that it is necessary to produce translation equivalent; while free modulation occurs when TL rejects literal translation.

The important thing in modulation is how the translator interprets information from one language to other languages. Even though, by means of changing the perspective based on the culture of each language, the content of the information still same. Modulation just implicates to the result of translating process, so it more make sense.

2.2.3.2 Transposition

Transposition is a translation technique that changes a grammatical category. More definition regarding to translation will define below.

The term of transposition is introduced by Vinay and Dalbernet, while Newmark refers to the same concept as transposition. Mismatch is proposed by Larson. Shift is a concept that is much associated to Catford. Since later, the main theory underlying in the study that is going to be analyzed is based on Catford's

term “shift”. Therefore, to avoid the miss understanding between transposition and modulation which both are belong to shift, the term “transposition” will be used for the purpose of consistency.

There should be a point of departure before any shift can occur, and Catford (1965) calls this point formal correspondence. He categorizes shift into major categories: level and category shift. Level shift means that a SL item at one linguistic level has a TL translation equivalent at a different level, while category shift means that a SL rank scale has a TL translation equivalent in other rank scale. Within this shift, there are structure shift, class shift, unit shift and intra system.

Newmark (1988:85) has the same point departure that shift is considered as a translation procedure involving a change in the grammar from SL to TL. He divides shift into four types. First type of shift is the change from singular to plural. The second type is required when a SL grammatical structure does not exist in the TL. The third type of shift the one where literal translation is grammatically possible but may not accord with natural usage in the TL. The fourth type of shift is the replacement of a virtual lexical gap by a grammatical structure. The third and the fourth shift respectively are the same with Catford’s that are class shift and unit shift.

There are explanations about transposition as I cited from Rudi Hartono (2011: 28-30).

- 1) Transposition occurs by the system and the rules of the language. In this case, the translator has no choice and had to transpose it, for example:

- a. The change from plural nouns in English to singular noun in Indonesian.

SL: a pair of glasses

TL: *sepasang kacamata*

- b. Repetition of Indonesian adjective from the adverbs that describes the subject of the plural nouns in English.

SL: The houses in Jakarta are built beautifully.

TL: *Rumah di Jakarta bagus-bagus.*

- c. The change from adjective + nouns to nouns + adjective

SL: beautiful woman

TL: *wanita (yang) cantik*

- 2) Transposition occurs because a SL grammatical structure does not exist in the TL.

- a. Placement of objects in the front of a sentence (as the subjects) in Indonesian language which is not exists in the concept of the English grammatical structure, except in the passive voice. So that the structure of the sentence remains a regular sentence.

SL: We must bring the book.

TL: *Buku itu harus kita bawa.*

- b. Verbs placement in the front of a sentence in Indonesian language that is unusual to the English sentence structure, except in the imperative sentence. So, the equivalent uses regular sentence structure.

SL: Its usage has been approved.

TL: *Telah disahkan penggunaannya.*

3) Transposition occurs because the one where literal translation is grammatically possible but may not accord with natural usage in the TL.

a. Noun/noun phrase in the SL into a verb in the TL.

SL: to train intellectual men for the pursuits of an intellectual life

TL: *untuk melatih para intelektual untuk mengejar kehidupan intelektual*

b. Adjective + noun/noun phrase in the SL into noun + noun in the TL.

SL: medical student

TL: *mahasiswa kedokteran*

c. *Participial* clause in the SL is stated fully and explicitly in the TL.

SL: The approval signed by the doctor is valid.

TL: *Persetujuan yang ditandatangani oleh dokter itu sah.*

d. The change from adjective + noun to noun + clause

SL: lending bank

TL: *bank yang memberikan pinjaman*

e. Class shift

i. Noun → Verb

SL: It was an arduous climb up the mountain.

TL: *Sungguh sukarmendaki gunung itu.*

ii. Adjective → Verb

SL: The neighbours were hostile to the family.

TL: *Para tetangga itu memusuhi keluarga tersebut.*

4) Unit transposition from word into phrase, and phrase into clause that usually occurs in separated words translation.

a. Words → phrase

SL: adept

TL: *sangat terampil*

b. Phrase → clause

SL: The man with blue jacket is Mr. Green.

TL: *Laki-laki yang memakai jaket biru adalah Tuan Green.*

Having learnt some transpositions definition and procedure, we at this point in time come to the discussion of the main theory that underlies this thesis that is Catford's in the explanation below will be completed with some examples cited from Yan Mujianto (2003).

2.2.3.2.1 Transposition of Level

Definition of level transposition which has been given is not complete yet. Catford further explains that this involves the changes from grammar to lexis. To make this transposition clearer, there are some examples below.

(1) a. We ought to lie up in the barn.

b. Sebaiknya kita berbaring di dalam lumbung.

(2) a. You ought to have let me know, darling.

b. Mestinya kau member kabar sayang.

Grammatical form, the construction *ought to* (1a) and *ought to have* + Vn (2a) Two SL grammatical forms are replaced by two different lexical forms that are adverb *sebaiknya* and *semestinya*.

2.2.3.2.2 Transposition of Category

As stated by Cartford, category transposition is classified into (a) Structure, (b) Class, (c) Unit and (d) Intra System.

a. Structure

Transposition of structure occurs when there is a formal correspondence between SL and TL but it is arranged in different way. This transposition then is elaborated into 1) change of sentence form, 2) combination between two sentences or clauses, 3) split of sentence and 4) change of word order.

1) Change of Sentence Form

The transposition of sentence form is elaborated through some examples bellow.

(3) a. You try it.

b. Maukah anda mencoba?

(4) a. We must shut up.

b. Tutup mulutmu.

(5) a. Come tomorrow night.

b. Bisa kau datang cepat, bukan?

In sentence (3a), affirmative sentence is changed into interrogative. This transposition is committed by adding interrogative word *maukah*, which is put in the initial position. *Maukah* is derived from adverb *mau*+ particle *kah*. In consonant with the example (4), the transposition from affirmative sentence to imperative is committed by omitting modal *must* and placing verb *tutup* in the initial position. In example (5) imperative sentence is changed into interrogative. This is marked by tag question *bukan*.

2) Combination between Two Sentences of Clauses

Examples (6), (7) and (8) are presented to explain the transposition in form of combination between two sentences or clauses.

(6) a. Come on. We go to whore house before it shut

b. Mari kita pergi ke rumah pelacuran selagi masih belum tutup.

(7) a. Open the bottle. Bring a glass.

b. Buka botolnya dan ambikan gelas-gelasnya.

(8) a. Tell me what it is.

b. Katakan sajalah.

In example (6), two independent sentences are translated into a complex sentence where one of them is considered as a main clause and the other as subordinate clause. The first sentence to come on is translated into main clause. *Mari*, an imperative word that expresses invitation, while the second sentence is replaced by adverbial clause. Example (7) shows the transposition from two imperative sentences to compound sentence with coordinate conjunction *dan*. In example (8), imperative sentence in form of complex

sentence is translated into imperative sentence. Main clause *tell me* and noun clause *what it is* is changed into *katakan sajalah*, a single sentence.

3) Split of Sentence

In sentences (9) and (10), the transposition in form of split of sentence is discussed.

(9) a. Take off your kit and sit down.

b. Letakkan barang-barangmu. Dan duduklah.

(10) a. You will leave before daylight, Enrico?

b. Aku kira kau akan berangkat pagi-pagi sekali, Enrico?

Example (9) shows the transposition from compound sentence with coordinate conjunction *dan* is translated into two sentences, while example (10) indicates that single sentence is changed into complex sentence. The addition *Aku kira* is functional as a main clause.

4) Change Word Order

This transposition occurs when SL rank scale sequence is translated into different rank scale sequence. The term sequence implies that the transposition is occurred in the level higher than word. There are some examples given to make this transposition clearer.

(11) a. Extend family.

b. Keluarga besar.

(12) a. You drive.

b. Kau yang mengemudi.

(11a) Noun phrase with adjective *extended*, as a modifier, and noun *family*, as a head forming MH construction is translated into reversal construction (11b). In sentence (12a), subject *You* and predicate *drive* with S+P construction is rendered into subject *yang mengemudi* and predicate *kau* with (S+P) construction.

b. Class

Transposition of class occurs when the translation equivalent of SL items is a member of different class from original items. This transposition that the changes of word class affect those of phrase and clause form includes the rank scale of word, phrase and sentence. Sentence (13) and (14) are presented to elaborate this transposition level.

- (13) a. Don't you want a drink?
b. Tidakkah kau mau minum.
- (14) a. Kiss me goodbye.
b. Berilah aku cium perpisahan.

In sentence (13a) noun *drink* and article *a* forming noun phrase a drink function as object. This noun phrase is translated into verb *minum* with adverb *mau* forming verb phrase. In contrast, in sentence (14a) there is a verb *kiss*, a predicate. The verb is translated into noun *cium* (14b), with noun *perpisahan* forming noun phrase function as object.

c. Unit

Transposition of unit means changes of rank –that is, departures from formal correspondence in which the translation equivalent of a unit at one

rank is the SL is a unit at a different rank in the TL. Since the lowest to highest literary of emphasis rank scale is word, phrase, clause, or sentence, the transposition includes those rank scales. These examples are:

- (15) a. You can't do that.
b. Jangan begitu.
- (16) a. Will you have a cigarette?
b. Rokok?
- (17) a. Sit down.
b. Duduklah.

In sentence (15a) clause *you can't do that* is translated into phrase *jangan begitu*. Noun *rokok* (16b) is replaced by clause *will you have a cigarette* (16a). VP *sit down* in (17a) is changed into *duduklah* (17b).

d. Intra System

Intra-system transposition occurs when SL and TL possess systems which approximately correspond formally as to their constitution, but the translation involves selection of a no-corresponding term in the TL system sentences.

- (18) a. Then shut up.
b. Kalau begitu tutuplah mulutmu.
- (19) a. You want a drink, Sanders?
b. Minum, Sanders?

In sentence (18), the use imperative clause *tutup mulutmu* (18b) as translation equivalent of verb phrase *shut up* indicates the use of another TL form to give

command since this form may be replaced, for example, into *diam*. Sentence (19) also shows the same thing. Different with sentence (18), sentence (19) only use one word *minum* (19b) to replace *you want a drink* (19a) though it may be changed into *Anda mau minum*.

2.3 Theoretical Framework

This chapter describes some theories underlying the topic of the study. Translation which has numerous definition, types, aspect, factors etc causes some kinds of transpositions. Newmark and Catford, as mentioned above, agree that a point of transposition to occur is formal correspondence. Hoed (in Machalli 2000:XI) states that equivalent is what translator try to obtain. As a consequence, formal correspondence is victimized.

The procedures used in this study is based on Catford's theories in regards to classification in shifts. According to him, transposition is divided into two types, level and category. Transposition of level is the changes from grammar to lexis or vice versa. Unlike level, transposition of category is elaborated into four categories: structure, class, unit and intrasystem transposition. Since the title of my study talk about transposition, I would choosed the term 'transposition' instead of 'shift' to differentiate between shift in meaning (modulation) and shift in grammatical (transposition). For clearer description, it will be explained in the following diagram.

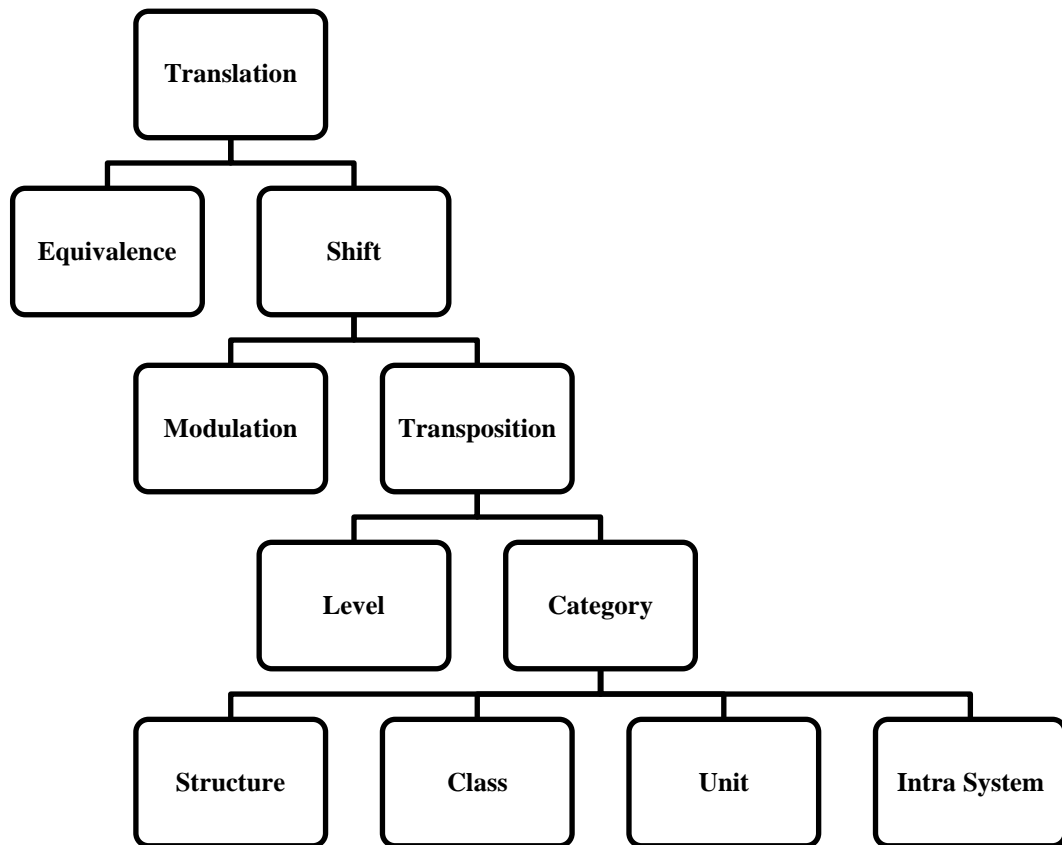


Diagram 2.1 Theoretical Framework adapted from Catford's Theory of Transposition

(Catford: 1965)

CHAPTER III

METHODS OF INVESTIGATION

Chapter III presents method of investigation used in this qualitative study. It covers the research design, object of the study, role of the researcher, type of the data, procedures of collecting data, procedures analyzing data, and technique of reporting data.

3.1 Research Design

The research design which is used in this study is descriptive qualitative approach. It is because the data of the study are in form of word and not involve any calculation.

As I cited from Creswell (2003: 18) a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data.

Natasha (2005) quoted by Arifiani (2011: 36) stated that qualitative research seeks to understand a given problem or topic from the perspectives of the population it involves. In this study, the issues is the transposition types such as level and category transposition, which within category transposition, there are

structure transposition, class transposition, unit transposition and intra system transposition. This study hopefully will describe the collected data; interpret the contents and then finally draw conclusions and suggestions based on the analysis.

3.2 Object of the Study

This part consists of: (1) synopsis of the book, (2) a sort biography of Jeff Kinney and (3) the publisher of the Indonesian and English version book. Each item is elaborated bellow.

3.2.1 Synopsis

The book starts with the protagonist Greg and his friend Rowley going to Rowley's country club after school closes for the summer, but Greg is kicked out because he complains of even the smallest predicaments (such as the lack of a tiny umbrella in his cocktail).

Greg and Rowley decide to start a lawn care service called the "V.I.P. Lawn Care Service". Unfortunately, the job is a fiasco since the boys have never used a lawn mower before.

Greg's birthday comes, and he wants money. During Greg's birthday party, Susan confiscates some money to pay off Rowley's dad's smoothie bill from the country club. Greg also gets a Ladybug, a cell phone that can only make emergency calls and home calls.

Greg, Rodrick, and his mom go to the local pet store. Greg gets an angelfish but Rodrick, on the other hand, gets a pet piranha which he doesn't take care of. After a trip to the water park, Greg finds that the piranha ate his angelfish while they were gone, upsetting Greg. Then Heffley gets a new dog, Sweetie,

which causes significant problems for Greg's summer. Greg and his mom meet Rowley's family in a supermarket. Rowley's mom invites Greg to the beach, to which his mom agrees, with disastrous results. Greg is afraid that his dad is going to sell him to an orphanage, and he calls the police with his Ladybug phone. After a long talk with the police, Frank gives the cops tickets to a baseball game to repay them for their trouble, and it turns out that Frank was giving Sweetie to Gram.

After losing a "video game tournament" to Rowley, Greg is upset, but sees pictures of the summer that mom took and rethinks his summer. He concludes that perhaps all he needed was a little nudge into the world during the summer adventure. Greg becomes satisfied with how his crazy summer ended.

3.2.2 A Short Biography of Jeff Kinney

Jeffrey Patrick "Jeff" Kinney (born February 19, 1971) is an American game designer, cartoonist, producer, actor and author of children's books including the *Diary of a Wimpy Kid* book series. He is also attributed as the creator of the child-oriented website *Poptropica*. He also appeared in the *Diary of a Wimpy Kid* film. Kinney was born and grew up in Fort Washington, Maryland, United States. He had an older brother, an older sister and a younger brother. He attended the University of Maryland at College Park in the early 1990s. It was in college that Kinney created a popular comic strip entitled *Igdoof* that ran in the campus newspaper, *The Diamondback*.

In 2004, FunBrain and Jeff Kinney released an online version of *Diary of a Wimpy Kid*. The website made daily entries until June 2005. The book became an

instant hit, with the online version receiving about 20 million views as of 2007. When many online readers requested a printed version, Kinney agreed and in 2007, *Diary of a Wimpy Kid* was published. To date, eleven Wimpy Kid books have been released, including a do-it-yourself book and a movie diary. In 2009, Kinney was named one of Time magazine's 100 "Most Influential People" in the world.

3.2.3 The Publisher

This book has two versions. The first is *Diary of a Wimpy Kid: Dog Days* written by Jeff Kinney and it is published by Amulet Books, an imprint of ABRAMS. While the second version is *Diary si Bocah Tengil: Hari-Hari Sial* that is translated by Ferry Halim and edited by Jia Effendie. All Indonesian version of Jeff Kinney's are published by Atria, an imprint of PT Serambi Ilmu Semesta.

3.3 Role of the Researcher

In this study, I have role either as a data collector, data analyst, and data explainer. As a data collector, I observed both the English-Indonesian books, and then took note where transposition occurred. The data were in the form of words, phrases, clause, and sentences taken from both versions of "*Diary of a Wimpy Kid: Dog Days*" book.

As the data analyst, I analyzed the collected data using Catford's theory which underlies this study. According to Catford (1965), there are two kinds of transposition or shift as he called. They are level-shift and category-shift; the latter is elaborated into structure-shift, class-shift, unit-shift, and intra-system

shift. Each data were classified into which kind of transposition occurred within the data.

As the data reporter, I provided detail report towards the analysis I made from each data I compiled. The result of the analysing using words as this is descriptive qualitative approach.

3.4 Type of Data

As mentioned above that the object of this study is a book. The study requires data to be analyzed. Consequently, there must be data elicited from the book. The book consists of data in the form of words, phrases, clauses, and sentences in which transposition occurred. For example:

SL: I had a long wait at the beauty salon.

TL: Aku menunggu lama di salon kecantikan.

From the example above, we can see that transposition occurs within the data. It is *had a long wait* (verb + noun phrase) into *menunggu lama* (verb + adjective).

3.5 Unit of Analysis

There are some units of transposition in translation process as mentioned in chapter two. Here, I summarized them to make it easier to be analyzed in case to collect the data. Those unit of analysis are:

1. Transposition of level

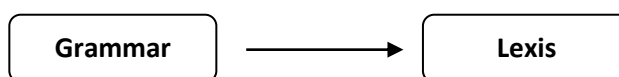


Diagram 3.1 Kinds of Level Transposition adapted from Catford's

Theory of Transposition (Catford: 1965)

There is a transposition of level that is found in English and *Bahasa Indonesia*. That is level transposition from grammar into lexis but there is no transposition of level from lexis into grammar in English-Indonesian translation.

2. Transposition of category

- Structure transposition

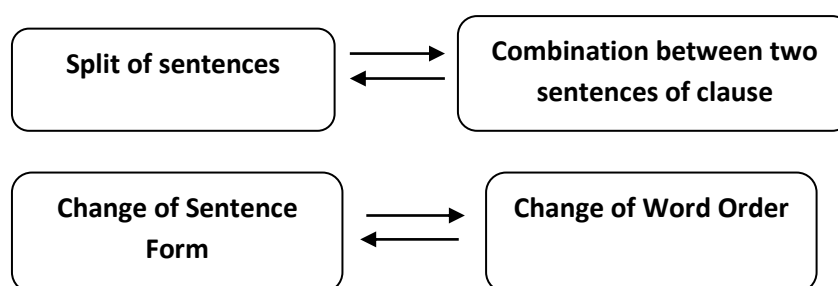


Diagram 3.2 Kinds of Structure Transpositions adapted from Catford's Theory of Transposition (Catford: 1965)

In structure transpositions, there are four kinds of transpositions that are found in English-Indonesian translation. Those are split of sentence, combination between two sentences or more of clause, change of sentence form, and change of word order.

- Unit transposition

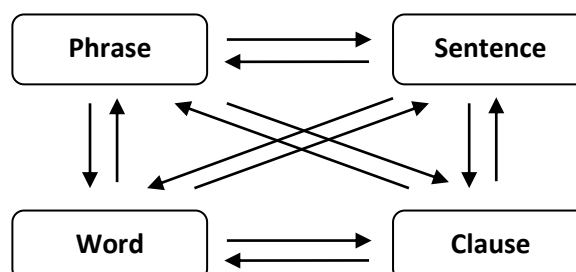


Diagram 3.3 Kinds of Unit Transposition adapted from Catford's Theory of Transposition (Catford: 1965)

There are fourteen unit transpositions that find between English and *Bahasa Indonesia*. There are unit transpositions from morpheme into word, unit transpositions from morpheme into phrase, unit transpositions from word into phrase, unit transpositions from word into clause, unit transpositions from phrase into word into sentence, unit transpositions from phrase into word, unit transpositions from phrase into clause, unit transpositions from phrase into sentence, unit transpositions from clause into word, unit transpositions from clause into phrase, unit transpositions from clause into sentence, unit transpositions from sentence into word, unit transpositions from sentence into phrase and unit transpositions from sentence into clause.

- Class Transposition

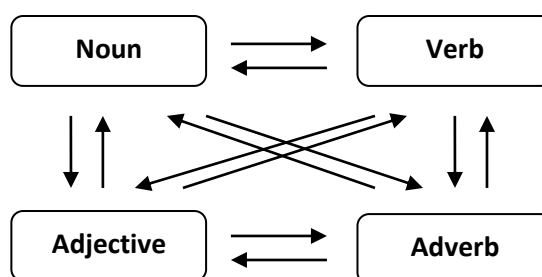


Diagram 3.4 Kinds of Class Transposition adapted from Catford's Theory of Transposition (Catford: 1965)

In class transposition, there are twelve kinds of transpositions which are found in English-Indonesian translation. They are class transpositions from noun into verb, class transpositions from noun into adjective, class transpositions from noun into adverb, class transpositions from verb into noun, class transpositions from verb into adjective, class transpositions from verb into adverb, class

transpositions from adjective into noun, class transpositions from adjective into verb, class transpositions from adjective into adverb, class transpositions from adverb into noun, class transpositions from adverb into verb, and class transpositions from adverb into adjective.

- Intra-System Transposition

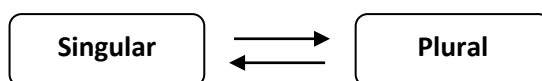


Diagram 3.4 Kinds of Intra-System Transposition adapted from
Catford's Theory of Transposition (Catford: 1965)

The last but not least, there are two kinds of intra-system transpositions are found in English-Indonesian translation. They are intra-system transpositions from singular into plural and intra-system transpositions from plural into singular.

3.6 Procedures of Collecting Data

The procedure of collecting the data in this study could be summarized into three activities. Those were:

3.6.1 Eliciting

Eliciting is involved the activity of observing both the English-Indonesian books, and then taking note where transposition occurred, which where acted as data source in order to get the intended data of this study. As soon as the data obtained, it was elicited and written down for undergoing future analyzing process.

3.6.2 Inventory of data

Inventory the data, which had been elicited, were written and organized in the form of table. All the data which had been collected were sharpened, stored, focused, discarded, and organized in such a way in worksheets as presented in table 1 below:

Table 3.1 Data Inventory

No.	Data	
	English (SL)	Indonesian (TL)
1.	The way I like to spend my summer holiday is <u>in front of the TV</u> , playing video games with the curtains closed and the lights turned off.	Caraku melewatkan liburan musim panas adalah <u>dengan nongkrong di depan TV sambil bermain video games</u> , dengan tirai jendela tertutup dan lampu yang dipadamkan.
2.	I tell her that I'm just trying to protect my skin so <u>I don't look all wrinkly when I'm old like her, but she doesn't want to hear it.</u>	Aku bilang padanya bahwa aku hanya sedang berusaha melindungi kulitku agar <u>saat tua nanti, aku tidak terlihat keriput seperti dirinya. Namun, Mom tidak mau dengar.</u>

3.6.3 Classifying data

Classifying data into each kind of transpositions, which are level and category transposition. Which category transposition covers structure (S), class (C), unit (U), and also intra-system (I). The data from English version will be written side by side with the Indonesian version in the form of table as below:

Table 3.2 Data Classification

No.	Sentences		Transposition (Shift)				
	English (SL)	Indonesian (TL)	Level	Category			
				S	C	U	I
1.	The way I like to spend my summer holiday is <u>in front of the TV</u> , playing video games with the curtains closed and the lights turned off.	Caraku melewatkan liburan musim panas adalah <u>dengan nongkrong di depan TV sambil bermain video games</u> , dengan tirai jendela tertutup dan lampu yang dipadamkan.	√				√
2.	I tell her that I'm just trying to protect my skin so <u>I don't look all wrinkly when I'm old like her, but she doesn't want to hear it.</u>	Aku bilang padanya bahwa aku hanya sedang berusaha melindungi kulitku agar <u>saat tua nanti, aku tidak terlihat keriput seperti dirinya. Namun, Mom tidak mau dengar.</u>	√	√			

3.7 Procedures of Analyzing Data

The analysis was done based on Cartford's theory of transposition or shift as he called. The procedures were described as follow:

a. Word for word

English and Indonesian sentences are compared through word for word. These procedures might obtain transposition not only within these units but also between these units with the other higher units.

b. Phrase for phrase

The same procedures as word to word were also applied to phrase. However, the transposition that might occur was within this units or this unit with the other units.

c. Clause for clause

Basically the procedures that were applied for clause were vertically with these of phrase or word. However, as clause might have more complicated structure than phrase or word, the procedures were carefully committed. Transposition might occur between the units or this unit with the other units.

d. Sentences for sentences

The procedures that applied to this unit were the same with the other units. However, since sentence might have the most complicated structure; it required good comprehension of the sentence structure. Structure might have form of single sentence (with one main clause), complex sentence (one main clause and at least one subordinate clause), and compound sentence (at least two main clause). It also might occur transposition from sentence into sentence, sentence into other language unit and sentence into two sentences.

3.8 Technique of Reporting the Result

From the data I had analyzed, many of them had the same type occurrence of transposition. Presenting all data and their detail explanation, however, will take so much space. Thus, in order to make it efficient and easy to comprehend, I employed three steps of reporting the results. They are:

3.8.1 Data Classification

After analyzing all those data, I classified them into each transposition they employed, whether level- or category transposition which is elaborated into structure-transposition, class-transposition, unit-transposition, or intra-system transposition. They were organized in the table form to ease in finding the same or similar type of data and the occurrence of transposition were written in italic bold letter. Here is the example:

Table 3.3 Example of Structure Transposition

No.	Source Language (SL) text	Target Language (TL) text
1.	Mom keeps trying to get me to do something <u>outside</u> , like go to the pool.	Dia terus berusaha memaksaku melakukan sesuatu <u>di luar rumah</u> , seperti pergi ke kolam renang.
2.	I thought it would be really nice of us to share <u>our coutry-club lifestyle</u> with her.	Kupikir akan sangat menyenangkan bila kami bisa berbagi <u>gaya hidup di janapada</u> dengannya.
3.	Which is kind of weird.	Menurutku, hal itu terasa agak janggal.

3.8.2 Data Reduction

After I had finished classify the data into each type of transposition, I only took two or three representative data to avoid repetitive explanation over the similar occurrence of transposition. For example:

(a) Unit transposition

SL: I'm much happier inside **my air-conditioned house**, ...

TL: Aku merasa lebih senang berada di dalam **rumahku yang memiliki pendingin udara**, ...

SL: ... but the thing is, my family belongs to **the TOWN pool**, not the country club.

TL: Namun, masalahnya adalah keluargaku biasa pergi ke **kolam renang di KOTA**, bukan yang di janapada.

3.8.3 Data Description

This last step consists of the detail explanation on what type and how transposition occurred within the data. All the explanation or analysis is based on Cartford's theory of transposition. For example:

(a) Intra-system Transposition

SL: I've learned that **photo albums** aren't an accurate record...

TL: Tapi, aku sadar bahwa **album foto** bukanlah sumber yang akurat...

From the example above, *photo albums* in the SL is translated into *album foto* in TL, though it may be changed into *album-album foto*. It showed that intra-system transposition occurred within the data.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter discusses the general description of the results, the results or findings of the study and discussions. The results of the study consist of level and category transposition, which category transposition covers structure, class, unit, and intra-system.

4.1 General Description

This study attempts to answer research problems stated in the first chapter of this study, which are: what types of transposition and how does the transposition occur in the English-Indonesian translation of Jeff Kinney's *Diary of a Wimpy Kid: Dog Days* and its Indonesian translation version entitled *Diari si Bocah Tengil: Hari-Hari Sial* by Ferry Halim as the objects of the study.

The analysis of both of the novel was conducted by following some steps. In the first, as data collector, I collected the data by observing both the English-Indonesian books, and then taking note where transposition occurred. The data were in the form of sentences, clauses, phrases, words, and even morphemes. After listing all the data, I classified them into each kind of transposition by writing down the sentences, clauses, phrases, words, and morphemes in bold.

After the data were collected, they were tabulated in different columns according to each kind of transposition, which are level-transposition, structure-

transposition, class-transposition, unit-transposition and intra-system transposition. After classifying the data, they were analyzed using the transposition theory from Catford (1965). I analyzed them word by word, phrase by phrase, clause by clause, and sentence by sentence, but sometimes some data represent more than one kind of transpositions.

The study has collected 630 data of transposition. The data were categorized into two groups: level and category transpositions, where category transposition was classified into structure, class, unit, and intra-system. The table below shows how many types of transposition which occurs in "*Diary of a Wimpy Kid: Dog Days*" novel.

Table 4.1 Findings of Transposition

No.	Types of Transposition		Frequency	Percentage
1	Level transposition		114	18.10%
2	Category transposition	a. Structure	228	36.20%
		b. Class	50	7.90%
		c. Unit	207	32.90%
		d. Intra-system	31	4.90%
	Total		630	100%

The table above presents that there are 630 transpositions found in the novel. It includes all types of transposition; the level transposition and the category transposition. The amount of structure transposition occurrence led the

frequency in number 228 (36.20%), followed by unit transposition with 207(32.90%) data. The rest were occupied by level transposition with 114 (18.10%) data, class transposition with 50 (7.90%) data, and intra-system transposition with 31 (4.90%) data.

4.2 Results of the Study

In the process of analyzing the data using Catford theory (1965), there were many similar data of the types of transposition found in the English-Indonesian translation of “*Diary of a Wimpy Kid*”. It was impossible to present all the data so there would be some valid examples of each kind of transpositions. Each example represented the data of a kind. It was done to ease the readers in understanding the discussion. Thus, in order to show how transposition occurred within the data, they were followed with the description and analysis. So, each point will answer both the research question number one and number two.

4.2.1 Level-transposition

Transposition of level means that the SL item at one linguistic level has a TL translation equivalent at a different level (Catford, 1965: 73). According to him, translation between the levels of phonology and graphology is almost impossible in translation. Level transposition occurred in this research was 114data or 18.10% of the total data analyzed.

- (1) a. If it was me who **was paying** for a country club membership, ...
- b. *Kalau aku yang harus membayar biaya keanggotaan sebuah janapada, ...*

- (2) a. ..., so she told me she **was taking** me to get a haircut.
 b. *Jadi, dia bilang **akan** mengajakku potong rambut.*
- (3) a. The clerk said the store **wasn't** really set up for a video game tournament...
 b. *Penjaga itu mengatakan bahwa tokonya **belum** benar-benar dipersiapkan untuk mengadakan turnamen video game.*
- (4) a. I **haven't** seen Rowley since he stole that video game competition from me, ...
 b. *Aku **belum** melihat Rowley lagi sejak dia mencuri kompetisi video game dariku, ...*
- (5) a. I remember when I **used to be** on the tee-ball team and everyone would cheer even when I struck out.
 b. *Aku ingat ketika aku **masih bermain** dalam tim kasti dan semua orang berseru girang bahkan pada saat pukulanku meleset.*

In the examples above, the construction **was +verb-ing** (grammatical forms) in (1a) and (2a) are replaced by two different lexical forms that are *harus* in (1b) and *akan* in (2b). As seen in (3a) the auxiliary **wasn't** and **haven't** in (4a), both are grammatical forms, are translated into the same lexical form that is *belum* in (3b) and in (4b). While in the example (5a) the semi-modal verb **used to** (grammatical item) is translated into the word *masih* (lexical item) in (5b); and the auxiliary **be** (5a) which belongs to grammatical items is replaced by the word *bermain* in (5b) which is lexical item.

In Indonesian, there is no rule about auxiliary (be, is, are, was, were, have, etc) which functions to give grammatical information, for example about tense, which is not given by the main verb of a sentence. That is why it is translated using lexical item to replace the grammatical one.

- (6) a. But five seconds after we got to the pool, she met some lifeguard and forgot all about the guys who **invited** her there.
- b. *Namun, lima menit setelah kami sampai di kolam renang, dia langsung bertemu dengan seorang lifeguard dan lupa pada pria-pria yang **telah** mengajaknya ke sana.*
- (7) a. One of our neighbours left a bike out by the curb, and I **took** it before anyone else could.
- b. *Salah seorang tetangga kami meninggalkan sepeda di pinggir jalan. Aku **segera mengambilnya** sebelum didahului oleh orang lain.*

In the example (6a) the word **invited** belongs to verb 2 to show it as past tense (grammatical item), wherein (6b) use the word **telah mengajak** (lexical item) to show it as past tense. The translator replaced the grammatical item **-ed** into lexical item, **telah**. While in the example (7a) the verb 2 **took** (grammatical item) is translated into **segera mengambil** which the word **segera** belongs to lexical item (7b).

4.2.2 Category-transposition

Category transposition is the departures from formal correspondence in translation. So, it is meaningless to talk about category-transposition unless some degree of formal correspondence between SL and TL is assumed. It can be the changes of rank, structure, class, and term in system.

4.2.2.1 Structure-transposition

Structure-transposition occurs in phonological and graphological translation as well as in total translation. It deals with changes of clause-structure (subject, predicate, object, etc) and also group rank (head, modifier, qualifier, etc).

Structure-transposition involves a grammatical change between the structure of the SL and that of the TL. There were 228 structure-transpositions found in this research or about 36.20% of the total data. Thus, along the lines of what Catford (1965: 77) says that structure-transposition is the most frequent category-transposition at all ranks in translation.

The examples (8), (9), and (10) below are the structure-transpositions that occur within noun phrase. There is different word order between SL and TL. The noun phrase with M+H (Modifier+Head) structure in SL is translated into various structures in TL.

- (8) a. I tried to ignore **the throbbing pain** in my thumb and focus on the reason we came here.
- b. *Aku berusaha mengabaikan **rasa sakit berdenyut-denyut** pada ibu jariku dan fokus pada alasan kedatangan kami.*
- (9) a. I told her about **the dog poop issue**, but she still wouldn't cough up what she owed me.
- b. *Aku menyampaikan **masalah kotoran anjing** padanya; namun, dia tetap tidak mau membayar ongkosku.*
- (10) a. I had a long wait at **the beauty salon**, but I didn't really mind.
- b. *Aku menunggu lama di **salon kecantikan**, namun aku sama sekali tidak keberatan.*

In (8a), the noun phrase **the throbbing pain** with M+M+H structure is translated into *rasa sakit berdenyut-denyut* with M+H+M+M structure in (8b). The noun phrase **the dog poop issue** with M+M+M+H structure in (9a) is translated into *masalah kotoran anjing* with H+M+M structure in (9b). And in (10a), the noun phrase **the beauty salon** with M+M+H structure is translated into *salon kecantikan* in (10b) with H+M structure.

The other form of structure-transposition are splitting sentence as found in the example (11) and (12) below.

- (11) a. **Mom had a “house meeting” last night and said money is tight this year and we can’t afford to go to the beach, which means no family holiday.**
- b. *Mom mengadakan “rapat keluarga” kemarin malam. Dia mengatakan bahwa keadaan keuangan agak seret tahun ini dan kami tidak mampu pergi berlibur di pantai, dan itu artinya tidak ada liburan keluarga.*
- (12) a. **Not because I like the ocean and the sand and all of that, because I don’t.**
- b. *Bukan karena aku menyukai laut, pasir, dan sebagainya. Sungguh tidak.*

One complex sentence in (11a) above is split into one simple sentence and one compound sentence in (11b). On the other hand, the complex sentence in (12a) is split into two simple sentences by omitting the conjunction “**because**” and makes it into a new sentence in (12b).

A little bit different with the previous examples, the following ones in (13) and (14) show that structure-transposition occur because of combining clauses or two sentences into a sentence.

- (13) a. **But I guess now that the real Li’l Cutie is all grown up, his dad’s having trouble coming up with new material.**
- b. *Tapi kurasa sekarang Li’l yang sebenarnya pasti sudah tumbuh dewasa sehingga ayahnya sulit menemukan bahan baru untuk ditulis.*
- (14) a. **But it wasn’t Rowley. It was FREGLEY.**
- b. *Namun, ternyata bukan Rowley, melainkan FREGLEY.*

The sentence in (13a) is a complex sentence with consists of a dependent clause and an independent clause. This one is translated into a complex and compound sentence (13b) by using the word “*sehingga*” as the conjunction between the clauses. While point (14a) consists of two sentences and translated into one complex sentence in (14b).

The other kind of structure-transposition is changing the sentence form. It can be a change in a form of affirmative sentence into imperative, from affirmative sentence into negative, or vice versa.

- (15) a. **I’m telling you, that’s not it at all.**
 b. *Biar kuperjelas, hal itu sama sekali tidak benar.*
- (16) a. **Even though I hate “Li’l Cutie,” I can’t stop myself from reading it, and Dad can’t either.**
 b. *Walaupun aku membenci “Li’l Cutie”, aku tidak mampu menahan diri untuk tidak membacanya, dan Dad juga tidak mampu.*

In (15a), the affirmative sentence is translated into imperative sentence by placing the verb “*Biar*” in the initial position in (15b). A different thing happens in (16a), where the affirmative sentence in SL is translated into negative sentence in TL as seen in (16b); even though those sentences have the same meaning.

4.2.2.2 Class-transposition

A transposition occurs when the translation equivalent of a SL item is a member of a different class from the original item is called as called-transposition. It means that a word class in source language can be translated into different class

in target language, i.e. a noun which is translated into a verb. In this research, there were 50 data class-transpositions found or about 7.90% from the total data.

Examples below show the class-transposition occurs from different class.

- (17) a. I was really **ticked off** at Rowley.
 b. *Aku benar-benar **marah** pada Rowley.*
- (18) a. I think Mr. Jefferson is making a big mistake with **a move** like that.
 b. *Aku rasa Mr. Jefferson membuat kesalahan besar dengan **bertindak** seperti itu.*
- (19) a. I found out that North America will be **underwater** within six months.
 b. *Aku mendapati bahwa Amerika Utara akan **terendam air** dalam waktu enam bulan.*
- (20) a. If I can just ride the Cranium Shaker once, I'll feel like this trip wasn't **a total waste of time**.
 b. *Kalau aku bias mencoba Cranium shaker satu kali saja, aku akan menganggap perjalanan ini tidak **sia-sia**.*

The example (17a) above, the verb phrase **ticked off** is translated into the adjective “*marah*” in (17b). While in example (18a), the noun **a move** is translated into the verb “*bertindak*” in (18b). The adjective **underwater** in (19a) is translated into the verb phrase “*terendam air*” in (19b). Next example is in (20a), where the noun phrase **a total waste of time** is translated into the adjective “*sia-sia*” in (20b).

4.2.2.3 Unit-transposition

Unit-transposition involves changes rank that is departures from formal correspondence in which a translation equivalent of a unit at one rank in the SL is

a unit at different rank in TL. It is found 207 data or about 32.90% from the total data in this research.

- (21) a. –and that seemed to make him really **un**comfortable.
 b. *Hal itu kelihatannya membuat dia terlihat **tidak** nyaman.*
- (22) a. I couldn't believe our **luck**.
 b. *Aku nyaris tidak percaya pada **nasib baik** kami.*
- (23) a. I'm much happier inside **my air-conditioned house**, –
 b. *Aku merasa lebih senang berada di dalam **rumahku yang memiliki pendingin udara**, –*
- (24) a. At about 1:00 in the morning, we heard something in the furnace room **that scared the living daylight out of us**.
 b. *Kira-kira pada pukul 1:00 pagi, kami mendengar sesuatu di ruang pemanas itu. **Kami ketakutan setengah mati**.*
- (25) a. Mom said maybe if we “**save our pennies**” we can go back to the beach next year.
 b. *Mom bilang, mungkin bila kami “**menabung**”, kami bias kembali pergi ke pantai tahun depan.*

In example (21a) above, the morpheme **un-** as the simplest unit in English is translated into the word “**tidak**” in (21b). While the word “**luck**”(noun) in sentence (22a), is translated into the noun phrase “**nasib baik**” in (22b) which is higher unit than word. Next example is a noun phrase that is translated into a clause as seen in sentence (23). In (23a), the noun phrase “**my air-conditioned house**” is translated in (23b) into the clause “**rumahku yang memiliki pendingin udara**”. While in (24a) above, the clause **that scared the living daylight out of us** is translated into the sentence “**Kami ketakutan setengah mati.**” as the longest

unit as seen in (24b). The last example above is in (25a), which the clause “**save our pennies**” is translated into the word “*menabung*” (verb) in sentence (25b).

4.2.2.4 Intra-system transposition

Intra-system transposition occurs when SL and TL possess systems which approximately correspond formally as to their constitution. Nevertheless, the translation involves selection of a non-corresponding term in the TL system. For example is when the SL plural becomes a TL singular or vice versa. In this research, there were 31 data found or about 4.90% from the total data.

The examples of intra-system transposition are shown as follow.

- (26) a. Whenever Mom finds any **tabloids** at Gramma’s house, –
 b. *Setiap kali Mom menemukan **tabloid** di rumah Gramma,* –
- (27) a. I felt kind of bad because the **seats** Mom got us were in the third row, –
 b. *Aku merasa agak bersalah karena **kursi** yang Mom beli berada di deret ketiga,* –

In sentence (25a) and (26a) show that plural words are translated into singular words. As seen in (25a), the plural word **tabloids** is translated into the singular word “*tabloid*” in (25b); and also the plural word **seats** in (26a) is translated into the singular word “*kursi*” in (26b).

Another example of intra-system transposition is also shown below.

- (28) a. Ever since then me and Dad have been **counting down the days** until the last comic runs.
 b. *Sejak saati tu, aku dan Dad terus **menghitung-hitung hari** sampai komik tersebut dimuat.*

In the example (28a), the phrase **counting down the days** is translated into *menghitung-hitung hari* in (28b) instead of translated it into *menghitung hari-hari*.

4.3 Discussion

The analysis of the findings above showed that transpositions occur between two texts. Transpositions occur in various ways as the effect of the different constructions (lexical and grammatical) between two languages involved in this research, English and Indonesia. The findings above also answered the research problem stated before.

During the process of analysis, it needed a careful observation to identify the unit of language, from the longest unit (sentence) to the simplest one (morpheme); since I found some difficulties to categorize each data into each kind of transposition. It was more difficult when one data could represent more than one kind of transposition. For example is in the following data:

SL: **The big issue between us** right now is my sleep schedule.

TL: *Hal besar yang membuat kami bertikai sekarang adalah jadwal tidurku.*

From the example above, the noun phrase *the big issue between us* in TL uses two kinds of transposition; they are unit-transposition and structure-transposition. For the unit-transposition, the noun phrase *the big issue between us* in SL is translated into the clause *hal besar yang membuat kami bertikai* in TL. The phrase also consists of structure-transposition. The noun phrase *the big issue* with

Modifier+Modifier+Head structure is translated into *hal besar* in TL which has different structure, Head+Modifier.

Based on the result of the study, structure-transposition which belongs to category transposition dominates the data found in the novel. There are 228 structure-transpositions out of 630 data found. It is then followed by unit-transpositions with 207 data, level-transposition 114 data, class-transposition with 50 data, and intra-system transposition with 31 data. The clear percentage comparison of transposition occurrence in the novel is shown in the following diagram:

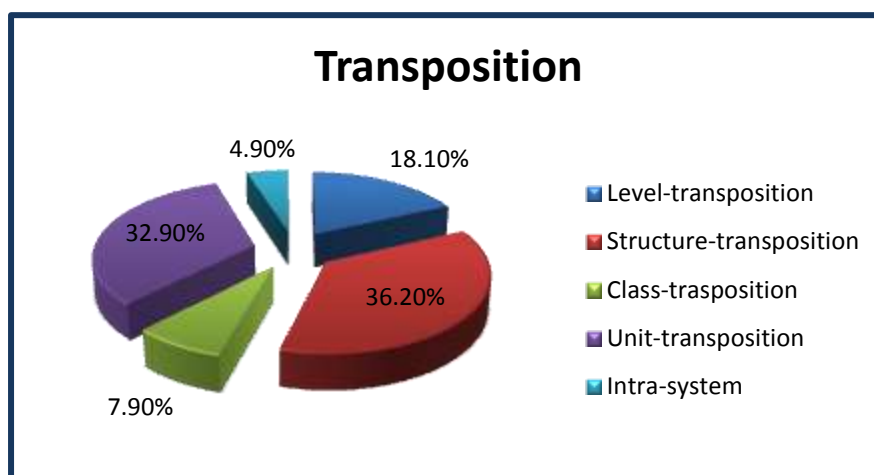


Chart 4.1 Frequency of Transposition Occurrence

In the level-transposition, the data in SL which belong to grammatical items are translated into lexical items in TL. There were 114 data occurring in this transposition, for example semi-modal such as *used to* which is grammatical item is translated into the word *masih* which belongs to lexical item. Another example is the auxiliary *be* (grammatical item) in SL is translated into the word *bermain* (lexical item) in TL.

The category-transposition which is elaborated into four sub-categories is mostly occurring in this research. Structure-transposition found in this research is 228 data which is the most frequent transposition in the novel. The first example is changes of word order. It varies from noun phrase with the simplest structure like H+M (Modifier+Head) in phrase *his pool* until the longer one with M+M+H+M+M structure in phrase *the big issue between us* which are translated into various structure in TL. The next is splitting of sentences or clauses, such as one complex sentence is split into one simple sentence and one compound sentence, or one complex sentence is split into two simple sentences by omitting the conjunction *because* and makes it into a new sentence. Besides splitting of sentence, there is also combining of clauses or sentences, such as two sentences are combined into one complex sentence. The last is the changes of sentence form, such as from affirmative into imperative sentence by omitting the pronoun or placing verb in initial position. The change of affirmative into negative sentence or vice versa, even though the results of its translations have similar meaning.

While in the class-transposition, there were 50 data occurring in this research. They are the transpositions of verb to adjective or vice versa, noun into verb or vice versa, and noun to adjective or vice versa. For example, the noun *a kiss* is translated into *menciumi* as a verb.

The unit-transposition occurring in this research was 207 data. They are transpositions of sentence to phrase, clause to sentence, clause to phrase, clause to word, phrase to sentence, phrase to clause, phrase to word, and word to phrase.

Mostly, the unit-transposition occurs when the higher unit of language is translated into the lower one, such as the verb phrase *sit down* is translated into the verb *duduk*, and the verb *looking forward* is translated into the verb *berharap*. However, the result also shows that the lower rank of language unit, such as phrase, can be translated into sentence which is the higher unit of language than phrase.

And the last, based on the result of this research, the intra-system transposition occurring is 31 data. They are plural words translated into singular words or vice versa, such as the plural word *presents* is translated into the singular word *kado*, and the singular word *book* is translated into the plural word *buku-buku*.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn based on the finding of the research. Some suggestions are also added for the readers, particularly those who are taking translation study.

5.1 Conclusions

After conducting the analysis of the English novel *Diary of a Wimpy Kid: Dog Days* by Jeff Kinney and its Indonesian translation version entitled *Diari si Bocah Tengil: Hari-Hari Sial* by Ferry Halim, there are some conclusions that can be presented as follows:

Based on the data analysis in the previous chapter, all the findings cover all types of transposition proposed by Catford's theory; they are level-transposition and category-transposition, which is then elaborated into structure-transposition, unit-transposition, class-transposition, and intra-system transposition. There are 630 transpositions occur in "*Diary of a Wimpy Kid: Dog Days*" novel. The structure-transposition is the most frequent types of transposition that occur in the novel with 228 (36.20%), followed by unit transposition with 207 (32.90%) data. The rest were occupied by level transposition with 114 (18.10%) data, class transposition with 50 (7.90%) data, and intra-system transposition with 31 (4.90%) data.

It is also concluded that transposition occurs in various way as the effect of different structure (grammatical and lexical) between two languages involved, English (SL) and Indonesian (TL). In the level-transposition, the data in SL which belong to grammatical items are translated into lexical items in TL. Meanwhile, in category-transposition consists of structure-transposition, unit-transposition, class-transposition, and intra-system transposition.

In structure-transposition, the occurrence of transposition can be summarized into four category; (a) changing the sentence form; (b) splitting the sentence; (c) combining sentences; and the last (d) the changes of word ordering. Next transposition that occurs in this research is class-transposition. Followed by unit-transposition, where the result shows the higher unit of language is translated into the lower one or vice versa. And the last, based on the result of this research, intra-system transposition occurs when plural words in SL are translated into singular words in TL or vice versa.

5.2 Suggestions

There are some suggestions directed to the readers, particularly for those who are taking translation study.

The first is for those who are taking translation study. It is hoped to be more aware of the phenomenon of transposition in translation, especially transposition where the grammatical differences of two languages can cause some problems.

Next suggestion is for other researchers, this study can be used as the reference for conducting the future research in translation study, especially transposition. It is expected that the researchers can cover the limitation in this study in order to provide more detail information, which can help the readers in understanding how transposition occurs between two languages.

The last suggestion is for those who give instruction in translation field. It is hoped that they acquaint the theory and the application of transposition in translation to the students and explain that in order to make a good and acceptable translation, some changes of grammatical or the lexical structure are allowed. Especially the teachers of English course in Indonesia in delivering the teaching materials.

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LIST OF TRANSPOSITIONS

No.	Page	Source Language (SL)	Target Language (TL)	Shift					
				Le- vel	Category				
					S	C	U	I	
1.	1	For me, summer vacation is basically a three-month guilt trip.	Bagiku, pada dasarnya liburan musim panas adalah pengalaman tiga bulan penuh rasa bersalah.	V	V V			V	
2.	1	Just because the weather's nice, everyone expects you to be outside all day "frolicking" or whatever.	Hanya karena cuacanya cerah, setiap orang mengharapkanmu berada di luar rumah sepanjang waktu, "bermain-main" dan sebagainya.	V				V	
3.	1	The way I like to spend my summer holiday is in front of the TV, playing video games with the curtains closed and the lights turned off.	Caraku melewatkan liburan musim panas adalah dengan nongkrong di depan TV sambil bermain video games, dengan tirai jendela tertutup dan lampu yang dipadamkan.		V V			V	
4.	1	I tell her that I'm just trying to protect my skin so I don't look all wrinkly when I'm old like her, but she doesn't want to hear it.	Aku bilang padanya bahwa aku hanya sedang berusaha melindungi kulitku agar saat tua nanti, aku tidak terlihat keriput seperti dirinya. Namun, Mom tidak mau dengar.	V	V				
5.	2	Unfortunately, Mom's idea of the perfect summer vacation is different from mine.	Malang bagiku, gagasan Mom mengenai liburan musim panas yang sempurna sungguh berbeda dengan apa yang kupikirkan.	V	V V				
6.	2	Mom keeps trying to get me to do something	Dia terus berusaha memaksaku melakukan					V	

		outside , like go to the pool.	sesuatu di luar rumah , seperti pergi ke kolam renang.					
7.	2	But I spent the first part of the summer at my friend Rowley's pool, and that didn't work out so good.	Begini, aku sudah menghabiskan awal liburanku di kolam renang temanku Rowley, dan pengalaman itu tidak terlalu menyenangkan.	V				V
8.	3	I thought it would be really nice of us to share our country-club lifestyle with her.	Kupikir akan sangat menyenangkan bila kami bisa berbagi gaya hidup di janapada dengannya.	V	V	V		
9.	3	But five seconds after we got to the pool, she met some lifeguard and forgot all about the guys who invited her there.	Namun, lima menit setelah kami sampai di kolam renang, dia langsung bertemu dengan seorang <i>lifeguard</i> dan lupa pada pria-pria yang telah mengajaknya ke sana.	V V				V
10.	4	The lesson I learned is that some people won't think twice about using you, especially when there's a country club involved.	Pelajaran yang bisa kupetik dari peristiwa ini adalah beberapa orang tidak akan segan-segan memperlakumu, terutama bila menyangkut urusan janapada.			V	V	
11.	4	Me and Rowley were better off without a girl hanging around , anyway.	Lagi pula, aku dan Rowley merasa lebih baik tanpa kehadiran seorang gadis.	V		V	V	
12.	4	We're both bachelors at the moment, and during the summer it's better to be unattached .	Saat ini, kami berdua berstatus jomblo , dan selama musim panas, kami lebih baik tidak terikat hubungan apapun .			V V		V
13.	4	A few days ago I noticed the quality of	Beberapa hari lalu, aku memperhatikan bahwa	V				

		service at the country club was starting to go down a little.	kualitas pelayanan di janapada ini mulai agak menurun sedikit.					
14.	5	I reported all my complaints to Rowley's dad.	Aku melaporkan semua keluhan ku pada ayah Rowley.		V			V
15.	5	Which is kind of weird.	Menurutku, hal itu terasa agak janggal.		V			
16.	5	If it was me who was paying for a country club membership , I'd want to make sure I was getting my money's worth.	Kalau aku yang harus membayar biaya keanggotaan sebuah janapada , maka aku akan memastikan untuk bisa menerima apa pun yang setimpal dengan uang yang telah ku keluarkan.	V	V		V	
17.	5	Anyway, a little while later Rowley told me he wasn't allowed to invite me to his pool anymore, which is fine with ME.	Pokoknya, tidak lama kemudian Rowley memberitahuku bahwa dia tidak lagi diizinkan mengajakku ke kolam janapada. Yah, BAGIKU sih, itu tidak apa-apa.	V	V			
18.	5	I'm much happier inside my air-conditioned house , where I don't have to check my soda can for bees every time I go to take a sip.	Aku merasa lebih senang berada di dalam rumahku yang memiliki pendingin udara , dan aku tidak perlu memeriksa apakah kaleng minuman sodaku dihinggapi lebah setiap kali aku hendak minum.	V	V		V	
19.	6	Like I said , Mom keeps trying to get me to go to the pool with her and my little brother, Manny, but the thing is , my family	Seperti yang pernah ku katakan , Mom selalu berusaha mengajakku pergi ke kolam renang bersama adikku, Manny. Namun, masalahnya adalah	V	V		V	V

		belongs to the TOWN pool , not the country club .	keluargaku biasa pergi ke kolam di KOTA , bukan yang di janapada .					
20.	6	And once you've tasted the country club life , it's hard to go back to being an ordinary Joe at the town pool .	Dan sekali kamu pernah mencicipi kehidupan janapada , maka sulit sekali untuk kembali berenang di kolam renang kota yang biasa-biasa saja .	V	V V	V		
21.	6	Beside , last year I swore to myself that I would never go back to that place again.	Lagi pula , tahun lalu aku sudah bersumpah bahwa aku tidak akan kembali ke tempat itu lagi.	V	V		V	
22.	7	The first time I walked through the men's locker room at the town pool was one of the most traumatic experiences of my life .	Saat aku pertama kali berjalan melewati ruang ganti di kolam renang kota , itu adalah pengalaman paling traumatis di sepanjang hidupku .		V			
23.	7	Seriously, I don't see why Mom and Dad bother to try to protect me from horror movies and stuff like that if they're gonna expose me to something about a thousand worse.	Sungguh, aku tidak mengerti mengapa Mom dan Dad perlu repot-repot melarangku menonton film horror dan yang sejenisnya kalau ternyata mereka malah membiarkanku menyaksikan hal yang seribu kali lebih parah.			V		V
24.	7	I really wish Mom would stop asking me to go to the town pool because, every time she does, it puts images in my mind that I've been trying hard to forget.	Aku benar-benar berharap Mom berhenti mengajakku ke kolam renang kota , karena setiap kali dia melakukannya, aku kembali teringat pada hal yang dengan susah-payah ingin kulupakan.	V	V			
25.	8	Well, now I'm DEFINITELY staying	Nah, sekarang aku SANGGUH-SANGGUH	V	V		V	

		indoors for the rest of the summer.	berniat untuk tetap tinggal di dalam rumah sepanjang musim panas yang tersisa.					
26.	8	Mom had a “house meeting” last night and said money is tight this year and we can’t afford to go to the beach, which means no family holiday.	Mom mengadakan “rapat keluarga” kemarin malam. Dia mengatakan bahwa keadaan keuangan agak seret tahun ini dan kami tidak mampu pergi berlibur di pantai, dan itu artinya tidak ada liburan keluarga.		V			
27.	8	I was actually looking FORWARD to going to the beach this summer.	Padahal aku BERHARAP bisa pergi ke pantai musim panas ini.				V	
28.	8	Not because I like the ocean and the sand and all of that , because I don’t.	Bukan karena aku menyukai laut, pasir, dan sebagainya . Sungguh tidak.		V		V	
29.	8	I realized a long time ago that all the world’s fish and turtles and whales go to the bathroom right there in the ocean.	Sudah lama aku sadar bahwa ikan-ikan, kura-kura, dan ikan paus di seluruh dunia buang air di dalam laut.					V
30.	9	But I’m telling you , that’s not it at all.	Tapi biar ku perjelas , hal itu sama sekali tidak benar.		V			
31.	9	Rodrick’s been on the Cranium Shaker at least a hundred times, and he says you can’t call yourself a man until you ride it .	Rodrick sudah pernah naik Cranium Shaker setidaknya seratus kali, dan dia bilang kamu tidak bisa menyebut dirimu seorang lelaki sebelum kamu mencoba permainan itu .	V			V	
32.	10	Mom said maybe if we “save our pennies” we can go back to the	Mom bilang, mungkin bila kami “menabung” , kami bisa kembali pergi ke pantai		V		V	

		beach next year.	tahun depan.					
33.	10	Well, now I only have two things to look forward to this summer.	Yah, sekarang aku cuma punya dua hal yang aku nanti-nantikan di musim panas ini.					V
34.	10	I don't know if I ever mentioned this before, but "Li'l Cutie" is the worst comic ever.	Aku tidak ingat apakah aku pernah mengatakan hal ini sebelumnya, namun "Li'l Cutie" adalah komik terburuk yang pernah ada.					V
35.	10	To give you an idea of what I'm talking about , here's what ran in the paper today —	Agar kau mengerti apayang sedang ku bicarakan , berikut ini adalah komik yang dimuat di surat kabar hari ini —	V		V		
36.	11	Even though I hate "Li'l Cutie," I can't stop myself from reading it , and Dad can't either.	Walaupun aku membenci "Li'l Cutie", aku tidak mampu menahan diri untuk tidak membacanya , dan Dad juga tidak mampu.			V		
37.	11	"Li'l Cutie" has been around for at least thirty years , and it's written by this guy named Bob Post.	"Li'l Cutie" sudah ada selama setidaknya tiga puluh tahun , dan ditulis oleh seorang pria bernama Bob Post.	V				
38.	11	I've heard Li'l Cutie is based on Bob's son when he was a little kid.	Aku pernah dengar bahwa Li'l Cutie terinspirasi dari putra Bob saat anak itu masih kecil.	V		V		
39.	12	But I guess now that the real Li'l Cutie is all grown up , his dad's having trouble coming up with new material.	Tapi kurasa sekarang Li'l yang sebenarnya pasti sudah tumbuh dewasa sehingga ayahnya sulit menemukan bahan baru untuk ditulis.	V		V	V	

40.	12	A couple of weeks ago the newspaper announced that Bob Post is retiring and the final “Li'l Cutie” is gonna be printed in August.	Beberapa minggu lalu, surat kabar tersebut mengumumkan bahwa Bob Post akan pensiun dan edisi “ Li'l Cutie” terakhir akan dimuat di bulan Agustus.	V	V			
41.	12	Ever since then me and Dad have been counting down the days until the last comic runs.	Sejak saat itu, aku dan Dad terus menghitung-hitung hari sampai komik tersebut dimuat.	V				V
42.	12	When the last “Li'l Cutie” comes out, me and Dad will have to throw a party , because something like that deserve a serious celebration .	Saat “Li'l Cutie” yang terakhir dimuat nanti, aku dan Dad akan mengadakan pesta , karena sesuatu seperti itu pantas dirayakan secara serius .	V		V		
43.	13	Even though me and Dad see eye to eye on “Li'l Cutie,” there are still a lot of things we butt heads over.	Walaupun aku dan Dad sependapat dalam urusan “Li'l Cutie,” masih tetap ada banyak hal yang membuat kami beradu pendapat.					V
44.		The big issue between us right now is my sleep schedule .	Hal besar yang membuat kami bertikai sekarang adalah jadwal tidurku .		V	V		
45.	13	During the summer I like to stay up all night watching TV or playing video games and then sleep through the morning.	Selama musim panas, aku suka bergadang sepanjang malam untuk menonton TV atau bermain video games kemudian tidur sepanjang pagi.					V
46.	13	Lately, Dad’s been calling me at noon to make sure I’m not still asleep .	Akhir-akhir ini, Dad sering meneleponku di siang hari untuk memastikan aku tidak sedang tidur .	V				V

53.	16	Last year when we were at the beach, Mom bought of fancy seashells at a gift shop , and later on I saw her bury them in the sand for Manny to “discover” .	Tahun lalu , ketika kami sedang berada di pantai, Mom membeli sekantong cangkang kerang cantik di toko cendera mata , kemudian aku melihat dia menguburnya di dalam pasir agar bisa “ditemukan” oleh Manny .	V	V	V	V		
54.	17	Today Mom said I was looking “shaggy”, so she told me she was taking me to get a haircut.	Hari ini, Mom mengatakan rambutku terlihat “awut-awutan”. Jadi, dia bilang akan mengajakku potong rambut.	V	V	V			
55.	18	Second, they have lots of tabloids, those newspapers you see in the checkout lines at the grocery stores.	Yang kedua, mereka punya banyak sekali tabloid– surat-surat kabar seperti yang kamu lihat di dekat kasir toko-toko keperluan rumah tangga .				V	V	
56.	19	A few weeks ago Gramma wasn’t answering her phone , so Mom got worried and drove over to Gramma’s to see if she was OK.	Beberapa hari yang lalu, Gramma tidak menjawab panggilan teleponnya , sehingga Mom menjadi sangat khawatir dan menyetir ke rumah Gramma untuk memeriksa apakah dia baik-baik saja.				V	V	V
57.	19	Gramma was fine , but she wasn’t picking up her phone because of something she read.	Gramma ternyata tidak apa-apa , namun dia tidak mengangkat teleponnya karena sesuatu yang dia baca.	V		V	V		
58.	20	Gramma’s dog , Henry, died recently , and ever since then Gramma has had a lot of time on her hands .	Baru-baru ini , anjing Gramma , Henry, meninggal, dan sejak saat itu, Grama memiliki banyak waktu luang .		V		V	V	

59.	20	Whenever Mom finds any tabloids at Gramma's house , she takes them home and throws them in the garbage.	Setiap kali Mom menemukan tabloid di rumah Gramma , dia membawanya pulang dan membuangnya ke tempat sampah.		V		V	V
60.	20	Last week I fished one out of the trash and read it in my bedroom.	Minggu lalu, aku mengambil satu dari tong sampah dan membacanya di kamarku.				V	
61.	20	I found out that North America will be underwater within six months.	Aku mendapati bahwa Amerika Utara akan terendam air dalam waktu enam bulan.	V		V	V	
62.	21	I had a long wait at the beauty salon , but I didn't really mind.	Aku menunggu lama di salon kecantikan , namun aku sama sekali tidak keberatan.		V	V	V	
63.	21	I got to read my horoscope and look at pictures of movie stars without their makeup , so I was definitely entertained.	Aku menjadi sempat membaca ramalan bintangku dan melihat foto-foto para bintang film tanpa rias wajah. Jadi , aku benar-benar terhibur.		V		V	
64.	21	When I got my hair cut, I found out the best thing about the beauty salon , which is the GOSSIP.	Ketika rambutku sedang dipotong, aku menyadari hal terhebat mengenai salon kecantikan , dan hal itu adalah GOSSIP.		V		V	
65.	21	...and then Marlene says to Vanessa, "If you're gonna get up in my face , you'd better be ready to back it up! "	... Lalu Marlene bilang pada Vanessa, "Kalau kamu berani adu pendapat denganku , kamu sebaiknya memiliki bukti-bukti pendukung! "	V		V	V	
66.	21	Unfortunately , Mom came to pick me up	Sayang sekali , Mom datang menjemputku tepat di		V		V	V

		right in the middle of a story about Mr. Peppers and his new wife , who's twenty years younger than him.	tengah-tengah cerita tentang Mr. Peppers dan istri barunya , yang berusia dua puluh tahun lebih muda.					
67.	22	Yesterday I was in the middle of my show , and Mom told me I had to turn off the TV and find something else to do.	Kemarin, ketika aku sedang asyik menonton , Mom menyuruhku mematikan TV dan melakukan hal lain.	V		V	V	
68.	22	I could tell there was no use arguing with her, so I called Rowley and invited him over.	Aku sadar bahwa tidak ada gunanya beradu pendapat dengannya. Jadi, aku menelepon Rowley dan mengundangnya ke rumahku.		V		V	
69.	23	When Rowley got to my house, we went straight to Rodrick's room in the basement .	Ketika Rowley datang ke rumahku, kami langsung masuk ke kamar Rodrick di ruang bawah tanah .				V	
70.	23	Rodrick is off playing with his band, Löded Diper, and whenever he's away I like to go through his stuff and see if I can find anything interesting.	Rodrick sedang pergi bermain musik dengan kelompok bandnya, Löded Diper, dan setiap kali dia sedang tidak ada di rumah , aku suka menggerakkan barang-barangnya untuk mencari apa pun yang menarik bagiku.	V V		V	V	
71.	23	The best thing I found in Rodrick's junk drawer this time around was one of those little souvenir picture keychains you get at the beach.	Hal terbaik yang bisa ku temukan di dalam laci Rodrick kali ini adalah salah satu cendera mata kecil berbentuk gantungan kunci bergambar yang biasa dijual di pantai.		V V		V V	V

72.	24	If you look into it , you see a picture of Rodrick with some girl.	Kalau kamu mengintip ke dalam gantungan kunci itu , kamu bisa melihat foto Rodrick dengan seorang gadis.						V
73.	24	I don't know how Rodrick got that picture, because I've been with him on every single family vacation , and if I saw him with THAT girl, I definitely would have remembered her.	Aku tidak tahu bagaimana Rodrick bisa mendapatkan foto itu karena aku selalu ada bersamanya di setiap liburan keluarga , dan kalau aku pernah melihat gadis ITU, maka seharusnya aku bisa mengingatnya.	V V	V				
74.	25	I couldn't believe our luck .	Aku nyaris tidak percaya pada nasib baik kami.						V
75.	25	Neither one of us had actually seen a horror movie before, so this was a really big find .	Tidak seorang pun dari kami pernah menonton film horror . Jadi , ini bisa disebut sebagai sebuah temuan besar .	V V	V V V				
76.	25	I asked Mom if Rowley could spend the night , and she said yes.	Aku bertanya pada Mom apakah Rowley boleh menginap , dan dia bilang boleh.						V
77.	26	I made sure Rowley took the bed that was closest to the furnace room , because that room really freaks me out.	Aku memastikan agar Rowley tidur di ranjang yang paling dekat dengan ruang pemanas karena ruang itu benar-benar membuatku takut.		V V				V
78.	26	At about 1:00 in the morning, we heard something in the furnace room that scared the living daylight s out of us.	Kira-kira pada pukul 1:00 pagi, kami mendengar sesuatu di ruang pemanas itu. Kami ketakutan setengah mati .						V

79.	27	We burst into Mom and Dad's room, and I told them our house was haunted and we had to move immediately.	Kami mendobrak masuk ke kamar MOM dan Dad. Aku bilang pada mereka bahwa rumah kami berhantu dan harus segera pindah.	V	V	V		
80.	29	That's when the twist came.	Pada saat itulah jalan ceritanya menjadi terpelintir.			V		
81.	31	Dad wanted to know what was going on , and I had to fess up.	Dad ingin tahu apa yang sedang terjadi , dan aku terpaksa mengaku.	V	V		V	
82.	31	I thought about it, though, and I realized there's only so much ground a muddy hand can cover in a day.	Namun, setelah aku memikirkannya panjang-lebar, aku sadar bahwa sepotong tangan tidak bisa berkelana terlalu jauh dalam waktu satu hari.			V		
83.	32	So hopefully that means I have a little while longer to live.	Jadi, itu berarti aku masih bisa hidup lebih lama lagi.			V		
84.	32	Yesterday, Mom lectured me about how boys my age watch too many violent movies and play too many video games, and that we don't know what REAL entertainment is.	Kemarin, Mom menguliahiku. Dia bilang anak-anak seusiaku terlalu banyak menonton film dengan adegan kekerasan dan terlalu sering bermain video games. Dia juga mengatakan kami sama sekali tidak tahu hiburan SEBENARNYA itu seperti apa.			V	V	V
85.	32	I just stayed quiet, because I wasn't sure exactly where she was going with all this.	Aku cuma diam membisu karena aku benar-benar tidak tahu ke mana arah pembicaraannya.				V	

86.	33	I begged Mom to just give me a regular punishment instead, but she wouldn't budge.	Aku memohon pada Mom untuk memberiku hukuman yang biasa saja ; namun, dia bergeming.		V			
87.	37	I'm not really sure what makes a book a "classic" to begin with,	Aku tidak terlalu yakin apa yang membuat sebuah buku digolongkan menjadi karya sastra "klasik" .			V		
88.	38	I haven't been back to the library since then, but I know if I ever DO show up, they'll be waiting for me.	Aku belum pernah kembali mengunjungi perpustakaan sejak saat itu; namun, aku tahu bila aku MENAMPAKKAN batang hidungku, mereka pasti sedang menungguku.	V	V			
89.	39	Well, the membership of the Reading Is Fun Club took a big hit overnight.	Yah, keanggotaan "Membaca itu Menyenangkan" menyusut drastis dalam waktu semalam.				V	V
90.	41	I've read "Shadowdoom", and from what I can remember, there aren't even any women in the story.	Aku sudah membaca "Shadowdoom", dan seingatku, di dalamnya bahkan tidak ada tokoh perempuan.	V				V
91.	42	...I just have trouble concentrating for long periods of time.	...aku sulit berkonsentrasi dalam waktu lama.			V		
92.	43	So last night I had to wait until she went to bed before I could get my entertainment fix.	Jadi, kemarin malam aku terpaksa menunggu hingga dia pergi tidur sebelum aku bisa menghibur diri dengan bersenang-senang.	V				
93.	44	My new fear is that the hand is gonna crawl up on my bed and get me	Aku memiliki ketakutan baru. Aku cemas si tangan akan merayap menaiki		V	V		V

		in my sleep.	ranjangku di saat aku sedang lelap tidur.					
94.	45	When Mom found out I wasn't done yet, she said we were gonnasit down at the kitchen table until I was finished.	Ketika mendapati aku masih belum menuntaskannya, dia bilang kami akan duduk di meja dapur sampai aku selesai.	V V	V		V V	
95.	46	Mr. Jefferson had an official-looking piece of paper with the country club logo on it.	Mr. Jefferson membawa sepucuk surat yang terlihat resmi dengan logo janapada di atasnya.		V V			
96.	47	He talked to Mom, though, and they both agreed that me and Rowley needed to pay off the tab.	Namun, dia bicara pada Mom, dan mereka berdua setuju aku dan Rowley harus membayar tagihan itu.				V	
97.	48	A couple of years ago during the holidays, Rowley came over and we had just run out of toilet paper at my house.	Selama liburan beberapa tahun yang lalu, Rowley datang berkunjung dan kami kehabisan kertas tisu toilet di rumah.	V	V		V	
98.	48	Rowley thought the holiday napkins were some kind of really fancy toilet paper , and he asked me if my family was rich.	Rowley mengira kertas tisu makan bertema hari raya tersebut benar-benar kertas tisu yang sangat keren , dan dia bertanya apakah keluargaku kaya.		V		V	
99.	49	I wasn't gonna pass up the opportunity to impress him.	Aku tentu tidak mau melewatkan kesempatan untuk membuatnya terkesan.	V			V	
100.	49	I tried to figure out a way kid my age could get his hands on some cash .	Aku berusaha mencari tahu bagaimana cara anak seusiaku mendapatkan uang .				V	

101.	54	Now the only thing we have to do is sit back and wait for the phone calls to start rolling in .	Sekarang, yang perlu kami lakukan cuma menunggu masuknya telepon dari para pelanggan .	V		V		
102.	55	I was starting to wonder if we should try to find a card with more muscular guys for our next flyer .	Aku mulai bertanya-tanya apakah kami perlu mencari kartu dengan gambar pria yang jauh lebih kekar untuk sebaran kami yang berikutnya .	V	V	V		V
103.	55	She said her lawn needed mowing but she wanted to check our references before she hired us .	Dia mengatakan bahwa rumput di halamannya perlu dipangkas, namun dia ingin memeriksa referensi kami sebelum menggunakan jasa kami .				V	V
104.	55	I used to do lawn work for Gramma, so I called her up and asked if she could call Mrs. Canfield and tell her what a good worker I am.	Aku dulu sering memotong rumput di halaman rumah Gramma . Jadi, aku meneleponnya dan bertanya apakah dia bersedia menelepon Mrs. Canfield dan mengatakan padanya betapa hebatnya mutu pekerjaanku.			V	V	
105.	56	I told Gramma we were only taking paying jobs at the moment but maybe we could get back to her later on in the summer.	Aku bilang pada Gramma kami sekarang Cuma mau menerima pekerjaan yang menghasilkan uang , tapi kami mungkin bisa kembali ke tempatnya pada musim panas tahun depan.				V	V
106.	56	Then I called Mrs. Canfield and did my best imitation of Gramma .	Kemudian, aku menelepon Mrs. Ccanfield dan berusaha sebaik mungkin untuk menirukan Gramma .				V	
107.	57	Then she called back a few minutes later, and I	Kemudian, dia menelepon kembali beberapa menit		V	V		

		answered in my regular voice.	kemudian. Aku menjawab dengan suaraku sendiri.					
108.	58	So the two of us poked around for a while and tried to figure out how to get the thing started.	Jadi, kami berdua mengutak-atik mesin itu selama beberapa saat untuk mencoba menyalakannya.				V	
109.	59	...all the gasoline spilled out onto the grass,...	...semua bensin di dalamnya tumpah ke atas rumput ...				V	
110.	59	I picked up the owner's manual for the mower while we were at it.	Sekalian, aku mengambil buku petunjuk pemakaian mesin itu.				V V	
111.	59	I tried to read it, but the instructions were written in Spanish.	Aku mencoba membacanya, namun semua instruksi ditulis dalam bahasa Spanyol.	V			V	V
112.	60	...and I would go sit in the shade and start working on our business plan.	... sementara aku duduk di bawah rindangnya pohon sambil mulai menyusun rencana bisnis kami.	V	V		V	
113.	60	...so I was more like the owner than a partner.	...Jadi, aku lebih pantas disebut sebagai pemilik bisnis daripada seorang rekan bisnis				V V	
114.	60	...so it didn't get all sweaty.	...sehingga uang yang kami dapatkan tidak basah karena keringat.				V V	
115.	60	Believe it or not, that was enough to make Rowley walk right off the job.	Percaya atau tidak, penjasanku ternyata cukup untuk membuat Rowley berhenti dari pekerjaan itu.				V	
116.	63	The final bill was thirsty dollars, which was twenty dollars for	Tagihannya adalah sebesar tiga puluh dolar, yang terdiri atas dua puluh dolar untuk				V V V	

		the lawn plus ten bucks for the time me and Rowley spent designing that flyer.	biaya memotong rumput ditambah sepuluh dolar untuk waktu yang telah aku serta Rowley habiskan guna merancang selebaran kami.					
117.	64	I told her about the dog poop issue , but she still wouldn't cough up what she owed me.	Aku menyampaikan masalah kotoran anjing padanya; namun, dia tetap tidak mau membayar ongkosku.		V		V	
118.	65	When Dad wrapped things up , I planted a sign in Mrs. Canfield's front yard.	Ketika Dad mengemasi peralatan, aku menancapkan sebuah tanda di halaman Mrs. Canfield.		V		V	V
119.	70	So if you want to find somebody to blame for the way I am, I guess you'd have to start with the public education system.	Jadi, kalau kamu mau mencari orang yang pantas disalahkan atas sifatku sekarang, aku rasa kamu bisa mulai dari sistem pendidikan publik.		V			
120.	70	Mom came into my room this morning and woke me up for church.	Mom masuk ke kamarku pagi ini dan membangunkanku untuk berangkat ke gereja.			V	V	
121.	73	Plus, I've learned my lesson about friend parties.	Ditambah lagi, aku sudah belajar dari pengalaman untuk tidak mengundang teman-teman ke pesta.	V			V	
122.	76	That'll slow me down , but I guess it's still worth it.	Cara itu memang akan memperlambatku ; namun, aku rasa masih pantas dilakukan.				V	V
123.	77	I've been doing a lot of thinking about what I want for my birthday this year.	Aku sudah berpikir panjang lebar mengenai apa yang kuinginkan sebagai hadiah ulang tahunku kali ini.	V		V		
124.	78	I asked Uncle Joe if he wouldn't mind hinting	Aku bertanya pada Paman Joe apakah dia mau	V	V			

		to Dad that he should get us a dog.	mengisyaratkan pada Dad supaya dia mau membelikan kami anjing.						
125.	79	My Uncle Charlie has one , and he practically LIVES in that thing.	Paman Charlie punya kursi yang seperti itu , dan bisa dibilang dia HIDUP di atas benda itu.						V
126.	80	Plus, these recliners have all sorts of features, like a neck massager and adjustable firmness and stuff like that.	Ditambah lagi, kursi santai semacam itu memiliki berbagai keistimewaan, seperti alat pemijat leher, alat pengatur keempukan kursi , dan sebagainya.		V	V			V
127.	82	I just wanna say I think it stinks that Rowley gets to go to the country club even though he still owes money on that fruit smoothie bill .	Aku Cuma mau bilang, menyebalkan sekali Rowley tetap boleh pergi ke janapada walaupun dia masih berutang tagihan smoothie buah .		V			V	
128.	84	Today I was watching TV, minding my own business , when I heard a knock at the front door .	Hari ini, ketika aku sedang asyik menonton TV tanpa mengganggu orang lain , aku mendengar ketukan di pintu depan .	V	V	V			
129.	84	But it wasn't Rowley. It was FREGLEY.	Namun, ternyata bukan Rowley, melainkan FREGLEY.		V				
130.	88	I like to cut to the chase on my birthday and get right to the gifts , so I told everyone to gather in the living room .	Aku tidak ingin terlalu bertele-tele pada hari ulang tahunku dan hendak langsung membuka kado. Jadi , aku meminta semua orang untuk berkumpul di ruang duduk .		V	V	V		V
131.	88	Unfortunately, as soon as I collected my checks , Mom	Malangnya, begitu aku selesai mengumpulkan semua uang yang aku	V				V	V

		confiscated the money to pay off Mr. Jefferson.	dapatkan , Mom menyitanya untuk melunasi utangku pada Mr. Jefferson.					
132.	89	Then I moved on to the wrapped presents , but there weren't a whole lot of those.	Kemudian, aku pindah untuk membuka kado ; namun, jumlahnya tidak banyak.				V	V
133.	95	Last night I was watching one of those television shows where a nanny lives with a family for a week and then tells them all the ways they're screwing up.	Kemarin malam, aku sedang menonton salah satu acara reality TV , di mana seorang pengasuh anak tinggal bersama sebuah keluarga selama seminggu dan kemudian memberitahu mereka segala kesalahan yang telah mereka lakukan.	V	V		V	
134.	96	I just need to figure out how to get my self in line for that job when the nanny retires .	Aku hanya perlu mencari tahu bagaimana cara melamar untuk posisi itu di saat pengasuh itu sudah mengundurkan diri .				V	V
135.	96	A few years ago I started collecting my personal mementos , like book reports and old toys and stuff like that, ...	Beberapa tahun yang lalu, aku mulai mengumpulkan barang barang pribadiku , seperti buku-buku rapor , mainan tua, dan benda-benda lainnya ...			V		V V V
136.	97	But I don't keep anything like lollipop sticks that have my my saliva on them because, believe me, I do NOT need to be cloned .	Namun, aku tidak menyimpan benda-benda seperti tangkai lolipop yang memiliki ludahku karena-percaya deh-aku TIDAK perlu digandakan dengan proses kloning .			V	V	V
137.	99	I spent the afternoon playing video games and catching up on the	Aku menghabiskan sepanjang sore dengan bermain video game dan membaca komik				V	V

		Sunday comics.	di surat kabar Minggu.					
138.	102	At 10:00 she said we all needed to get in the station wagon , and when I asked her where we were going , she said it was a “surprise”.	Pada pukul 10.00, dia mengatakan bahwa kami semua harus masuk ke dalam mobil , dan ketika aku bertanya padanya kami hendak pergi ke mana, dia cuma mengatakan itu adalah sebuah “kejutan”.	V				V
139.	103	Wherever we were going, it was taking a long time.	Ke mana pun kami pergi, perjalanannya lama sekali.					V
140.	104	Manny was sitting in between me and Rodrick on the hump.	Manny duduk di antara aku dan Rodrick di atas bagian kursi yang menonjol.					V
141.	106	I saw a sign for a pizza place , and I begged Mom and Dad to let us eat there.	Aku melihat sebuah papan reklame restoran pizza , dan aku memohon Mom serta Dad untuk mengizinkan kami makan di sana.		V			V
142.	106	We were at the Slipslide Water Park , where we used to go as kids.	Kami berada di Slipslide Water Park . Kami sering datang ke sini ketika masih kecil dulu.		V			
143.	107	I thought you had to be forty-eight years old to ride , ...	Aku kira kamu harus berusia empat puluh delapan agar boleh bermain seluncuran ; ...		V			V
144.	108	Rodrick has bad memories of the Slipslide Water Park, too.	Rodrick juga memiliki pengalaman tidak menyenangkan di Slipslide Water Park.		V			V V
145.	109	When we got through the gates , Mom rented a stroller for Manny.	Ketika kami melewati gerbang , Mom menyewa sebuah kereta dorong untuk Manny.					V V

146.	115	I didn't even have time to feel sad about it, because today was Father's Day and we all had to get in the car and go up to Grandpa's for brunch .	Aku bahkan tidak sempat punya waktu untuk merasa sedih karena hari ini adalah Hari Ayah , dan kami semua harus masuk ke mobil untuk pergi ke rumah Grandpa dan makan bersama di sana .	V	V	V		
147.	115	I told him I was bummed out because my fish died.	Aku bilang padanya aku sedih karena ikanku mati.	V	V		V	
148.	117	He told us to get in the car, and he left Grandpa with the bill for brunch .	Dia menyuruh kami semua masuk ke dalam mobil dan membiarkan Grandpa membayar tagihan makanan .			V		
149.	118	Mom didn't seem too thrilled that Dad went out and bought a dog without checking with her first .	Mom tidak terlihat senang karena Dad pergi dan pulang dengan membawa seekor anjing tanpa berunding dengannya terlebih dahulu .				V	V
150.	120	Dad told Rodrick he should go to the mall to buy a bowl and get the dog's name printed on it, and here's what Rodrick came back with – SWEATY	Dad menyuruh Rodrick pergi ke mal untuk membeli mangkuk makanan dan meminta agar nama si anjing dicetak di atasnya; dan inilah yang dibawa pulang oleh Rodrick – SWEATY (berkeringat)		V		V	
151.	121	I was really happy when we got our dog at first, but now I'm starting to have second thought .	Pada awalnya, aku benar-benar merasa senang ketika mendapatkan anjing; namun sekarang, aku mulai meragukannya .	V			V	
152.	124	Luckily, the muddy hand has given me a lot of practice with this sort of thing, so I was	Untung saja, si tangan berlumpur telah memberiku cukup banyak latihan untuk menghadapi	V	V	V	V	

		able to keep him out.	situasi seperti itu. Jadi , aku bisa mencegahnya masuk.					
153.	126	Dad is always trying to get the dog to give him a kiss on the nose, but Sweetie won't do it.	Dad selalu berusaha membuat si anjing menciumi hidungnya, namun Sweetie tidak mau melakukannya.	V		V	V	
154.	128	I think Sweetie is just more of a ladie's man .	Menurutku, Sweetie cuma lebih suka pada wanita .			V		
155.	130	While I was drawing , the dog was sitting on my pillow licking his paws and his tail, and he was really getting into it.	Sementara aku sedang menggambar , anjing itu duduk di atas bantalku dan menjilati kaki serta ekornya; dan dia tampak asyik sekali.	V				V
156.	130	Whenever Sweetie does that, I have to flip the pillow over when I go to bed.	Setiap kali Sweetie melakukannya, aku harus ingat untuk membalikkan bantal saat hendak tidur.	V			V	V
157.	134	After I got past the locker room , things didn't get a whole lot better .	Setelah aku melewati ruang bilas , keadaan tidak bertambah baik .		V		V	V
158.	135	When I was younger I used to just go swim in the baby pool during the fifteen-minute rest break , but that was before I knew what went on in there.	Ketika aku masih kecil, aku biasanya pergi berenang di kolam bayi selama masa jeda lima belas menit . Namun, itu sebelum aku tahu apa yang sebenarnya terjadi di sana.			V	V	V
159.	135	I haven't been in the deep end since I was eight years old, when Rodrick talked me into jumping off the high dive .	Aku sudah tidak lagi pergi ke bagian dalam itu sejak aku berusia delapan tahun, saat Rodrick membujukku untuk loncat dari papan yang tinggi .	V	V			V

160.	137	Anyway, today Mom got everyone together to go to the picnic area because they were giving out free watermelon.	Omong-omong, hari ini Mom menyuruh semua orang pergi ke daerah piknik karena ada pembagian semangka gratis.		V	V			
161.	140	It was a two-page back-to-school ad , right where any kid could see it.	Yang kumaksud adalah sebuah iklan sebanyak dua halaman dalam rangka promo kembali ke sekolah , tepat di tempat yang bisa dilihat anak mana pun juga.					V	
162.	140	I can't believe it's actually LEGAL to run a back-to-school ad two months before school starts.	Aku tidak percaya bahwa memasang iklan promo kembali ke sekolah dua bulan sebelum sekolah dimulai ternyata TIDAK MELANGGAR HUKUM.		V	V			
163.	141	I think she saw it as some kind of father-son bonding opportunity.	Aku rasa dia pasti menganggapnya sebagai sebuah kesempatan baik untuk menjalin hubungan anak dan ayah.					V	
164.	143	I was stewing about the dog and that back-to-school ad when my whole day turned around.	Aku sedang geram pada tingkah si anjing dan iklan promo kembali ke sekolah ketika sebuah kejadian membuat hariku menjadi berubah seratus delapan puluh derajat.	V	V			V	V
165.	143	In one of the pictures you could see a lifeguard in the background.	Dalam salah satu foto, kamu bisa melihat salah seorang penjaga keamanan kolam di bagian latar.					V	
166.	144	But Heather's in HIGH school, which is a whole different league	Namun, Heather sudah duduk di bangku SMA , yang merupakan liga yang	V	V				

		than middle school.	sama sekali berbeda jika dibandingkan dengan SMP.					
167.	146	So I made a pit stop in the bathroom and lathered myself in suntan oil.	Jadi, aku mampir sebentar di kamar mandi dan mengolesi seluruh tubuhku dengan krim tabir surya.			V	V	
168.	146	Then I did a bunch of push-ups and sit-ups to really make my muscles pop .	Kemudian, aku melakukan serangkaian push-up dan sit-up untuk membuat otot-ototku benar-benar mencuat .				V	
169.	147	I figured the person in the stall couldn't see my face, so at least he didn't know who I was.	Tetapi kupikir orang di dalam bilik toilet itu tidak bisa melihat wajahku. Jadi setidaknya, dia tidak tahu siapa diriku sebenarnya.		V		V	
170.	150	I just hope Heather knows that I would do ANYTHING for her.	Aku cuma berharap Heather tahu aku rela melakukan APA SAJA untuk dirinya.	V				
171.	150	If she wants someone to put suntan lotion on her back or towel her off after she takes a dip in the pool, I'm the man for the job.	Kalau dia menginginkan seseorang memakaikan losion tabir suryadi punggungnya, atau mengeringkan badannya dengan handuk setelah dia masuk ke dalam kolam, akulah orang yang tepat untuk tugas itu.		V		V	
172.	152	I finally got Mom to press the right button to take a picture , but when she did, the camera was pointed the wrong way and she took a picture of herself.	Aku akhirnya berhasil mengajari Mom untuk menekan tombol yang tepat . Namun, begitu dia bisa melakukannya, kameranya salah arah dan dia malah memotret diri sendiri.		V	V	V	V

173.	153	Relying on Mom for my ride to the pool is starting to become a problem.	Mengharapkan Mom untuk mengantarku ke kolam mulai menjadi masalah.				V		
174.	153	I realized I need my OWN transportation , and luckily I found a solution yesterday.	Aku sadar bahwa aku membutuhkan alat transportasi SENDIRI , dan untungnya, aku berhasil mendapatkan sebuah solusi kemarin.			V		V	
175.	154	One of our neighbors left a bike out by the curb , and I took it before anyone else could.	Salah seorang tetangga kami meninggalkan sepeda di pinggir jalan . Aku segera mengambilnya sebelum didahului oleh orang lain.	V	V			V	V
176.	154	When Dad saw it, he said it was a “ girl bike ” and I should get rid of it .	Ketika Dad melihatnya, dia menyebutnya sebagai “ sepeda cewek ”, dan menyuruhku menyingkirkannya .			V		V	
177.	155	And number two, girl bikes have those baskets on the handlebars , which are good for carrying your video games and suntan lotion .	Dan nomor dua, sepeda cewek memiliki keranjang di depan setang , yang sangat berguna untuk menaruh video game dan losion tabir surya .			V	V		V V V
178.	156	At one point I had to stop him from washing his hands in the urinal because I guess he thought it was a sink.	Pada suatu saat, aku malah terpaksa melarangnya cuci tangan di tempat pipis pria . Dia mengira tempat itu sebuah wastafel.	V	V			V	
179.	158	I was really nervous about touching one of the shower guys , and for a second there I thought I did.	Aku benar-benar takut jika sampai menyentuh salah seorang pria yang sedang mandi , dan selama satu detik, aku sepertinya telah			V			

			melakukannya.					
180.	159	Anyway, I've been doing a lot of thinking lately, and I've realized that I need to let this summer romance cool off a little.	Pokoknya, akhir-akhir ini aku banyak berpikir, dan aku sadar bahwa aku perlu membiarkan urusan asmara musim panas ini agak mendingin sedikit.		V	V		V
181.	160	Plus, Heather's going off to college next year, and those long-distance relationships never really seem to work out.	Ditambah lagi, Heather akan pergi kuliah tahun depan hubungan jarak jauh seperti itu tidak akan pernah berhasil.	V	V	V	V	
182.	161	Mrs. Jefferson said they were buying groceries for their trip to the beach next week.	Mrs. Jefferson mengatakan mereka sedang berbelanja untuk perjalanan mereka ke pantai minggu depan.	V	V	V		
183.	161	But then Mrs. Jefferson said something that really threw me for a loop.	Namun kemudian, Mrs. Jefferson mengatakan sesuatu yang benar-benar membuatku tercengang.				V	
184.	162	Something about the whole incident seemed a little fishy to me.	Aku merasa agak curiga dengan kejadian itu.		V	V		
185.	162	I knew I made a mistake coming on this beach trip when I saw where we were staying.	Ketika aku melihat tempat kami menginap, aku sadar bahwa aku telah membuat kesalahan dengan ikut pergi ke pantai.			V		
186.	164	Dinner was OK, but dessert was awful.	Makan malamnya lumayan, tapi makanan pencuci mulutnya benar-benar buruk.				V	V
187.	164	Mrs. Jefferson is one of those moms who sneaks healthy foods into your snacks, and	Mrs. Jefferson termasuk salah seorang ibu yang suka menyelipkan makanan sehat ke dalam cemilanmu, dan	V	V	V		

		her brownies were full of spinach.	kue brownies-nya benar-benar sarat dengan bayam.					
188.	165	The first time Rowley had a regular brownie was at my house , and believe me, it wasn't pretty.	Saat pertama kali Rowley makan kue brownies yang biasa adalah ketika dia berada di rumahku , dan percaya deh, keadaannya sama sekali tidak indah.	V	V		V	
189.	165	I was hoping we were gonna play something normal like cards , but the Jeffersons have their own idea of fun.	Aku berharap kami akan memainkan sesuatu yang normal seperti kartu. Namun , keluarga Jefferson memiliki ide tersendiri mengenai urusan bersenang-senang.	V	V V		V	V
190.	166	Then we played charades, and when it was Rowley's turn , he was a dog.	Setelah itu, kami bermain tebak-tebakan, dan ketika giliran Rowley tiba, dia berpura-pura menjadi seekor anjing.	V	V			
191.	166	That's when I found out the sleeping situation at the Jeffersons' cabin was worse than the entertainment situation.	Pada saat itulah aku baru tahu kalau urusan pembagian tempat tidur di pondok keluarga Jefferson ternyata jauh lebih parah daripada urusan hiburannya.	V	V V V		V	
192.	167	But rowley took a look at the crusty shag carpet and decided he didn't want to risk it.	Namun, Rowley menatap karpet lusuh yang kaku di lantai dan memutuskan untuk tidak mengambil resiko.		V		V V V	
193.	168	Rowley said he had a nightmare that there was a chicken hiding underneath him.	Rowley bilang di bermimpi buruk mengenai seekor ayam yang bersembunyi di bawahnya.		V	V		

194.	169	Nobody bothered to check on how I was doing after falling off the bed onto my face.	Tidak ada yang repot-repot bertanya mengenai keadaanku yang terjatuh ke lantai.		V			V
195.	169	Rowley spent the rest of the night sleeping in his parents' room , which was fine with me.	Rowley menghabiskan malam itu dengan tidur di kamar orangtuanya , yang sebenarnya tidak menjadi masalah bagiku.		V	V		V
196.	169	Because without Rowley and his chicken dreams to keep me awake, I was able to get a good night's sleep.	Karena tanpa Rowley dan mimpi tentang ayamnya yang membuatku terbangun, aku bisa tidur dengan nyenyak.		V	V	V	
197.	169	I've been stuck inside this cabin for three days now, and I'm really starting to lose my mind.	Aku sudah terjebak di dalam pondok selama tiga hari sekarang, dan aku benar-benar hampir kehilangan akal sehat.	V				V
198.	170	I've been trying to get Mr. and Mrs. Jefferson to take us to the broadwalk , but they say it's too "noisy" there.	Aku pernah mencoba meminta Mr. dan Mrs. Jefferson untuk mengantar kami ke dermaga kayu , tapi mereka bilang tempat itu terlalu "bising".	V				V
199.	172	It turns out that I sent that e-mail from Mr. Jefferson's work account , and Mom answered back.	Ternyata , aku mengirim surat dari email kantor Mr. Jefferson , dan Mom membalasnya.		V			V
200.	173	If I can just ride the Cranium Shaker once , I'll feel like this trip wasn't a total waste of time.	Kalau aku bisa mencoba Cranium shaker satu kali saja , aku akan menganggap perjalanan ini tidak sia-sia.			V	V	

201.	174	I was trying to win a giant stuffed caterpillar , but I think they have those games rigged so you can't succeed.	Aku berusaha memenangi boneka ulat raksasa , tapi aku rasa mereka mencurangi permainan itu sehingga kamu tidak akan pernah berhasil.	V	V				
202.	174	Rowley watch me blow my twenty dollars, and then he asked his dad to buy him the EXACT same giant caterpillar at a shop next door.	Rowley menontonku menghabiskan dua puluh dolar, dan kemudian dia meminta ayahnya untuk membelikan boneka yang PERSIS sama di toko sebelah.		V				
203.	175	I think Mr. Jefferson is making a big mistake with a move like that.	Aku rasa Mr. Jefferson membuat kesalahan besar dengan bertindak seperti itu.		V	V			
204.	175	Last year , when I was on the swim team , they had this special swim meet I got invited to on a Sunday.	Tahun lalu , ketika aku masih bergabung dengan tim renang , mereka mengadakan pertemuan renang khusus , dan aku diundang pada suatu hari Minggu.	V	V	V			
205.	176	My event was the 100-meter freestyle , and I got so pooped that I had to WALK the last lap .	Jatahku adalah gaya bebas 100 meter . Aku begitu kelelahan sehingga aku terpaksa BERJALAN pada putaran terakhir	V	V	V			
206	177	But then Rodrick saw me with my first-place Champions ribbon , and he gave me the scoop.	Namun setelah itu, Rodrick melihat aku bersama pita lencanaku . Dia pun membongkar semuanya padaku.		V	V			
207.	177	Rodrick told me the Champions meet is just a scam put on by parents to make their	Rodrick bilang padaku bahwa pertemuan para pemenang cuma sebuah tipu daya yang direkayasa oleh para		V	V			

		kids feel like winners.	orangtua untuk membuat anak-anak mereka merasa seperti para pemenang.					
208.	178	I remember when I used to be on the tee-ball team and everyone would cheer even when I struck out.	Aku ingat ketika aku masih bermain dalam tim kasti dan semua orang berseru girang bahkan pada saat pukulanku meleset.	V V	V			
209.	179	It was that girl from Rodrick's keychain picture.	Itu adalah si gadis yang berada di dalam foto gantungan kunci milik Rodrick.		V		V	
210.	179	She wasn't a real person.	Dia bukan manusia sungguhan.		V			
211.	179	She was a CARDBOARD CUTOUT.	Dia cuma sebuah POTONGAN GAMBAR KERTAS KARDUS.		V			
212.	179	Then I realized I could buy my OWN keychain picture and impress all the guys at school.	Kemudian, aku sadar bahwa aku juga bisa membeli sebuah gantungan kunci berfoto untuk diriku SENDIRI dan membuat teman-teman di sekolah menjadi terkagum-kagum.		V		V	
213	180	I ran over to the ride and used my last five dollars to pay for a ticket.	Aku berlari mendekat dan menggunakan sisu uang lima dolarku untuk membeli tiket.		V			
214.	181	After the ride operator strapped me in, he locked the cage and I knew there was no turning back.	Setelah petugas mengikat tali pengamanku, dia menutup kerangkeng dan aku tahu tidak bisa mundur lagi.				V	
215.	181	Well, I wish I had spent more time watching what the Cranium Shaker	Yah, aku berharap aku tadi lebih lama memperhatikan apa yang sebenarnya DILAKUKAN oleh Cranium			V	V	

		actually DID to a person , because I never would've gotten on if I had.	Shaker pada orang yang menaikinya ; karena kalau tahu, aku pasti tidak akan pernah mau mencobanya.					
216.	182	It flips you upside down about a million times and then throws you toward the ground so your face is about six inches from the pavement.	Wahana permainan itu memutar-balikkan tubuhmu sekitar satu juta kali dan kemudian melemparmu ke arah permukaan tanah sehingga wajahmu cuma berjarak enam inci dari trotoar.		V		V	V
217.	182	I tried to get someone to stop the ride, but nobody could hear me over the pounding heavy metal music .	Aku berusaha meminta seseorang untuk menghentikan mesin itu; namun, tidak ada yang bisa mendengarku di antara kerasnya dentuman suara musik heavy metal .		V	V		
218.	183	It was the most nauseous I've ever felt in my life .	Pengalaman itu merupakan yang paling memualkan di sepanjang hidupku .				V	V
219.	183	And when I say that , I mean even more than after I had to get Manny out of the shower area at the town pool .	Sungguh , bahkan jauh melebihi saat aku terpaksa membawa Manny keluar dari ruang bilas di kolam renang kota .	V	V	V		V
220.	183	So I sat down on a bench and waited for the broadwalk to stop spinning.	Jadi, aku cuma duduk di bangku panjang dan menunggu hingga dermaga kayu tidak lagi terlihat berputar-putar.		V		V	V
221.	184	After Rowley was done with his kiddie rides , his dad bought him a bobby balloon and a	Setelah Rowley selesai dengan permainan anak-anaknya , ayahnya membelikan dia sebuah		V	V	V	V

		shirt from the souvenir shop.	balon tiup dan baju kaus dari toko cendera mata.					
222.	184	But when I got on my my feet , Mr. Jefferson said it was time to go.	Namun, saat aku bangkit , Mr. Jefferson bilang sudah saaatnya pulang.					V
223.	184	I had spent all the money Mom gave me , so I told Mr. Jefferson twenty dollars would probably do it.	Aku sudah menghabiskan semua uang yang diberikan Mom. Jadi , aku bilang Mr. Jefferson bahwa dua puluh dolar mungkin sudah cukup untuk kami.	V	V			
224.	185	I think the arcades was too loud for Mr. and Mrs. Jefferson, so they didn't want to go inside . They told us to go in by ourselves and meet them outside in ten minutes.	Aku rasa daerah mesin dingdong terlalu berisik untuk Mr. dan Mrs. Jefferson. Jadi, mereka menyuruh kami pergi sendiri dan bertemu dengan mereka di luar dalam sepuluh menit.			V		V
225.	189	But Rowley said he's a gold medal in karate and he wasn't going to teach his moves to a "no belt" .	Tapi Rowley mengatakan dirinya adalah pemegang sabuk emas dalam karate dan dia tidak mau mengajarkan jurus-jurusnya pada seseorang yang tidak "bersabuk" .			V		V
226.	190	So me and Rowley had to go up on the broadwalk to get it back.	Jadi, aku dan Rowley terpaksa naik ke atas dermaga kayu untuk meminta uang kami kembali.	V				V
227.	191	But I guess that wasn't the right thing to ask, because he took us back to the car without saying a word.	Tapi aku rasa permintaanku bukanlah tindakan yang tepat karena dia menggiring kami pergi tanpa sepeatah kata pun.			V		
228.	192	But Mr. Jefferson said we had to go to bed	Namun, Mr. Jefferson mengatakan kami harus	V				V

		and that he didn't want to hear a peep out of us until morning.	tidur dan dia tidak mau mendengar satu patah kata pun dari kami hingga esok hari.					
229.	192	Rowley was taking it really hard.	Rowley menerima hukuman itu dengan berat.					V
230.	192	I decided to lighten the mood a little bit. I walked around on the shag carpet and then gave Rowley a static electricity shock as a joke.	Aku berusaha untuk membuat suasana menjadi lebih ceria dengan berjalan mondar-mandir di atas karpet yang kasar , dan kemudian memberikan Rowley kejutan listrik statis sebagai lelucon.		V	V		V
231.	193	That seemed to get Rowley to snap out of it .	Tampaknya, hal itu membuat Rowley menjadi ceria .				V	
232.	193	I couldn't let Rowley one-up me like that, so when he got into bed I got his boppy balloon , pulled back the giant rubber band , and let it rip.	Aku tidak sudi membiarkan Rowley mengerjaiku seperti itu. Jadi , ketika dia masuk ke tempat tidur , aku mengambil balon tiupnya , menariknya hingga menjulur , dan membiarkannya lepas.		V	V	V	V
233.	194	When Rowley saw the red mark on his arm he screamed, and I knew that was gonna attract attention.	Ketika Rowley melihat tanda merah di lengannya, dia menjerit, dan aku sadar bahwa hal itu pasti akan menarik perhatian.	V	V			V
234.	194	I tried to explain that the mark on Rowley's arm was from a rubber band, but that didn't seem to matter to the Jeffersons.	Aku berusaha menjelaskan bahwa bekas tanda merah di kulit Rowley cuma disebabkan oleh karet. Namun , itu tampaknya merupakan masalah bagi pasangan Jefferson.	V	V			V V V

235.	195	They called my parents , and two hours later Dad was at the cabin to pick me up and take me home.	Mereka menelepon orangtuaku , dan dua jam kemudian Dad datang ke pondok untuk menjemputku dan membawaku pulang.		V		V	
236.	196	I think Dad's bad mood is here to stay, though, and part of it has nothing to do with me.	Aku rasa suasana hati Dad yang buruk akan tetap bertahan dan sebagian dari penyebabnya tidak ada hubungannya denganku.	V	V			
237.	196	When I opened up today's paper , here's what I saw in the Arts section –	Ketika aku membuka surat kabar hari ini , inilah yang aku lihat di bagian Seni .		V	V		V
238.	196	Later on I heard him talking to someone on the phone, and he seemed to be acting kind of secretive .	Setelah itu, aku mendengar dia berbicara pada seseorang melalui telepon, dan sepak terjangnya terlihat penuh rahasia .					V
239.	197	After that I asked Dad if he was taking me anywhere in particular on Sunday, and that seemed to make him really uncomfortable .	Kemudian, aku bertanya pada Dad apakah dia akan mengajakku ke suatu tempat pada hari Minggu. Hal itu kelihatannya membuat dia terlihat tidak nyaman .	V	V			V
240.	197	Dad was willing to ship me off to a military academy before, and ...	Sebelum ini, Dad berniat mengirimku ke akademi militer , dan ...		V			V
241.	199	I'm pretty sure Rodrick was pulling my leg , because it looked an awful lot like his handwriting .	Aku cukup yakin Rodrick sedang memperdayaiku karena yang kulihat sangat mirip dengan tulisan tangan Rodrick .		V			V
242.	199	But Dad's kind of an unpredictable guy, so I guess I'll just have to	Namun, Dad termasuk pria yang tidak terduga. Jadi , kurasa aku cuma bisa		V	V		V

		wait until Sunday to know for sure .	menunggu hingga hari Minggu untuk melihat apa yang akan terjadi .					
243.	199	The good news is Dad didn't sell me or gave me away to an orphanage today.	Kabar baiknya , Dad tidak menjualku atau menyerahkan aku ke panti asuhan hari ini.		V		V	
244.	199	The bad news is, after what happened, he probably will.	Kabar buruknya , setelah apa yang terjadi, dia mungkin akan melakukannya.		V			
245.	199	When I asked what for, he said it was a "surprise" .	Ketika aku bertanya untuk apa, dia Cuma mengatakan, " kejutan ".				V	
246.	199	On the way into the city we stopped fo gas .	Dalam perjalanan menuju kota, kami berhenti untuk mengisi bensin .				V	
247.	200	It turns out Mom had bought us tickets to the baseball game for some special father-son bonding and Dad was trying to keep it as a surprise.	Ternyata , Mom telah membelikan kami dua buah tiket pertandingan bisbol untuk acara khusus ayah dan anak . Dan Dad berusaha merahasiakannya sebagai sebuah surprise.	V	V	V	V	
248.	201	After he cleared things up with the police, Dad wasn't in the mood for a baseball game , so he just took me home.	Setelah dia meluruskan permasalahan dengan polisi, Dad sudah tidak berminat menonton pertandingan bisbol lagi . Jadi , dia langsung membawaku pulang.	V	V	V	V	
249.	201	I felt kind of bad because the seats Mom got us were in the third row , and it looked to me like they cost a fortune .	Aku merasa agak bersalah karena kursi yang Mom beli berada di deret ketiga , dan sepertinya harga tiket-tiket itu selangit .		V		V	V

250.	202	Mom and Dad had decided to give the dog to Gramma, and Dad dropped Sweetie off on Sunday night.	Mom dan Dad akhirnya memutuskan untuk memberikan anjing kami pada Gramma, dan Dad mengantar Sweetie hari Minggu malam.	V				V
251.	203	They're having a competition where you play at your local store , and if you win you get to advance to the national playoffs .	Mereka sedang menyelenggarakan sebuah kompetisi. Di sana kamu bisa bermain di toko setempat , dan kalau kamu menang, kamu berhak maju ke babak nasional .	V	V	V		
252.	203	In fact, that's where he met his band's lead singer , Bill.	Sebenarnya, di sanalah dia bertemu dengan vokalis utama kelompok musiknya , Bill.		V			
253.	204	I called Rowley and told him about the video game contest and how we could win a million bucks .	Aku menelepon anak itu dan memberitahukan soal kontes video game dan bahwa kami bisa memenangi hadiah sejuta dolar .		V	V		
254.	204	I think he was still worried that I had electrical superpowers or something, and the only way to get him to calm down was to promise I wouldn't use them on him.	Aku mengira dia masih khawatir aku memiliki kemampuan super untuk menyetrum atau yang sejenisnya. Satu-satunya cara untuk menenangkannya adalah dengan berjanji untuk tidak menggunakan kekuatan super itu .		V	V		V
255.	205	Rowley STILL didn't seem sure, so I told him I'd bring him his very own box of gummy bears if he came along, and that sold him .	Rowley MASIH tampak tidak yakin. Jadi, aku bilang padanya aku akan membawakan permen gummy bear untuknya kalau dia mau ikut. Dan dia		V	V		V

			pun terpancing.					
256.	205	Rowley brought the camping equipment and the sleeping bag , and i brought the flashlight and some chocolate energy bars.	Rowley membawa serta perlengkapan berkemah dan kantong tidur , sementara aku membawa senter dan beberapa batang permen coklat penambah tenaga.		V	V	V	
257.	208	I thought it would be funny to make Rowley think it was the muddy hand.	Aku kira akan lucu bisa membuat Rowley mengira itu adalah si tangan berlumpur.	V	V			
258.	208	But before I had a chance to open the flap and check, my hand got crushed to smithereens.	Namun, sebelum aku sempat membuka pintu tenda dan melongok ke dalam, tanganku dihantam sampai hancur berkeping-keping.				V	V
259.	208	I was really ticked off at Rowley.	Aku benar-benar marah pada Rowley.			V		
260.	209	I was about to give Rowley a piece of my mind , but right then the guy from the Game Hut came and opened the front door.	Aku baru saja hendak mengomeli Rowley ketika tepat pada saat itu, penjaga Game Hut datang dan membuka pintu depan.		V	V		
261.	209	I tried to ignore the throbbing pain in my thumb and focus on the reason we came here.	Aku berusaha mengabaikan rasa sakit berdenyut-denyut pada ibu jariku dan fokus pada alasan kedatangan kami.		V		V	
262.	210	The clerk said the store wasn't really set up for a video game tournament but since there were only two of us, maybe we could just	Penjaga itu mengatakan bahwa tokonya belum benar-benar dipersiapkan untuk mengadakan turnamen video game. Namun, karena cuma ada kami berdua,	V	V	V		

268.	214	Me and Dad might not have one of those close father-son relationships , but that's fine with me.	Aku dan Dad mungkin memang tidak memiliki hubungan ayah dan anak yang erat , tapi itu bukan masalah bagiku.	V	V			
269.	214	I flipped through it, and to be honest with you, I don't think it was a very accurate record of our summer	Aku membolak-balik halamannya, dan—jujur saja—aku merasa album itu tidak memberikan gambaran yang cukup akurat mengenai liburan musim panas kami.		V		V	