GRAMMATICAL EQUIVALENCE IN THE INDONESIAN TRANSLATION OF J.K ROWLING'S NOVEL: *"HARRY POTTER AND THE DEATHLY HALLOWS"*

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in English

by
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Demikian, harap pernyataan ini dapat digunakan seperlunya.

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MOTTO

Life is like a box of chocolate, you will never know what you are going to get

(Forrest Gump)

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To

1. My beloved Mom and Dad
2. My brothers and their beloved wives
3. My niece, Rizka Lia and my nephews, Fajar and Dhani
4. My best friends of Kalimasada Kost and D parallel academic 2004

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I realized that this final project has so many shortcomings. Therefore, I would be very grateful for any comments, corrections and criticism from readers to improve this final project.

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ABSTRACTS

Rusmiati. 2010. *Grammatical Equivalence in the Indonesian Translation of J.K Rowling's Novel, "Harry Potter and the Deathly Hallows"*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Ahmad Sofwan, Ph.D, and Second Advisor: Drs. Januarius Mujiyanto, M.Hum.

Keyword: equivalence, grammatical, translation

Equivalence of grammatical has five main categories: they are number, gender, person, tense and aspect, and voice. English and Bahasa Indonesia have different grammatical categories. Therefore, grammatical equivalence in translating the two languages is very important to achieve closest meaning.

The objective of this study is to identify the grammatical equivalence which includes number, gender, person, tense and aspect, and voice categories as well as to see whether the translated sentences can be justified with the Indonesian structures and the translating problems in English – Indonesian sentences found in the novel.

This research was designed as a qualitative research that more focused on data of understanding efforts and descriptive to draw conclusion. Documentation and observation methods are used to collect data. The documentation method is employed as the data are in form of printed texts: the English and Indonesian versions. The observation method involves some steps, namely observing, identifying, classifying, and evaluating. The data are then analyzed descriptively by using qualitative approach.

The findings of the analysis are as follows. First, with regard to number, singular or plural forms in the source language (SL) can be translated into either singular or plural forms in the target language (TL). Second, with regard to person and gender, all SL pronouns can be translated into their respective counterparts in TL. Third, SL tenses and aspects can be translated lexically or understood from the context. Fourth, the active forms in SL can be translated into either TL active or passive forms, while the passive forms are translated into TL passive forms. In translating, when the message or information is eliminated by changing the form of sentence, it will create problems such as found in the novel.

It is suggested that translators should have capability in grammatical categories in English and Bahasa Indonesia so that s/he can find the closest equivalence and the translation is natural and acceptable by the TL readers.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Every time, human beings always communicate each other. In communication, human beings especially men need a communication tool what so called language. As stated by Lawrence (1998: 21) that "the key assumption in the linguistics-oriented approaches that language is an instrument of communication employed by an individual according to a system of rules". Language is sounds, words, symbols arranged to build a meaning conveyed to the hearer by the speaker.

In Baker's opinion (1992: 11), "there is no one – to – one correspondence between orthographic words and elements of meaning within or across language". Every language has its own arbitrary symbols or words to express the meaning of an object or an idea. These arbitrary symbols or words only used and understood by the people in a community. Different communities, places or regions usually have their own languages, for example in Indonesia. Almost Indonesian is bilingual. In daily activities, they usually speak in language they come from or live in. For example, Javanese people speak in Javanese language, Sundaneses speak in Sundanese, Papua people speak in Papua languages, etc. The speaker and the hearer from different languages or in public places and formal events use Bahasa Indonesia as national language.

Just like Indonesian tribes, countries in this world have their own languages. When two people from different countries and languages communicate each other, both of them will use English since it is International language. In Gile's opinion (1984: 75), "there is no one – to – one correspondence between the words and structures of any two languages", so how when two people from different countries communicate? Meanwhile they can speak neither English nor both languages. For example, when President Soeharto met Bill Clinton, President of USA to discuss the cooperation between the two countries, they needed a third person called translator. The translator helped them to communicate each other by transferring the message from Bahasa Indonesia into English and vice versa so that the same meaning reflected in different languages.

"Translation is a process of translating source language meaning into target language by expressing it back in target form, which consists of the same meaning with source language form meaning" (Simatupang 2000: 210). Teachers in teaching foreign or second language have used translation many years ago. It is called Grammar Translation Methods. "It was used to call Classical Method since it was first used in teaching of classical languages, Latin and Greek" (Larsen 1986: 4). Through this method, the students are expected that they will become more familiar with the grammar their native language and that this familiarity would help them speak and write their native language better. Translation exercises help to make students more aware of the niceties of their own language. Moreover, "the activity aims are to improve and / or test students' passive and active knowledge of a foreign language" (Gile 1984: 22). Eppert (2000: 248)

states that “translation provides the foreign language teachers with relativity much leeway in organizing his foreign classes”.

“Besides as communication tool, language also reflects society and culture in which the language lives and used, includes societies point of view used it” (Machali 2000: 125). Hewson (1991: 3) states that “translation process involves at least two language cultures (LCs), a variety of domains of definition and the problematic intervention of a translator”. The relationship between language and culture needs to be understood well by the translator because translation is not only translated meaning across languages but also across cultures. It relates to what proposed by Hewson (1991: 35), “translation, as particular from of contract, is an agreement between two language cultures (LCs) involved transferring signification to the specific differences between cultures”. Sometimes, there is misunderstanding or awkward meaning in the target language, so that it cannot be accepted in local culture. As cited by Machali (2000: 129), “meaning distortion shows unrelated or unmatched with the culture where it is used”.

Through translation, readers or listeners of different part of the world get the same information. In this point lays the important role of translators. A translator is like an actor. S/he works based on the text given. Venuti (1998: 57) states that “to make a good translation of a work often requires more learning, talent and judgement than was required to write the original”. That is why; a translator should have good knowledge and competence of the source and target languages, and the subjects of the texts or speeches s/he process. S/he also must know how to translate; how to bridge meaning of the two languages so that the

message is same. Based on Gile (1984: 33), “nice ‘packaging’ of the information by the interpreter or translator can strengthen the impact of a speech or text”. “The best translator must be equally cognizant of the source language semantic content and of target language corresponding semantic content, besides knowing the two codes” (Eppert 1982: 210).

Nowadays, we can found many translation products, whether on TV programs, daily products, movies and literatures, such as the most famous novel of J.K. Rowling: Harry Potter. Good translation products are fluency translated products. According to Robinson (2005: 10), “fluency translation is ready to read, very easy to be understood by the readers of target language, and feel like reading the original text in target text”. This translation will not make the reader stop reading and feel that this text is actually translation. However, sometimes, we found some sentences or some parts of the story, which are hard to understand. It happens because there is no equivalence of meaning between source and target texts.

“Linguistically, translation is a branch of applied linguistics, for in the process of translation the translator consistently attempts to compare and contrast different aspects of two languages to find the equivalents” (*www.translationdirectory.com*) Translation is not only about founding out word or phrase equivalent between source and target languages, but also how to create harmony. A good translation should reflect any level of equivalence; whether on word level, above word level, grammatical level, textual level and pragmatic

equivalence. In this study, grammatical equivalence will be the main topic of investigation.

1.2 Reasons for Choosing the Topic

Translation cannot be released from this globalization era in which information comes from various corners of the world and languages. Many literatures are mostly from out of our country and written in English. Harry Potter is one of the examples. Here I would like to mention the reasons for choosing translation analysis of Harry Potter in this study:

(1) Harry Potter is a very famous and booming novel. Its readers are probably very wide than others. Both novels and its movies are fond of by any level of age in many countries, including Indonesia. The readers are more interested in reading the translation than the real text, which is written in English. Sometimes they cannot get the feeling of the story because some parts of the story are hard to understand.

(2) Baker states that grammatical rules may vary across languages and this may pose some problems in terms of finding a direct correspondence in the TL. In fact, she claims that different grammatical structures in the SL and TL may cause remarkable changes in the way information or message is carried across. Grammatical rules of Bahasa Indonesia and English are quite different. The grammatical rules of English are probably more complicated than Bahasa Indonesia. Equivalence of grammatical between the two languages is very important. Without

this, distortion in message and meaning will arise and causes misunderstanding to the translation readers.

(3) Translation analysis can be used to detect relevance of source and target languages. It is still needed to do because we still found many improper sentences that would create meaning distortion.

1.3 Statement of the Problem

This study is trying to answer two questions as follows:

(1) To what extent is the Indonesian translation of sentences equivalent to the original English sentences in the novel?

(2) What problems of grammatical equivalence are found in the English sentences to Indonesian in the novel?

1.4 Objectives of the Study

Based on the research questions above, the purposes of this study are:

(1) To analyze the extent of the Indonesian translation of sentences equivalent to the original English sentences in the novel.

(2) To investigate problems of equivalence in the English sentences to Indonesian sentences found in the novel.

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1.5 Significance of the Study

This study of the grammatical categories in the translation of Harry Potter would be useful hopefully:

(1) Students of English Department who are interested in investigating about translation.

(2) Teachers that they could use translation to teach the grammar of foreign language.

(3) Translators, we hope that they would always improve their talent in translating so that they could produce good translation.

1.6 Outline of the Report

In order to give a complete description to the readers of what this writing is about, the writer presents the general outline as follows: Chapter 1 presents the introduction, which consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, outline of the final project; Chapter II explains the review of the related literature which consists of some theories of translation, grammatical equivalence, and grammatical categories; Chapter III describes methods of investigation which consists of research design, sources of data, method of data analysis; Chapter IV presents results of the study which consists of general description, results of the study, discussion; and finally this final project ends with chapter V which presents the conclusion and suggestion.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Translation

As quoted by Simatupang (2000: 1), Larson states that "translation is actually changing one form into another". When it relates to language, it means that translation is changing one form of language into another form of language. "In Latin, translation is usually called *translatio lingarum* for language translation, to differentiate it from other translations, such as *translatio studii* refers to scientific translation, and *translatio imperii* refers to empire translation" (Robinson 2005: 279). In translation, the text to be translated is called the source text, language where source text is written from is called source language (SL), the language it is to be translated into is called the target language (TL), and the final product is sometimes called the target text.

Hewson (1991: 19) states that "translation is like architecture or medicine.....is or can be or should be both a science and an art. Translation is the exploration of an unbridgeable gap and of a tension between cultures, variable according to the historical, time and the socioeconomic motivations of the assessment". Based on Robinson (2000:67) translation has some axioms as follows: (1) translation is more about human than words, (2) translation is more about job done by human and the way how human view his/her world than records or symbol system, (3) translation is more about creative imagine than text

analysis limited by norm, (4) translator is more like an actor or musician (a performer) than a tape recorder, (5) even when doing a very technically text, a translator is more like a poet or novelist than translation machine set.

In line, from *http://akasaka.cool.ne.jp/kakeru3/html*, Wills (1982b: 3) assumes that "translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL text". Based on Eppert (2000:47), "transfer from the native language, as conventionally understood, is consequently a sub-category of communication strategy". And translation tries to communicate the same message in another language. From *www.translationdirectory.com*, Hewson (1991: 1) states that "translation studies are enough to convey the idea that objects have been as various as the representations they have been given". Eppert (2000: 194) states that "the role of translation is to decode certain linguistic signal coming from a source and then encode non-corresponding but equivalent signals in a message system".

Eppert (2000: 200) then claims that investigation of translation involves some aspects, as follows: (1) degrees of comprehension in terms of single elements and context, (2) procedures followed in performing a translation, (3) isolating lexical interpretation and grammatical interpretation in order to detect the relevance of their respective roles, (4) degrees of approximation to perfect (free) translation. He adds that translation or transfer occurs caused by some principles, as follows:

(1)Paradigmatic (contrastive/oppositional) relationships underlying words/meanings found in one language correspond to those found in another.

(2) Cultures share in common certain fundamental principles of perception and cognition in regard to what is intrinsically good or desirable (positively) as against what is intrinsically bad or undesirable (negativity).

(3) It is possible to make cognitive approximations even though words used to symbolize meaning intentions in different languages do not overlap either in terms of cognitive-perceptual focus, or in terms of the number a level of meaning intentions aimed at.

(4) Certain significant / pivotal linguistic categories / words in a language are able to account for a number of meaning intentions expressed by another language.

(5) The language user is able to rely on other meaning systems (other than language, which might be termed the primary system) in his culture to effect transfer / translation.

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2.2 Process of Translation

"Translation is not a straightforward mechanical process" *(www.wikipedia.com).* "Translation is a process based on theory that it is possible to abstract the meaning of a text from its forms and reproduces that meaning with the very different forms of a second language' *(http://www.sil.org./translation/theory.htm.).* In the other words, it is a process which the translator decodes source language and encodes his understanding of the target language form. "Translation process cannot be effected through systematization or the correct application of translation techniques" (Hewson 1991:38). Larson (1998: 8) argues that "the complete chain of translation events involves decoding the foreign words in order to grasp their context; then to find out the semantic correspondence between foreign content and native content; and finally to choose the right words in the native language. Translation, then, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context".

Based on Gile (1984: 86), "translation can be modeled as a recurrent two-phase process operating on successive Text segments: the first phase is comprehension, and the second is reformulation in the target language". Machali (2000:38) proposes a process of translation as follows:

Analyses 1 ------Translation-------Analyses 2--------Correction Translation-----Analyses 3---------Correction of Translation 2.

After analyses and translation steps have been passed through well, the last step should be done is convenient.

In translation process, Sakri (1984: 37) argues that "sometimes complete changes are needed in order to be able to express every thing in other languages". In Gile's opinion (1984: 94), "in translating a sentence in specialized discourse, interpreters and translators have to understand its functional and logical infrastructure (the semantic network structure of the sentence), have available the appropriate "equivalents" or other terms of paraphrases, and express the same message in the target language".

2.3 Types of Translation

"Translation can be done in the same language or from one language into another" (Simatupang 2000: 1). That's why translation is grouped into some types based on some characteristics. From *http://accurapid.com/journal/14equiv.htm*, some types of translation suggested by Jakobson and Catford are found. Roman Jakobson (1959: 232) suggests three kinds of translation as follows:

(1) Intralingual, it means that translation can be done within one language, i.e. rewording or paraphrasing.

(2) Interlingual, it means translation done by involving two different languages.

(3) Intersemiotic, this kind of translation talks about sign systems.

Types of translation proposed by Catford are in terms of three criteria. They are:

(1) The extent of translation: (i) full translation, it occurs when the entire text is submitted to the translation, (ii) partial translation, in this translation, some parts of the source language text are left un-translated.

(2) The grammatical rank at which the translation equivalence: (i) rank-bound translation, in rank-bound translation, an equivalent is sought in the TL for each word, or for each morpheme encountered in the ST, (ii) unbounded translation, in unbounded translation, equivalences are not tied to a particular rank, and we may additionally find equivalences at sentence, clause and other levels.

(3) The level of language involved in translation: (i) total translation, total translation is translation in which all levels of the SL text are replaced by TL material, or more precisely, replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology / graphology, (ii) restricted translation, it is replacement of SL textual material by equivalent TL textual material, at only one level.

Besides his types of translation above, as quoted by Eppert (2000: 199) Catford has redefined the popular terms of translation as follows:

(1) Free translation, it is always unbounded in it, equivalences tend to be at the higher ranks, sometimes even between large units than the sentence;

(2) Literal translation, the translation is based on lexical word for word equivalents, but it ends to adjust grammar according to the demands of the TL code; literal translation does not transfer source language meaning into target language but what is translated into target language is source language form;

(3) Word- to- word translation, it is essentially rank-bound at word rank, in other words, a lexical replacement without grammatical adaptation.

Simatupang (2000: 39) writes some types of translation which proposed by Larson, Nida and Taber, and Newmark. Larson divides translation into meaning based translation and form based translation. Meanwhile, Nida and Taber (1969) divide translation into literal and dynamic translation, in which dynamic translation tries to translate meaning of the real text so that responds of the readers or listeners are basically same as responds of the real text readers or listeners. Newmark (1988) as cited by Simatupang (2000: 49), proposed two groups of translation based on method used. They are:

(1) Source language oriented method

In this method, the translator tries to make contextual meaning of source text exist, they are: (1) word by word translation, in this method, words of target text are directly put under source text version, words of source text are translated outside the context, and cultural words are moved directly, commonly, this method is used as pre-translation step at the translation of very difficult text and to understand the mechanism of source language; (2) literal translation, source language grammatical construction is found the closest equivalent in target text,

this method can be used as method in the first step of translation, not as customary method; (3) loyal translation, this translation tries to reproduce source text contextual meaning by still limited by grammatical structure, so product of translation is sometimes felt awkward and strange; (4) semantic translation, it is more flexible, it should also consider the esthetical element of source language text by compromise meaning as long as it is still in natural limit.

(2) Target language oriented method

In this method, the translator tries to produce the same result with which be hoped by real author to the reader of source language. Some types of translation based on target language are: (1) adaptation, it is usually used in translation of theatre or poem, there is culture translation of source language into target language; (2) free translation, this method is a translation, which prioritizes content and sacrifice the form of source language, it is often used in mass media group. In this method, the form of target language text has changed; (3) idiomatic translation, its purpose is to reproduce message in source language text, but it often uses friendly impression and idiomatic utterances which is not found in real version; (4) communicative translation, this method tries to reproduce contextual meaning, so that both language aspect and content aspect can be understood directly by the reader, it gives attention to communicative principles that are reader and translation purpose.

2.4 Requirements of a Good Translation

Many literatures we found in libraries or bookstores are translation products, such as novel, magazine, etc. Sometimes, we do not realize that we are reading translation products because we do not found any difficulties in understanding what the author means. This fact shows that the translation is good and acceptable by the target readers. It relates with what Finlay (1974) states in Simatupang (2000: 11), that "ideally the translation should give the sense of the original in such a way that the reader is unaware that he is reading a translation". Actually, to get a good or ideal translation is hard because working in translation is not easy because it requires more practice, skill and judgment that are required to write the original text.

Berman (1985: 89) as quoted by Venuti (1998: 11) defines that "good translation is demystifying: it manifests in its own language the foreignness of the foreign text". Venuti (1998: 11) adds that "good translation is minoritzing: it releases the remainder by cultivating a heterogeneous discourse, opening up the standard dialect literary canons to what is foreign to themselves, to the substandard and the marginal". Larson (1984: 6) in Simatupang (2000:1) argues that to get a good translation, a translation should: (1) use natural target language forms; (2) communicate, as much as possible, source language meaning, as it meant by the source language speakers to the target language speakers; (3) keep the source language text dynamic, that is impression got by real source language speakers or responds given should be the same with the impression of target language speaker when they read or listen the translated text.

Nida and Taber, as quoted by Machali (2000: xii) state that, "correct translation depends on to whom translation is done, that is who the reader of translation is. In other words, even an intended audience who is unfamiliar with the source text will readily understand it". In line http://www.sil.org./translation/theory.htm, the success of a translation is measured by how closely it measures up to these ideals: (1) accurate, reproducing exactly as possible the meaning of the source text; (2) natural, using natural forms of the receptor language in a way that is appropriate to the kind of text being translated; (3) communication, expressing all aspects of the meaning in a way hat is readily understandable to the intended audience.

After finishing the translation work, then the reliability of the text is being asked. Robinson (2005: 10-11) defines the kinds of reliability of text as such:

(1) Literalism, translation follows word for word of source text, or as close as possible with the principle and the syntactic structure of source text looks clear in the translated text.

(2) Foreignism, readability of translation is fluent enough, but there is little foreign charm, so that the reader can guess that this text is translation, not the origin.

(3) Fluency, translation is easy to read, very easy to be understood by the readers of target language, and felt like reading the original text in target text, this translation will not make the reader stop reading and feel that this text is actually translation.

(4) Summary, translation consists of prominent points or kernel of the real text.

(5) Commentary, translation opens or explain complicated things that is implied in real text by expressing with details specified implications on the real text that is still not expressed yet or just the half.

(6) Summary-commentary, in this translation, some parts are summarized while other parts are explained with details specified, the most important parts of the real text of the user are explained, but the less important parts are summarized.

(7) Adaptation, translation reproduces original text so that the result wanted to the audience is very different with the result made by the original text.

(8) Encryption, translation reproduces the original text in order to the meaning or the message is not caught by a group, but is still caught easily by other groups that hold the secret key.

2.5 Translation Equivalence

Eppert (1982: 193) states that "a central task of translation theory is that of defining the nature and conditions of translation equivalence". The concept of equivalence has been discussed in various dichotomous ways such as 'formal vs dynamic equivalence' by Nida, 'semantic vs communicative translation' by Newmark, 'semantic vs functional equivalence' by Bell, and so on. Nida and Taber adds that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of

meaning and secondly in terms of style". In line http://accurapid.com/journal/14equiv.htm, Nida and Taber (1964: 166) explain the closest natural equivalent as follows: (1) equivalent, which points toward the source language message; (2) natural, which points toward the receptor language; (3) closest, which binds the two orientations together on the basis of the highest degree of approximation.

Baker argues that "in doing translation, a translator should have some strategies to achieve the intended meaning from the source text to the target text in any level equivalence" (*http://accurapid.com/journal/14equiv.htm*). There are different levels of equivalence; they are equivalence at word level, above word level, grammatical level, textual level, and pragmatic level.

2.5.1 Equivalence at Word Level

According to Baker (1992: 11), "word is the smallest unit which we would expect to possess individual meaning" Language is an arbitrary system; one thing has many different names based on different languages. It means that there is no word in the Target Language (TL), which expresses the same meaning to Source Language (SL). This is called non equivalence that will create problems in translation process. "The translator should have any strategies to accomplish the translation to make the best equivalence on the lexical meaning for the word, e.g. by using generalization or specification for intended meaning" (Baker 1992: 26).

For example: the word '*right*' can be translated into '*benar*' or '*hak*' in Bahasa Indonesia.

2.5.2 Equivalence Above Word Level

Baker (1992: 5) writes that "this kind of equivalence looks more at combinations of words and phrases". In line *http://accurapid.com/journal/14equiv.htm*, Baker argues that "a part from having individual meanings, words, together with other language components can be combined to contrast meanings, provided that those words are made in the correct from of a given language. Differences in lexical patterning of source language and target language may result in difficulties encountered by translator. Lexical patterning deals with collocation, idioms, and fixed expression".

2.5.3 Grammatical Equivalence

Grammatical equivalence deals with grammatical categories. From *http://accurapid.com/journal/14equiv.htm*, Baker explains that "it describes the variety of grammatical categories, which may or may be expresses in a different language and the way of this area of language structure affect decision in the process of translation". "Differences in the 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. This change may take the form of adding to the target text information which is not expressed in the source text"

(Baker 1992:86). She proposed five main grammatical categories, such as: number, gender, person, tense and aspect, and voice.

Not all languages have a grammatical category of number, and those that do not necessarily view countability in the same terms. This distinction has to be expressed morphologically, by adding a suffix to a noun or by changing its form in some other way to indicate whether it refers to one or more than one: *student / students, man / men.* Some languages prefer to express the same notion lexically or, more often, not at all (Baker 1992:87).

"Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some languages. The distinction applies to nouns which refer to animate beings as well as those which refer to inanimate objects" (Baker 1992:90). Baker (1992: 91) says that "in most languages that have a gender category, the masculine term is usually the 'dominant' or 'unmarked' term". "In effect, this means that the use of feminine forms provides more specific information than the use of masculine forms can be said to provide; it rules out the possibility of masculine reference, whereas the use of masculine forms does not rule out the possibility of feminine reference. Gender distinctions are generally more relevant in translation when the referent of the noun or pronoun is human. Gender distinctions in inanimate objects such as '*car*' or '*ship*' and in animals such as '*dog*' and '*cat*' are sometimes manipulated in English to convey expressive meaning, particularly in literature, but they do not often cause difficulties in non-literary translation" (Baker 1992:92).

Grammatical category of person relates to the notion of participant roles. The most common distinction is that between first between (I/we), second person (you), and third person (he/she/it/they). In addition to the main distinction based on participant roles, the person system may be organized along a variety of other dimensions (Baker 1992: 95).

Tense and aspect are grammatical category in a large number of languages. In Baker's opinion (1992:98), the form of the verb in languages which have these categories usually indicates two main types of information as follows: (1) time relations, time relations have to do with locating an event in time, the usual distinction is between past, present, and future; (2) aspectual differences, aspectual differences have to do with the temporal distribution of an event, for instance its completion or non-completion, continuation, or momentariness. "In some languages, the tense and aspect system, or parts of it, may be highly developed, with several fine distinctions in temporal location or distribution" (Baker 1992: 98). In some languages, it is obligatory to specify more unusual types of temporal and aspectual relations. "Although the main use of the grammatical categories of tense and aspect is to indicate time and aspectual relations, they do not necessarily perform the same function in all languages" (Baker 1992: 100).

Voice is grammatical category which defines the relationship between a verb and its subject. "In active clauses, the subject is the agent responsible for performing 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" (Baker 1992:102). Baker (1992: 103) states that "languages which have a category of voice do not always use the passive with the same frequency".

2.5.4 Textual Equivalence

From *http://accurapid.com/journal/14equiv.htm*, Baker writes that "this type of equivalence refers to the equivalence between a SL text and a TL text in the term of information and cohesion. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the source text, which can help the translator in his or her attempt to produce a cohesive and coherent text for the target language audience in a specific context".

2.5.5 Pragmatic Equivalence

It deals with coherence and implicature. Baker (1992: 5) writes that "pragmatic equivalence looks at how texts are used in communicative situations that involves variables, such as writers, readers and cultural context. In other words, pragmatic equivalence focuses on implied meaning".

2.6 English Grammatical Categories

Baker (1992: 109) writes that "there are some other grammatical categories, such as mood, direct and indirect speech, causative, etc". However, in this study there will be only five grammatical categories analyzed based on Baker's focus.

2.6.1 Number

English recognizes a distinction between one (singular) or more than one (plural). According to Betty Azar (1989: 204), some rules are made to make a distinction of singular nouns, as follows: (1) may be preceded by a / an for countable nouns, for example: *a book* and *an apple;* (2) non-countable nouns are not immediately preceded by a / an, for example: *a spoon of sugar, a cup of coffee*. Nouns are regularly made plural by the addition of –s or -es. "A number of nouns have other plural forms" (Frank, 1972: 3-4). For example: *classes, ladies, werewolves* and *volcanoes*. There are some English plural nouns which have other types of plural form, for example: *children* from singular noun *child*, *criteria* from singular form *criterion*, etc.

In English, singular and plural nouns require different verb forms. "The verb must agree with the subject in number" (Frank 1972: 13), for example: (1) *A new Kaligung express <u>has</u> been used for about a month*; (2) *Two kinds of Kaligung express <u>have</u> been used for many years ago*. English does not have any classifier of nouns followed the nouns like Bahasa Indonesia, for example: *dua orang kakak* in Bahasa Indonesia, meanwhile in English is only *two brothers*. It does not matter because the classifiers of noun do not influence the meaning.

2.6.2 Gender

"English does not have a grammatical category of gender as such: English nouns are not regularly inflected to distinguish between feminine and masculine" (Baker 1992: 90). The gender category in English as follows:

(1) The gender distinction nevertheless exists in some semantic areas and in the person system.

(2) Different nouns are sometimes used to refer to female and male members of the same species: cow/bull; doe/stag; etc.

(3) A small number of nouns, which refer to professions, have masculine and feminine forms with the suffix *–ess* indicating feminine gender, for example: *actor/actress, host/hostess, and steward/stewardess*, etc.

(4) English also has a category of person which distinguishes in the third person singular between masculine, feminine, and inanimate (he/she/it).

2.6.3 Person

Baker (1992: 96) states that "a large number of modern European languages, not including English, have a formality / politeness dimension in their person system term". She adds that "all languages have modes of address which can be used to express familiarity or deference in a similar way". According to Frank (1972: 19), "English has person category which the most common distinction is that between first, second, and third person". The person category is usually called pronouns. English pronouns have different forms of each pronoun when they put in different position or function in a sentence. The functions are as subject, object, possessive adjective, possessive pronouns and reflexive. Here are the examples of how pronouns used in English: (3) *I don't like them,* (4) *They always make me sad,* (5) *My life is mess because of their behavior,* (6) *They think that mine is always*

better, (7) *I myself never understand that*. From the example above, we could see that pronoun I as subject has different forms when it uses in different functions.

Baker (1992: 96) adds that "in translating pronouns from English to Bahasa Indonesia, decisions may have to be made along such dimensions as gender, degree of intimacy between participants, or whether reference includes or excludes the addressee". There is no parameter used as measurement to use the categories above in English, for example: (8) *I don't have it, sir;* (9) *I don't have it, Mirna*. It does not matter of whoever the addressee whether s/he someone should be respected or not, pronoun I is used. It is very different in Bahasa Indonesia.

2.6.4 Tense and Aspect

English has two kinds of tense, they are past and present and two kinds of aspect; perfect and progressive. English involves some agreement of verb related to the time relations and aspectual differences. According to Azar (1989: 2-53), tenses in English can be extended into some tenses that bring concept based on time of when an activity or situation begins or ends. In this study, the writer groups the types of tense and aspect into two; past and non past.

"Past indicates that an activity or situation began and ended at a particular time in the past" (Azar 1989: 24). Past marked by the use of second form of verb or usually called –ed form. Non past refers to not only present but also future which is usually included in present form. In Azar's opinion (1989: 11), "present expresses events or situations that exist always, usually, habitually; they exist

now, have existed in the past, and probably will exist in the future". Verbs that used in present form are the first form of verbs.

2.6.5 Voice

When we talk about voice, we will found two kinds of voice in language; that are active and passive. As quoted by Baker (1992: 102), Beckman and Callow (1974: 27) states that:

> A passive is translated with a passive, an active with an active .....even when this is unnatural in the RL (receptor language) or results in wrong sense. When faced with a choice of categories in the RL, say active and passive, the literal approach to translation leads the translator to choose the form which corresponds to that used in the original, whereas the use of that category in the RL may be quite different from its use in the original.

Active voice is generally preferable to make a direct statement of an action. Voice of active divided into two groups, as follows: transitive and intransitive. Transitive is active voice which uses transitive verbs that are verbs followed by an object, such as: (10) *Joanna bought a book*. Active intransitive is active voice which uses intransitive verbs that are verbs are not followed by an object, for example: (11) *She is coming tomorrow.*

Baker (1992: 102) views that "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 relates to principles used to make a passive sentence from an active sentence in English as follows: (1) exchange S with O, (2) change the predicate form of V with be + V3, (2) add the word by in front of the former S. The example is (12) *John was helped by Mary*, from an active sentence *Mary helped John*. Based on the example, only transitive verbs

(verbs that followed by an object) are used in the passive form as argued by Azar (1989: 120). “Some languages use the passive more frequently than English in everyday contexts. The main function of the passive in English and in a number of other languages is, as already mentioned, to avoid specifying the agent and to give an impression of objectivity” (Baker 1992: 106).

2.7 Indonesian Grammatical Categories

The five main grammatical categories proposed by Baker above exist in Bahasa Indonesia. Sometimes, the rules are more complex or simpler than English. It causes the translation is longer or shorter than the target text.

2.7.1 Number

In most languages, the concept of singular, plural, and generic are exist. “In Bahasa Indonesia, singular is marked with the using of words: *satu, suatu*, or *esa”* (Alwi et. al. 2003: 284). They used for countable nouns. For example: (13) *Aku masih menunggu dengan sabar datangnya satu keajaiban meskipun aku sendiri sudah lelah*, (14) *Aku berharap pada Tuhan Yang Esa agar Dia memaafkan aku dan menerimaku di sisiNya saat aku kembali.* Meanwhile, for non-countable nouns, Chaer (2000: 88) proposes that for “non-countable nouns are marked by adverb of measure set should be placed in the front of the nouns in order to be able to count, such as *gram, ton, cm (sentimeter), km (kilometer), persegi, liter, kubik;* including words express the name of nouns’ places, such as *karung, gelas, kaleng, truk, and gerobak,* and also words of *(se)ikat, (se)potong, (se)kerat,*

(se)tumpuk, (se)iris". He adds that "into this nouns group include words of: (1) material, such as cement, sand, flour, sugar, etc; (2) substance, such as water, smoke, air, and gasoline". For example: (15) *Ayah membeli satu ton pupuk*, (16) *Dia sudah minum segelas air.*

Chaer (2000: 88) writes that "plural concept in Bahasa Indonesia is commonly marked by repeating the noun". For example: (17) *Buku-buku di perpustakaan disusun dengan rapi*, (18) *Di musim penghujan seperti ini, jalan-jalan pantura sudah rusak parah.* He adds that "when the word related to singular concept is looked into a group, the noun can be formed reduplication such as *batu-batuan* or limited by *para*, *kaum* and *banyak* before the noun". For example: (19) *Sayur-mayur didatangkan dari daerah Lembang,* (20) *Goreng-gorengan ini dijual di warung bu Maodah*, (21) *Kaum buruh menderita akibat kebijakan yang salah diterapkan oleh mantan Presiden Megawati,* (22) *Banyak buruh berdemo menuntut keadilan untuk hidup mereka*.

Bahasa Indonesia has classifiers of nouns. According to Chaer (2000: 116), the classifiers of nouns used to divide nouns into certain categories; they are *orang* is for human, *ekor* is for animal, *buah* is for fruits, *pucuk* is for letter, etc". The examples are: (23) *Saya mempunyai dua orang kakak*, (24) *Dalam kandang itu ada tiga ekor ular kobra*, (25) *Dia membawa dua buah buku dan sebuah pensil.* Bahasa Indonesia doesn't have agreement of verbs in number concept. Singular and plural nouns do not require different verb forms. For example: (26) *Ibu saya* suka sekali memasak; (27) *Ibu dan bibi saya* suka sekali memasak.

2.7.2 Gender

Catford in Baker (1992: 95) says that "the gender dimension is absent from in Bahasa Indonesia". However, there are some deflations of nouns, which point to feminine and masculine as proposed by Alwi (2003: 235-237) as follows:

(1) Deflation of noun is with *–wan / -wati.*

Suffix *–wan* has allomorph *–man* and *–wati*. Allomorph *–wati* used to point feminine. For example, a feminine worker is called *karyawati*, meanwhile a masculine worker called *karyawan*. In evolution of Bahasa Indonesia, people start to use form of *–wan* to point both masculine and feminine. If we want to point to feminine, we use *–wati*. In other words, *wartawati* is a feminine journalist, but *wartawan* can point both masculine and feminine.

(2) Deflation of noun with *–at / -in* and *–a/-i*

In Bahasa Indonesia, there is a small group of nouns which is deflated by adding suffix *–at* and *–in* which the meanings related to sex differences or number. Table 2.1 below gives the examples of deflation of *–at* and *–in* in Bahasa Indonesia that reflect masculine and feminine.

Singular/masculine	Singular/feminine	Plural/masculine - feminine
muslim	muslimat	muslimin
mukmin	mukminat	mukminin
-	hadirat	hadirin

Besides the examples above, we also found form which the difference is only between phoneme /a/ for masculine and /i/ for feminine in the end of word. They are in table 2.2 below:

Masculine	Feminine
dewa	dewi
putra	putri
pemuda	pemudi
mahasiswa	mahasiswi

As does with *–wan* and *–wati*, there is tendency to use form of */i/* to point feminine, meanwhile form of */a/* to point both masculine and feminine. For example: (28) *Sebagai <u>putra</u> bangsa, Sri Mulyani mengabdikan dirinya demi kemajuan ekonomi Indonesia.*

2.7.3 Person

Catford (1965) as quoted by Baker (1992: 95) explains that "Bahasa Indonesia has a nine-term pronoun system where English has only seven". "Translating pronouns from Bahasa Indonesia into English will frequently involve loss of information along the dimensions in question" (Baker 1992: 96). Bahasa Indonesia also has person category and the most common distinction is same as English that is first, second, and third person. According to Alwi (2003: 249), here is person category in Bahasa Indonesia:

Table 2.3 Person Category in Bahasa Indonesia

Person	Meaning			
	Singular	Plural		
		Neutral	Exclusive	Inclusive
First	Saya, aku, ku-, -ku	-	Kami	kita
Second	Engkau, kamu, Anda, dikau, kau-, -mu	Kalian, kamu sekalian, Anda sekalian	-	-
Third	Ia, dia, beliau, -nya	mereka	-	-

Bahasa Indonesia has a formality / politeness dimension in the person system term and modes of address which can be used to express familiarity or deference in a similar way. Alwi (2003: 250) defines three parameters used as measurement to use the category of person in Indonesia, as follows: (1) age, (2) social status, and (3) intimacy. The examples are: (29) *Adik bertanya kepada paman*, "*Paman, bolehkah <u>saya</u> ikut ke rumah paman?*" *Saya*: is used by anyone to anyone, in close conversation such as family; (30) *Kata adik kepada teman sekelasnya,"Kemarin aku tidak masuk sekolah karena sakit." Aku*: is used to close friends, younger, lower social status and position. There is no agreement of verbs related to person category in Indonesia, for example: (31) *Saya <u>mengirim</u> pesan itu*, (32) *Kalian <u>mengirim</u> pesan itu.*

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2.7.4 Tense and Aspect

Indonesia does not have tense and there is no agreement of verb changes related to the time relations or aspectual differences. We can say something in the same form although it happens in the past, present, or future. To indicating past, present or future, temporal determiners and adverbs of time are used. To indicate past, adverbs of time are used, for example: *kemarin, tadi malam, dulu*, etc. The examples are: (33) *Dia tinggal di Paris selama sepuluh tahun, tapi sekarang dia tinggal di Roma*; (34) *Dulu aku suka sekali makan blackforest*. Present activities are marked by the words *sekarang, saat ini,* etc. For example: (35) *Saat ini pasti dia sedang bahagia di rumahnya yang baru*, (36) *Aku tidak punya uang sekarang, kemarin aku juga tidak punya.* The word *akan* is used to mark future activities. It is also marked by adverbs of time such as: *besok, minggu depan, nanti malam*, etc. For example: (37) *Nanti siang aku akan menghadiri resepsi pernikahan teman baikku, Dian.*

Aspect of time exists in Bahasa Indonesia like in English, but it is only marked by specific words. Progressive activities are marked by the words *masih*, and *sedang,* for example: (38) *Aku masih mengerjakan skripsiku sampai hari ini*, (39) *John dan Mary sedang ngobrol di telepon.* Determiners *sudah* and *telah* indicate perfect. The examples: (40) *Mereka sudah pindah ke tempat kos yang baru*, (41) *Sudah pernahkah kamu mengunjungi Bali?* In Bahasa Indonesia, perfect progressive means *sudah sedang* or *sudah masih*. But we can't use *sudah* and *masih* or *sedang* at once. For example: (42) *She has been sitting here for two hours waiting for her boyfriend,* (43) *Dia sudah sedang duduk disini selama dua*

jam menunggu kekasihnya. The form is not acceptable in Indonesia. In Indonesia the sentence should be meant: (44) *Dia sudah duduk disini selama dua jam menunggu kekasihnya, Sekarang dia masih duduk disini menunggu kekasihnya;* (45) *Dia sedang duduk disini menunggu kekasihnya. Dia sudah duduk disini selama dua jam.*

2.7.5. Voice

In active construction, object, and (group of) word express the first entity is starting point of event or subject express the second entity. In active sentence, the entity is placed before a verb and the two others are after verb. Active verbs may be transitive or intransitive. According to Chaer (2000: 225-236), "transitive verbs can be marked by prefix *me-* or *me-kan"***.** Prefix *me-* has six form variations, they are *me-, mem-, men-, meny-, meng-,* and *menge-*, for example: (46) *Ibu sedang memakan kue ulang tahun itu,* (47) *Sekarang orang sukar menyeimbangkan waktu*, etc. Here are the examples of active intransitive: (48) *Bibit kelapa itu sudah tumbuh,* (49) *Kekayaannya bernilai seratus miliar rupiah,* etc.

In passive construction, (group of) word express the second entity is the subject. Indonesian passive can be made from the active one, provided that the predicate is a transitive verb. The principles in making a passive sentence from an active sentence in Indonesian: (1) exchange S with O, (2) change the prefix *me-* with *di-* in P, and (3) add the word *oleh* in front of the former S. The example is active sentence: *Saya memukul pencuri* changed into *Pencuri dipukul saya* in passive form. "Besides using prefix *di-*, Indonesian passive sentences are also

constructed by using ter-, which has two meaning" (Chaer 2000:255). The first meaning is able to be done, for example: (50) *Acara itu terselenggara dengan dukungan masyarakat luas,* (51) *Sungai yang lebar dan berarus besar itu terseberangi juga oleh kami.* The second is unintentionally happen. The examples are: (52) *Hatinya terbakar habis mendengar hinaan itu,* (53) *Gadis itu tertipu oleh ketampanan pria miskin itu*, etc.

2.8 Problems of English - Indonesian Grammatical Categories in Translation

English and Bahasa Indonesia have some differences in some linguistics area, including in grammatical rules. In translation, the translator tries to find the equivalence between the two languages. The principle that a translation should have equivalence between relations with the source language text is problematic. In line *www.translationdirectory.com*, Honey, Higgins and Haywood (1995: 14) proposes three main reasons why an exact equivalence or effect is difficult to achieve as follows: (1) it is impossible for a text to have constant interpretations even for the same person on two occasions (2) translation is a matter of subjective interpretation of translators of the source language text (3) it may not be possible for translators to determine how audiences responded to the source text when it was first produced.

There are some particular problems in the translation process. One of the most basics is grammar because there are several constructions of grammar poorly

understand, in the sense that it isn't clear how they should be represented, or what rules should be used to describe them.

2.8.1 Number

Grammatical category of number indicates singular or plural. Baker (1992: 88) states that "a translator working from a language, which has number distinctions into a language with no category of number, has two mains options: (1) omit the relevant information or number, (2) encode this information lexically". "Unless the context specifically demands it, regular reference to information normally left unspecified in a given language will only make the translation awkward and unnatural because it will not reflect normal ways of reporting experience in the target language" (Baker 1992: 90).

In indicating plurality, English uses morpheme –s, meanwhile Bahasa Indonesia sometimes repeats the noun, reduplicates it or limited by *para, kaum*, and *banyak.* The plural form in English also used to point noun in unity. Plural form of English influenced by morphological factor (such as *child/children, mouse/mice*) and phonological factor (for example; *pen/pens, brush/brushes, box/boxes*). In certain conditions, a plural noun also began by a plural determiner, such as *some novels, many children, and six dogs.* When those double expressions translated in Bahasa Indonesia, redundancy will be occured. For example: the English sentence (54) *Lions are wild animal* is translated into: (55) *Singa-singa adalah binatang buas*, (56) *Para singa adalah binatang buas,* (57) *Kaum singa adalah binatang buas,* (58) *Banyak singa adalah binatang buas.* The Indonesian

translation above cannot be accepted in Bahasa Indonesia. (55) seems useless to repeat the noun, (56) and (57) cannot be accepted because *para* and *kaum* used for human (58) gives ambiguity because it means that there are some lions that are not wild. The translation above should be: (59) *Singa adalah binatang buas*, or (60) *Semua singa adalah binatang buas*.

2.8.2 Gender

"There is now a conscious attempt to replace the unmarked masculine form '*he*' in English with forms such as s/he, he or she, and him or her" (Baker 1992: 91). To produce a good translation product, the bilingualism ability of the translator is not enough. S/he should have bicultural ability or cross cultures understanding. It happens because language and culture cannot be separated each other.

From *http:/majalahtempointeraktif.com*, "in Bahasa Indonesia, men (masculine) are supposed to be an active, aggressive, and powerful object to do something". That's why in Bahasa Indonesia, women (feminine) are more customary '*dinikahi* (are married by)' and men '*menikahi* (marry to)'. Here are the examples: (61) *Tono menikahi Tini (Tono marries to Tini); Tini dinikahi Tono (Tini is married by Tono),* (62) *Tono melamar Tini (Tono proposes Tini); Tini dilamar Tono (Tini is proposed by Tono).* From these examples, "however women (feminine) are put in the front; they are still in passive position and not as the doer" (Machali 2000: 127).

The translators could get difficulties when translating a common sentence from a man to his girlfriend in Hollywood movies: "*Will you marry me?*" The

translation should be *"Maukah kau menikahi aku?"* Nevertheless, it does not sound right based on our culture, it should be *"Bersediakah kamu menikah denganku?"* "As an Indonesian woman who has norm, she is not allowed to ask. A woman is supposed to be beautiful, dumb, waiting, and passive and has no power" *(http:/majalahtempointeraktif.com).*

2.8.3 Person

"The familiarity / deference dimension in the pronoun system is among the most fascinating aspects of grammar and the most problematic in translation. It reflects the tenor of discourse and can convey a whole range of rather subtle meanings" (Baker 1992: 98). The choices of person category depend on the speaker and the listener, what and whom talked about, whether it is close or far, seen or unseen. "That's why it can be imagined what kind of difficulties occurs when translating person system from language, which the politeness system is not strict into the strict one, for example English into Bahasa Indonesia" (Chaer 2000: 83).

English pronoun system is simpler than Bahasa Indonesia. "Because the pronoun system of Bahasa Indonesia is more complicated than English, the translator should understand the context well so that the choices can be accepted in target language, i.e. Bahasa Indonesia" (Simatupang 2000: 85). It sometimes makes the translator feel confused.

English doesn't consider the relationship between the participants. The choices of pronoun system don't depend on the intimacy or politeness. Meanwhile, the pronoun system of Bahasa Indonesia depends on those aspects.

The examples are: (63) *I don't know that, Anna - Aku tidak tahu itu, Anna,* (64) *I don't know that, sir - Saya tidak tahu itu, pak,* (65) *Do you want to go with me, Anna? - Maukah kamu pergi denganku, Anna?* (66) *Do you need help, sir? - Apakah anda membutuhkan bantuan, pak?* (67) *Alice asked her father, "Where were you yesterday?" - Alice bertanya pada ayahnya, "Dimana ayah kemarin?"*

The first plural pronoun in English (*we)* doesn't differ the inclusive and exclusive form like Bahasa Indonesia (*kita / kami).* English differentiates third singular pronoun based on gender ('*he'* for masculine and '*she*' for feminine). Bahasa Indonesia has only one third singular pronoun ('*dia'* for both masculine and feminine). Translating third singular pronoun of English into Bahasa Indonesia will make some information disappeared. For example:

Here are Tono and Tini	Ini ada Tono dan Tini
Do you want to talk to them?	Apakah kamu ingin berbicara dengan mereka?
Yes but only with her.	Ya tapi hanya dengan dia

It will be confusing when we have to answer the questions as follows: (1) What does *her* refer to? *Her* refers to Tini, (2) What does *dia* refer to? *Dia* refers to Tono or Tini. Bahasa Indonesia has second singular *(kamu / anda*) and plural (kalian) pronouns. English has only one (you). Therefore, it is quite difficult to choose *kamu/anda* or *kalian* when the relation between the speaker and the addressee is not recognized.

2.8.4 Tense and Aspect

English has two tenses (past and present) and two aspects (perfect and progressive). Meanwhile Bahasa Indonesia doesn't have tense and aspect. Adverbs of time and temporal determiners used to indicate past and present, such as *kemarin* and *dulu* in past and *sekarang, saat ini* in present. The words of *sudah* and *telah* indicate perfect, meanwhile progressive indicated by word of *sedang*. There is no agreement of verbs related the tense and aspect in Bahasa Indonesia. It makes easier in translation.

There are some variations of tenses and aspects of English, such as past future, past perfect future, and so on. From *http:/majalahtempointeraktif.com,* "when the writer of the book translates them into Bahasa Indonesia, it makes the reader feels confused then he writer should explain the function and when it is used".

Perfect progressive tense, for instance is to indicate that one event is in progress immediately before, up to, until another time or event. In Bahasa Indonesia, it means that the determiners of time *sudah/telah, akan, masih/sedang* used altogether at once. Here are the examples: (68) *She has been sitting here for two hours waiting for her boyfriend - Dia sudah sedang duduk di sini selama dua jam menunggu kekasihnya*, (69) *I will study at ten and you will come at twelve. I will have been studying for two hours by the time you arrive - Saya akan belajar jam sepuluh dan kamu akan datang jam dua belas so Saya akan sudah masih belajar selama dua jam saat kamu tiba.* The Indonesian forms cannot be accepted in Indonesian system because the words '*telah/sudah', 'akan', 'masih/sedang'*

cannot be put altogether in one sentence. The forms should be: (70) *Dia sudah duduk di sini selama dua jam menunggu kekasihnya, dan sekarang dia masih duduk di sini;* (71) *Saya akan belajar waktu kamu datang, Saat itu saya sudah belajar selama dua jam, Dan saat itu juga saya masih belajar.* From the examples above, the translator will get difficulties in choosing the right form without changing or adding the meaning.

2.8.5 Voice

"The use the passive voice is extremely common in many varieties and can pose various problems in translation, depending on the availability of similar structures, or structures with similar functions, in the target languages" (Baker 1992: 102). Both English and Bahasa Indonesia have active and passive voice. The form of voice in Bahasa Indonesia is not so complicated as English. Although the system of voice in Bahasa Indonesia is simpler than English, it doesn't mean there is no any difficulties faced by the translator. The translator sometimes found some English sentences that have no equivalence in all linguistics and cultural aspects with Bahasa Indonesia. For example: (72) *I lost my money* (active): (i) *Saya kehilangan uang saya* (active), (ii) *Uang saya hilang* (passive), (73) *I cut my finger* (active): (i) *Saya memotong jari saya* (active), (ii) *Jari saya terpotong* (passive), (74) *You hit your head* (active): (i) *Kamu memukul kepalamu* (active), (ii) *Kepalamu terpukul* (passive). The three English sentences above are active sentences. They have to be arranged in passive form in Bahasa Indonesia in order to produce accepted forms by the readers of Bahasa Indonesia. The (1i), (2i), and

(3i) are still in active forms but they do not sound right. Sentences (1ii), (2ii), and (3ii) are passive forms in order to give the sense that these are unintentionally happened. Through the examples above, it can be seen that the translator has problematic decisions whether s/he should keep the real form or change into the accepted form in order to get the appropriate meaning.

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CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design

This final project is investigating the grammatical equivalence found in novel *Harry Potter and the Deathly Hallows* by J.K. Rowling as source text comparing with the Indonesian version by Listiana Srisanti as the target text and the potential problems occur in the translating process. The analysis tells about how the grammatical categories in the original text translated into Indonesian and what problems may occur.

This research designed as qualitative research is a research on translation result. As pointed out by Pawito (2007: 37), a qualitative research method is not based on empirical evidences of mathematical logic, calculation principals, or statistical analysis techniques, but it is more based on discursively things. Pawito (2007: 49) then adds that qualitative methodology more focuses on data of understanding efforts and /or descriptive. This data then analyzed and interrupted so that the researcher could draw conclusion.

3.2 Object of the Study

This study aims at analyzing the grammatical equivalence in sentences. Grammatical equivalence divided into five categories; they are number, gender, person, tense and aspect, and voice. The data were taken from the seventh Harry Potter's novel by Joanne Kathleen Rowling entitled *Harry Potter and the Deathly Hallows* which is published by Bloomsbury in the year 2007. It is translated by Listiana Srisanti entitled *Harry Potter dan Relikui Kematian* and is published by PT. Gramedia in Jakarta in the year 2008.

3.3 Method of Collecting Data

In this final project, documentation method is used to collect sufficient data. The documentation method is employed as the data in the form of printed texts: the English and Indonesian version of the novel. The novel has 36 chapters. The data taken for the analysis were sentences which are limited to sentences of the first chapter. There are altogether 449 sentences, which consist of 223 English sentences and 226 Indonesian sentences.

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3.4 Method of Analyzing Data

In analyzing data in this study, observation method is used. The data were analyzed descriptively involving descriptions and the interpretations of the data. The data were described in the form of comparison of the structure of the Indonesian translation and the English original version. The aim was to find out whether the changes keep the original messages. The data were also interpreted to

see whether the translated sentences could be justified with the Indonesian grammatical categories. The observation method would be done through four steps, namely observing, identifying, classifying, and evaluating.

(1) Observing

In observing step; after reading the English and Indonesian version of the novel, observation was done to find out whether there were sufficient data for the study. The observation showed that the first chapter of the novel contained sufficient data with many sentences showing all different types of grammatical equivalence mentioned by Baker.

(2) Identifying

Identifying step is step in which the sentences were identified based on five grammatical categories, namely number, gender, person, tense and aspect and voice. The word, phrases, or clauses which showed grammatical equivalence were marked by comparing the Indonesian version with the original version. Each category was identified in one table (table 3.1) below.

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Table 3.1 Identification of the data

No	Sentences		Types of Grammatical Categories				
	English	Indonesian	Number	Gender	Person	Tense & Aspect	Voice
1	2	3	4	5	6	7	8
1	The two men appeared out of nowhere, a few yards in the narrow, moonlit lane.	Kedua laki-laki itu muncul begitu saja, berjarak beberapa meter di jalan kecil disinari cahaya bulan.	√	√	-	√	√

The table was divided into nine columns. The numbering data was presented in the first column. The sentences were divided into two columns, English sentences were placed in the second column and the Indonesian translations were placed in the third column. The next five columns were used to identify the category of grammatical equivalence: number, gender, person, tense and aspect, and voice. The tick sign (√) would put in the suitable column. The ninth column was used to place the comments of the words, phrases, and clauses identified.

(3) Classifying

In classifying stage, the sentences were under the headings of five types of grammatical categories. Those sentences were then further classified based on the way the translator achieved the grammatical equivalence. Each type of grammatical equivalence was classified in table (table 3.2) to make it clearly.

Table 3.2 Classification of the data

Types of Grammatical Equivalence	Sentences				No	Utterances	Comment
	No	English	No	Indonesian			
Number	1	The two men appeared out of nowhere, a few yards in the narrow, moonlit lane.	1	Kedua laki-laki itu muncul begitu saja, berjarak beberapa meter di jalan kecil disinari cahaya bulan.	1	The two men – kedua laki-laki itu	Eng plu – Ind plu
					2	A few yards – beberapa meter	Eng plu – Ind plu

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(4) Evaluating

Further investigation was done in the form of evaluation. The findings obtained from the process of classifying were elaborately evaluated to find whether the translations of grammatical categories are equivalent to the grammatical categories in the English text.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATIONS

This chapter will present my findings and interpretations that will answer the statement of the problems that had been stated in chapter I. Based on the data analysis; the result can be presented as follows.

4.1 General Findings

The objective of the this study is to find out the grammatical equivalence and its translating problems in the novel *Harry Potter and the Deathly Hallows* by J.K Rowling and its Indonesian version by Listiana Srisanti. To reach the objective, the utterances in the novel are gathered. Then, the relationships occurred in the utterances are analyzed. There are five types of grammatical equivalence found in the novel; they are number, gender, person, tense and aspect, and voice. Some problems found in the equivalence.

After gathering the utterances containing the type of grammatical equivalence, I found 1624 utterances in chapter 1 of the novel. The findings can be seen in brief on the table below.

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Table 4.1 The Frequency of Grammatical Translations
in *Harry Potter and the Deathly Hallow*s by J.K Rowling

No	Type of Grammatical Equivalence	Number of Utterances	Percentages
1	Number	427	26.3 %
2	Gender	123	7.6 %
3	Person	256	15.8 %
4	Tense and Aspect	411	25.3 %
5	Voice	407	25.0 %

As seen from the result, the percentages of types of grammatical equivalence for each classification are as follows; there are 427 (26.3 %) for number, 123 (7.6 %) for gender, 256 (15.8 %) for person, 411 (25.3 %) for tense and aspect, and the last 407 (25 %) utterances for voice.

4.2 Types of Grammatical Equivalence Used in the Novel

The following discussion is about the five types of grammatical equivalence namely number, gender, person, tense and aspect, and voice that are found in the novel in more detail.

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4.2.1 Number

The forms of number that I have found are singular and plural nouns. Singular nouns of English are translated into singular and plural nouns in Bahasa Indonesia. And English plural nouns are translated into both plural and singular nouns in Bahasa Indonesia.

4.2.1.1 SL Singular – TL Singular

English singular nouns are preceded by *a / an* for countable nouns and the use of adverb of measure set to non-countable nouns. In Bahasa Indonesia, singular is marked with the using of words: *satu, suatu*, or *esa* and non-countable nouns are marked by adverb of measure set that should be placed in the front of the nouns in order to be able to count, which including words express the name of nouns' places. English singular form of nouns translated into Indonesian singular form of nouns shows that equivalence in this level is achieved. There are examples of the use singular nouns.

(1) a. For a second they stood quite still, wands directed at each other's chests; then, recognizing each other,……(S.2)

b. Sesaat mereka berdiri diam, tongkat sihir terarah ke dada yang lain; kemudian saling mengenali, …….(S.2)

'*Second'* is a countable noun in English and Indonesian. Because the word '*second'* is started with a consonant (s), article '*a'* is used to indicate singular or one. It is translated into *'sesaat'*, in which *'se-'*, an Indonesian singular marker has the same meaning with the word '*satu'*.

(2) a. As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected

in the mirror and in the bare, polished surface of the table below. (S.29)

b. Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik ke atas, ke pemandangan yang paling aneh: sesosok manusia yang tampaknya pingsan tergantung terbalik di atas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang berpelitur dan kosong dibawahnya. (S.29)

'Human' and *'rope'* are countable nouns. Because the adjectives proceed the nouns, started with vocal, '*an'* is used to indicate that they are singular. '*Sesosok'* means '*satu sosok'* or one figure. Sometimes a singular noun isn't followed by any adverb to indicate that it is a singular noun, such as in '*tali'*.

Some English nouns have different forms of singular and plural. The examples are in the sentences below.

(3) a. "But Thicknesse is only one man (S.82)

b. "Tetapi Thicknesse hanyalah satu orang. (S.82)

(4) a. She has just married the werewolf, Remus Lupin. (S.169)

b. Dia baru saja menikahi si manusia serigala, Remus Lupin. (S.171)

(5) a. Now that the woman had woken, he seemed unable to look at her anymore. (S.199)

b. Sekarang setelah wanita itu terbangun, Draco tampaknya tak sanggup memandangnya lagi. (S.204)

In (3), the word '*one'* indicates singular. It is followed by '*man'*, which means singular adult male human. The word '*man'* in (3), '*werewolf*' in (4), and '*woman'* in (5) have already meant singular nouns. The noun of '*man*' has plural form '*men*', and '*woman'* has '*women'* in plural form. English nouns ending in a single f or fe: f is changed to v in their plural forms. So nouns ending in a single f or fe means singular, such as in (4).

(6) a. And this information comes---" (S.30)

b. Dan informasi ini berasal dari----" (S.30)

(7) a. "My Lord, I have good news on that score. (S.78)

b. "Yang Mulia, saya punya kabar baik untuk hal itu. (S.78)

'This' and *'that'* are expressions of quantity used to indicate specific nouns. They usually followed by singular nouns. *'This'* means *'ini'* and *'that'* means *'itu'* in Indonesia.

(8) a. The interest around the table sharpened palpably: some stiffened; others fidgeted, all gazing at Snape and Voldemort. (S.43)

b. Minat di sekeliling meja menajam dengan gamblang: beberapa orang menegang, yang lain gelisah, semuanya menatap Snape dan Voldemort. (S.43)

(9) a. "I have given you your liberty, Lucius, (S.140)

b. "Telah kuberikan kebebasanmu, Lucius. (S.140)

(10) a. There can be no higher pleasure." (S.158)

b. Tak ada kebahagiaan yang lebih besar." (S.158)

Non-countable nouns are not immediately preceded by articles a/an in English. As seen in (8) to (11) above. In bahasa Indonesia, the nouns are also not preceded by any adverbs of singular or expressions of quantity.

4.2.1.2 SL Singular – TL Plural

Some English singular nouns are sometimes translated into plural in Bahasa Indonesia, however it does not change the meaning or message because this non equivalence is made to achieve higher level of equivalence, such as happened in the following sentences:

(11) a."The place, according to the source has been given <u>every protection</u> that the Order and Ministry together could provide. (S.72)

b."Tempat itu, menurut si sumber, telah dilindungi dengan <u>segala macam sihir perlindungan</u> yang bisa diberikan Orde dan Kementrian bersama-sama. (S.72)

'Every' is an expression of quantity used only with count nouns to indicate singularity. It is followed by singular noun and requires singular verbs (Vs/es). *'Every'* is usually translated into *'setiap'* in bahasa Indonesia. In here, '*every'* points to singular is translated into '*segala'* points to plural. But the translation is acceptable here because the word '*every'* is usually used when the speaker means *'all'*.

(13) a. <u>The company</u> around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter's continued existence. (S.102)

b. Orang-orang di sekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah mereka, takut dipersalahkan Harry Potter masih ada sampai saat ini. (S.102)

The word '*company*' points to a unity, but it is plural noun and takes plural verb. So that, '*orang-orang*' as plural nouns in Bahasa Indonesia is equal to translate '*the company*'.

4.2.1.3 SL Plural – TL Singular

Some Indonesian words are in singular forms when used to indicate general or refer to unspecific thing or person of the group. It shows that equivalence can be achieved through non equivalence. This kind of equivalence is higher level of equivalence.

(14) a. The men's long cloaks flapped around their ankles as they marched. (S.6)

b. Jubah panjang kedua laki-laki itu berkepak-kepak di sekeliling pergelangan kaki mereka selagi mereka berjalan. (S.6)

The word '*cloak*' and '*ankle*' with ending –s indicate plurality. We can see in the sentence above that they are translated in Bahasa Indonesia in singular forms, '*jubah*' and '*pergelangan kaki*'. Although, the forms are different, it can be accepted because they keep pointing to plurality. The words '*kedua laki-laki itu*' from the word '*the men's*' and '*mereka*' from the word '*their*' which show plural possessives are followed the nouns. That is the rule in Bahasa Indonesia.

(15) a. <u>The eyes</u> of the pale-faced portraits on the wall followed Snape and Yaxley as they stood past. (S.23)

b. <u>Mata</u> lukisan-lukisan berwajah pucat di dinding mengikuti Snape dan Yaxley ketika mereka lewat (S.23)

'The eyes of the portraits' means the right and left eyes of more than one portrait. It can be seen that the nouns are plural with ending –s. The word '*portraits'* which is plural is translated into plural form '*lukisan-lukisan'*. The word '*the eyes'* is not translated in plural form but in singular form, '*mata'*. It is acceptable because it doesn't change the meaning. Indonesian word '*mata'* has general meaning. It points to the right and the left parts. If it translated into '*mata-mata lukisan-lukisan itu'*, It occurs redundancy and useless.

4.2.1.4 SL Plural – TL Plural

In English, the addition of –s or –es is used to change singular nouns into plural. A number of nouns have other plural forms. Bahasa Indonesia has plural concept which is commonly marked by repeating the noun, reduplicating it when the word related to singular concept is looked into a group, such as '*batu-batuan'* or limited by *para*, *kaum* and *banyak* before the noun. Although the constructions of plural form of English and Bahasa Indonesia are different but these constructions give the same meaning that is plural form. In other words, equivalence is achieved here. These are the examples:

(16) a. “Though I might be late,” said Yaxley, his blunt features sliding in and out of sight as the branches of overhanging trees broke the moonlight. (S.7)

b. “Kupikir aku akan terlambat,” kata Yaxley, profilnya yang kasar hilang-hilang timbul sementara cabang-cabang yang menjuntai dari pepohonan menghalangi sinar bulan. (S.7)

‘Branches’ is plural form of ‘*branch’* which is added by ‘es’. It is translated into Bahasa Indonesia by repeating the noun, ‘*cabang-cabang’*. Ending‘s’ is added into singular noun ‘*tree’* to make it plural. *‘Pepohonan’* is the translation form in Bahasa Indonesia in which the word ‘*pohon’* related to singular concept is looked into a group.

(17) a. The yew hedge muffled the sound of the men’s footsteps. (S.15)

b. Pagar cemara meredam langkah-langkah kedua orang ini. (S.15)

(18) a. The speaker was seated directly in front of the fireplace, so that it was difficult, at first, for the new arrivals to make out more than his silhouette. (S.34)

b. Sosok yang berbicara duduk persis di depan perapian, sehingga sulit, awalnya, bagi kedua pendatang baru ini untuk melihat lebih dari sekadar siluetnya. (S.34)

Some nouns in English have plural form without adding –s or –es, such as in (17) where the word *‘men’* is a plural form of ‘*man’*. The translation is *‘kedua orang ini’* in which the word *‘kedua’* indicates plural means there are two people. The same meaning is in (18) which explain that there are more than one

'*pendatang baru'* or *'arrival'* although there is no exactly number of the nouns in both sentences. The use expression of quantity *'the'* indicates that the nouns are specific.

(19) a. The drawing room was full of silent people, sitting at a long and ornate table. (S.25)

b. Ruang tamu itu dipenuhi orang-orang yang diam, duduk mengelilingi meja panjang dengan banyak ornamen. (S.25)

The word *'people'* always means plural. The word *'person'* is another form, its meaning indicating singular. *'person'* added by –s has the same meaning with *'people'*. In Bahasa Indonesia, it could mean *'orang-orang'* indicates plural by repeating the noun.

(20) a. "Yes—my Lord, that is true—but you know, as Head of the Department of Magical Law Enforcement, Thicknesse has regular contact not only with the Ministry himself, but also with the Heads of all the other Ministry departments. (S.85)

b. "Ya—Yang Mulia, itu betul—tetapi Anda tahu, sebagai Kepala Departemen Pelaksanaan Hukum Sihir, Thicknesse berhubungan rutin tidak hanya dengan Menteri sendiri, tetapi juga dengan para kepala departemen Kementrian yang lain. (S.85)

(21) a. the giant snake, disliking the disturbance, opened its mouth wide and hissed angrily, but the Death Eaters did not hear it, so jubilant were they at Bellatrix and the Malfoys' humiliation. Bellatrix's

face, so recently flushed wit happiness, had turned an ugly, blotchy red. (S.172)

b. Si ular raksasa, tak menyukai gangguan ini, membuka mulutnya lebar-lebar dan mendesis marah, tetapi para Pelahap Maut tidak mendengarnya, begitu gembiranya mereka menyambut penghinaan terhapad Bellatrix, yang baru saja merona bahagia, telah berubah bebercak merah padam jelek. (S.175)

Besides repeating the noun and reduplicating it, plural nouns in Bahasa Indonesia could be indicated by using '*para*' puts before the noun, such as in (20) and (21). '*para*' is only used to indicate human.

(22) a. All faces turned to him. (S.53)

b. Semua wajah berpaling kepadanya. (S.53)

English has some expressions of quantity, one is *all* that should be followed by plural count nouns, i.e. '*faces*'. The translation in bahasa Indonesia is '*semua*' as an plural expression followed by singular noun '*wajah*'. It isn't followed by plural nouns but singular nouns do because the rule of plural nouns in Bahasa Indonesia doesn't allowed the use of plural expressions and plural nouns in one noun phrase, it will be useless.

(23) a. I understand those things that I did not understand before. (S.106)

b. Aku sudah mengerti hal-hal yang tidak kumengerti sebelumnya. (S.106)

(24) a. At these words, seemingly in response to them, a sudden wail sounded, a terrible, drawn-out cry of misery and pain. (S.108)

b. Pada akhir kata-kata ini, seakan menanggapinya, mendadak terdengar lolongan, jerit panjang penderitaan dan kesakitan yang mengerikan.(S.108)

'Things' and *'words'* are plural count nouns with ending –s. The expressions of quantity *'these'* and *'those'* always followed by plural form of nouns. Repeating the nouns, such as *hal-hal* in (23) and *kata-kata* in (24) used to indicate the plurality in bahasa Indonesia.

(25) a. Wizards, she says, must accept these thieves of their knowledge and magic. (S.210)

b. Para Penyihir, katanya, harus menerima pencuri-pencuri pengetahuan dan sihir mereka ini (S.215)

Some English nouns that end in –f or –fe are changed to –ves in the plural, such as in *'thieves'* which is from singular form *'thief'*. The expression of quantity of *'these'* points to specific plural noun of 'thieves'.

(26) a. "Yes...Professor Burbage taught the children of witches wizards all about Muggles....how they are not so different from us....." (S.204)

b. "Ya....Profesor Burbage mengajar anak-anak penyihir segala sesuatu tentang Muggle.....bagaimana mereka tidak terlalu berbeda dengan kita...." (S.209)

'Children' is plural form of 'child' with –en ending. It is one of plural types in English. It is translated by repeating the noun *'anak'* into *'anak-anak'* to indicate plural noun.

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4.2.2 Gender

Gender classifies a noun or pronoun as either masculine or feminine. The distinction is more relevant in translation when the referent of the noun or pronoun is human. Since English nouns are not regularly inflected to distinguish between feminine and masculine, the gender distinction nevertheless exists in some semantic areas and in the person system. In Bahasa Indonesia, the gender dimension doesn't exist. However, there are some deflations of nouns, which point to feminine and masculine. Here are the examples of the distinction between masculine and feminine:

4.2.2.1 SL Masculine – TL Masculine

The following sentences show how masculine reference is translated into the equivalence of masculine in Bahasa Indonesia that shows equivalences.

(27) a. None of the people seated underneath this singular sight were looking at it except for a pale young man sitting almost directly below it. (S.30)

b. Tak seorang pun dari orang-orang yang duiduk di bawah satu-satunya pemandangan ini memandangnya, kecuali seorang pemuda pucat yang duduk hampir tepat dibawahnya. (S.30)

'A….man' indicates singular masculine person. In Bahasa Indonesia, there is a small group of nouns which the meanings related to sex differences or number. For example: the difference between phoneme /a/ for masculine and /i/

for feminine in the end of word such as *'pemuda'* which points to masculine. The classifier of nouns *'seorang'* used to indicate that the noun is only one and it is a human.

(28) a. Many of those sitting around Yaxley looked impressed; his neighbor, Dolohov, a man with a long, twisted face, clapped him on the back. (S.80)

b. Banyak di antara mereka yang duduk di sekeliling Yaxley tampak terkesan; tetangganya, Dolohov, pria dengan wajah panjang berkerut, menepuk punggungnya. (S.80)

As explained in (27), *'a man'* indicates singular masculine person. In bahasa Indonesia, it can be translated into *'laki-laki'* or *'pria'*. The meanings are the same that is adult male or masculine human.

4.2.2.2 SL Masculine – TL General

Sometimes, masculine reference is used to point general reference. It shows non equivalence, but it is made to achieve the higher level of equivalence. Here are the examples:

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(29) a. But I hope he will be satisfied (S.9)

b. Tetapi kuharap dia puas (S.9)

'He' points to masculine third singular person in English. It is translated into *'dia'* in bahasa Indonesia which points either masculine or feminine singular third person.

(30) a. Where are they going to hide the boy next?" (S.70)

b.”Dimana mereka akan menyembunyikan anak itu berikutnya?” (S.70)

’The boy’ is masculine. It can be said that it is a little man or a young man. *’Anak itu’* is used to translate *’the boy’*. Although it doesn’t explain the gender distinction as in *’the boy’*, the word *’anak itu’* can reflect equivalence because the speaker points to definite noun, Harry potter.

(31) a. ”But Thicknesse is only one man (S.82)

b. ”Tetapi Thicknesse hanyalah satu orang. (S.82)

’Orang’ used to point both masculine and feminine. In this sentence, *’man’* is not refered to masculine only but it used to confirm that there is only one person. The use *’man’* as masculine reference, whereas the use of masculine forms does not rule out the possibility of feminine reference. So it can be said that the concepts are the same. This concept is same with what happens in (32) below, where the word *man* is translated into the word *orang dewasa* to indicate generalize.

(32) a. It rose, seemingly endlessly, and came to rest across Voldemort’s shoulders: its neck the thickness of a man’s thigh; its eyes, with their vertical slits for pupils, unblinking. (S.148)

b. Ular itu naik terus, seakan tak ada habisnya, dan akhirnya beristirahat di bahu Voldemort: lehernya sebesar paha orang dewasa; matanya, dengan celah vertikal sebagai pupilnya, tak berkedip. (S.148)

(33) a. ”To his right, his son, Draco, who had been gazing up at the inert body overhead, glanced quickly at Voldemort and away again, terrified to make eye contact. (S.156)

b. Di sebelah kanannya, anaknya Draco, yang selama ini menatap sosok diam di atas, mengerling sekilas kepada Voldemort dan cepat-cepat memalingkan wajah lagi, ngeri berkontak mata dengannya. (S.156)

In sentence (33), the word ‘*son’* refers to male little kid. It points to masculine reference. The word ‘*anak itu’* used to translate it which doesn’t represent the concept ‘*son’* in Bahasa Indonesia. But the translation is acceptable because there is only one child of Malfoy, named Draco included in the meeting. So it points directly to Malfoy’s child who is masculine.

4.2.2.3 SL Feminine – TL General

Like masculine reference, feminine is sometimes also used to point general reference. It will not create meaning distortion because it achieves higher level of equivalence. Here are the examples:

(34) a. She sat beside her sister, as unlike her in looks, with her dark hair and heavily lidded eyes, as she was in bearing and demeanor; (S.159)

b. Dia duduk di sebelah adiknya, dengan rambutnya yang hitam dan mata berpelupuk tebal. (S.159)

English make distinctions between feminine and masculine singular third person. The word '*she'* belongs to feminine singular third person. It has possessive form *her* which followed by nouns, such as in '*her sister'* and '*her dark hair'*. Bahasa Indonesia doesn't differentiate between feminine and masculine references of singular third person. Both of them use '*dia'* and the possessive form *–nya* that preceded by noun, such as in '*adiknya'* and '*rambutnya'*.

4.2.2.4 SL Feminine – TL Feminine

Equivalence can be achieved through closest meaning. And to get the closest meaning, feminine should be translated into feminine, as follows:

(35) a."My Lord," said a dark woman halfway down the table, her voice constricted with emotion, "it is an honor to have you here, in our family's house. (S.157)

b. "Yang Mulia," kata seorang wanita berkulit gelap yang duduk di pertengahan meja, suaranya sesak terbebani emosi, "sungguh suatu kehormatan Anda berada di sini, di rumah keluarga kami. (S.157)

The word '*a…woman'* means an adult female that points to feminine reference. The word '*seorang wanita'* is used to translate '*a…woman'* which has the same meaning. The translation shows the same concept both in English and Bahasa Indonesia because they provide specific information of feminine reference.

(36) a. Her face flooded with color, her eyes welled with tears of delight. (S.162)

b. Wajah wanita itu semburat kemerahan; air mata kebahagiaan merebak. (S.164)

As explained in (34) above that '*her*' is possessive form of feminine singular third person which followed by noun. The translation is '*wanita itu*', which points directly to feminine reference. '*Wanita itu*' preceded by noun '*wajah*' means that it is as possessive form. It shows that the translation gives the equivalence concept.

(37) a. She stared at him, her lips parted, evidently confused. (S.165)

b. Wanita itu menatapnya, bibirnya terbuka, jelas sekali dia bingung (S.167)

The words '*she*' in English and '*wanita itu*' in Bahasa Indonesia indicate feminine reference. The functions of these words are as subjects. Equivalence of translation has been achieved in this part.

4.2.3 Person

There are three distinctions of person, they are first, second, and third person. Both English and Bahasa Indonesia have these distinctions. Bahasa Indonesia has a formality / politeness dimension in the person system term based on three parameters, namely age, social status and intimacy which do not exist in English. English has classified pronouns system into some groups, namely personal pronouns, possessive adjectives, indefinite pronouns, and reflexive pronouns.

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4.2.3.1 Personal Pronouns

There are seven personal pronouns in English that are put into two groups, singular and plural. They are I, you, she, he, it in singular, and they and we in plural. Different forms should be used when they are put in different positions and functions. Here are the discussions about them:

(38) a. "Though I might be late," said Yaxley, …..(S.7)

b. "Kupikir aku akan terlambat," kata Yaxley, (S.7)

'I' is English first singular person. The word *'aku'* is used to translate *'I'*; it shows that this is in informal situation in which the dialogue happens between Yaxley and Snape who are already familiar because they are members of the Death Eaters.

(39) a. "My Lord, I have heard differently." (S.54)

b. "Yang Mulia, yang saya dengar berbeda." (S.54)

The speech participants are between Yaxley as the speaker and Voldemort as the addressee. The choice of the word '*saya'* from the word '*I'* means that it is a formal situation where the speaker uses formal language to respect the addressee.

(40) a. "----from the source we discussed," said Snape. (S.50)

b. "Dari sumber yang kita diskusikan," kata Snape. (S.8)

'We' is first plural person in English. The relationships between the participants are the speaker is an employee, and the addressee is his boss. The word *'we'* is translated into *'kita'*. The translator relies on speaker's position whether it is inclusive.

(41) a. This brat has nothing to do with either of <u>us</u>, nor any beast she marries." (S.175)

b. Anak celaka ini tak ada hubungannya dengan <u>kami,</u> begitu pula binatang yang dikawininya." (S.178)

'Us' is object form of first plural person *'we'*. The use of *'kami'* to translate English word us is because the reference excludes the addressee, i.e. Voldemort. It shows that the speaker speaks to represent her family.

(42) a."Yes—my Lord, that is true—but <u>you</u> know, as Head of the Department of Magical Law Enforcement, ….. (S.85)

b."Ya—Yang Mulia, itu betul—tetapi <u>Anda</u> tahu, sebagai Kepala Departemen Pelaksanaan Hukum Sihir, ... (S.85)

'You' is second person in English. The speaker here is Yaxley and the addressee is Voldemort. The word *'Anda'* used to translate *'you'* indicates that the addressee is someone who is important for the speaker and must be respected because he has higher position than him.

(43) a. "<u>You</u> are very nearly late." (S.33)

b. "<u>Kalian</u> nyaris saja terlambat." (S.33)

The word *'you'* here points to plural, so that it is translated into *'kalian'* in Bahasa Indonesia which points to second plural person.

4.2.3.2 Possessive Adjectives

In indicating possessives, English has possessive adjectives which translated into Bahasa Indonesia in the same form of personal pronouns or by using enclitic, such as *–ku, -mu*, and *–nya*. The following are the examples of how they used:

(44) a. ”My source told me that there are plans to lay a false trail; this must be it. (S.57)

b.”Sumberku mengatakan ada rencana untuk memasang jejak palsu; pastilah ini dia. (S.57)

The speaker is Snape who speaks to all involved in the dialogue. The enclitic *–ku* is used to translate the word ’*my*’ which indicates possesive adjective. It shows that the speaker feels there is no a gap between them.

(45) a. ”At any rate, it remains unlikely that the Ministry will be mine before next Saturday. (S.88)

b. ”Bagaimanapun juga, tampaknya tak mungkin Kementrian akan jadi milikku sebelum Sabtu depan. (S.88)

‘*Mine*’ is possessive pronoun form of *I* which translated into ‘*milikku*’. The choice of enclitic *–ku* is because the speaker is Voldemort who speaks to the Death Eaters who have lower positions than him.

(46) a. Scrimgeour must be surrounded by our people before I act. (S. 83)

b. Scrimgeor harus dikelilingi orang-orang kita sebelum aku bertindak. (S.83)

The word '*our*' is possessive form of plural first person '*we*'. It is translated into '*kita*'. The translator relies on speaker's position whether it is inclusive.

(47) a. And yours, Lucius and Narcissa (S.168)

b. Dan keponakan kalian, Lucius dan Narcissa. (S.170)

The word '*yours*' is possessive pronoun of second person '*you*'. The translation is '*kalian*' preceded by noun, '*keponakan*' to indicate possessive.

(48) a. She sat beside her sister, as unlike her in looks, with her dark hair and heavily lidded eyes, as she was in bearing and demeanor; (S.159)

b. Dia duduk di sebelah adiknya, dengan rambutnya yang hitam dan mata berpelupuk tebal. (S.159)

The word '*her*' is possessive form of third singular feminine person '*she*'. To indicate possessive, Bahasa Indonesia only uses enclitic *–nya* to point possessive of third singular person. It doesn't distinguish between feminine, masculine or inanimate, such as in sentence (49) below:

(49) a. It rose, seemingly endlessly, and came to rest across Voldemort's shoulders: its neck the thickness of a man's thigh; its eyes, with their vertical slits for pupils, unblinking. (S.148)

b. Ular itu naik terus, seakan tak ada habisnya, dan akhirnya beristirahat di bahu Voldemort: lehernya sebesar paha orang dewasa; matanya, dengan celah vertikal sebagai pupilnya, tak berkedip. (S.148)

(50) a. The men's long cloaks flapped around <u>their</u> ankles as they marched. (S.6)

b. Jubah panjang kedua laki-laki itu berkepak-kepak di sekeliling pergelangan kaki <u>mereka</u> selagi mereka berjalan. (S.6)

The word '*their*' is possessive form of third plural person '*they*'. It should be followed by noun. As the subject form, '*they*', '*their*' is also translated into '*mereka*' in Bahasa Indonesia. To reflect possessive adjective, the word '*mereka*' is preceded by noun.

4.2.3.3 Indefinite Pronouns

Indefinite pronouns exist in English and Bahasa Indonesia. They indicate persons or things. The following sentence is the example:

(51) a. The interest around the table sharpened palpably: <u>some</u> stiffened, <u>others</u> fidgeted, <u>all</u> gazing at Snape and Voldemort. (S.43)

b. Minat di sekeliling meja menajam dengan gamblang: <u>beberapa</u> orang menegang, <u>yang lain</u> gelisah, <u>semuanya</u> menatap Snape dan Voldemort. (S.43)

'*Some*', '*others*' and '*all*' are indicating to persons. They are translated in Bahasa Indonesia into '*beberapa*', '*yang lain*' and '*semuanya*'.

4.2.3.4 Reflexive Pronouns

Reflexive pronouns of English are usually translated into '*diri*', '*sendiri*' or '*diri sendiri*' in Bahasa Indonesia, no matter what the pronouns are.

The sentences below are the examples of the use of reflexive pronouns and the translation in Bahasa Indonesia. The English reflexive pronoun '*himself*' which points to masculine singular third person, '*he*', is translated into different Indonesian words. It is translated into '*diri*' in sentence (52), '*sendiri*' in sentence (53), and '*diri sendiri*' in sentence (54).

(52) a. He seemed unable to prevent himself from glancing upward every minute or so. (S.31)

b. Tampaknya dia tak bisa menahan diri agar tak mengerling ke atas kira-kira setiap menit sekali. (S.31)

(53) a. "Yes—my Lord, that is true—but you know, as Head of the Department of Magical Law Enforcement, Thicknesse has regular contact not only with the Ministry himself, but also with the Heads of all the other Ministry departments. (S.85)

b. "Ya—Yang Mulia, itu betul—tetapi Anda tahu, sebagai Kepala Departemen Pelaksanaan Hukum Sihir, Thicknesse berhubungan rutin tidak hanya dengan Menteri sendiri, tetapi juga dengan para kepala departemen Kementrian yang lain. (S.85)

(54) a. Voldemort, however, seemed to be speaking more to himself than to any of them, still addressing the unconscious body above him. (S.103)

b. Namun Voldemort tampaknya bicara lebih kepada diri sendiri daripada kepada salah satu dari mereka, masih tetap menujukan ucapannya kepada sosok pingsan di atasnya. (S.103)

4.2.4 Tense and Aspect

These categories exist in a large number of languages. They indicate two main types of information; they are time relations and aspectual differences. Both tense and aspect have many variations related to time of event. In this discussion, tense and aspect will be divided into two groups, past and non past.

4.2.4.1 Past

Past tenses indicate that an activity or situation began and ended at a particular time in the past. English past is marked by the use of past verbs or second form of verbs and adverbs of past time. Meanwhile past tenses in Bahasa Indonesia are only marked by the use of adverbs of past time. Sometimes, past sentences of English are translated into Bahasa Indonesia without any adverbs of past time follow them. However it keeps showing equivalence that is equivalence in higher level. Below are the examples:

(55) a. ”Not content with corrupting and polluting the minds of Wizarding children, last week Professor Burbage wrote an impassioned defense of Mudbloods in the Daily Prophet. (S.209)

b.”Tidak puas dengan mengorupsi dan memolusi pikiran anak-anak penyihir, minggu lalu Profesor Burbage menulis pembelaan berapi-api tentang Darah-Lumpur di Daily Prophet. (S.214)

The word ’*wrote’* is past or second form of the word ’*write’*. Besides the use of past verb, adverb of past time ’*last week*’, is also used to indicate past tense. The translation shows the equivalence because it is written in past by using Indonesian adverb of past time, ’*minggu lalu’*.

(56) a. Yaxley had leaned forward to look down the long table at Voldemort and Snape. (S.52)

b. Yaxley telah mencondongkan tubuh ke depan untuk memandang ke ujung meja ke arah Voldemort dan Snape. (S.52)

The verb phrase ‘*had leaned’* shows past perfect which has formula ‘*had’* plus past participle (V3). Past perfect means that an activity was completed before another activity or time in the past. Temporal determiner ‘*telah’* is used to translate perfect in Bahasa Indonesia.

(57) a.”As I was saying,” continued Voldemort, looking again at the tense faces of his followers,” I understand better now. (S.113)

b.”Seperti kukatakan tadi,” Voldemort melanjutkan, memandang lagi wajah-wajah pengikutnya, ” aku tahu lebih baik sekarang. (S.113)

The English sentence uses past progressive which is marked by the use of past be '*was*' and progressive verb '*saying*'. Past progressive means that the activity began before and was in progress at a particular time in the past. The word '*tadi*' is Indonesian adverb of time that indicates past time. In other words, the translation is equivalence.

4.2.4.2 Non Past

Non past consists of present and future activities. Present tenses express events or situations that exist always. They use first form of verbs that when they follow singular subject, suffix –s / -es will be added.

(58) a. "Dawlish <u>believes</u> an entire party of Aurors <u>will be used</u> to transfer the boy—" (S.68)

b."Dawlish <u>menduga</u> serombongan Auror <u>akan digunakan</u> untuk memindahkan anak itu---" (S.68)

Because it follows singular subject, Dawlish, the verb '*believe*' is written in '*believes*' to indicate that it is present. The word '*menduga*' is used to translate it. '*Will*' is English modal that used to indicate future. Temporal determiner '*akan*' is used as the equivalence of '*will*'.

(59) a."I <u>don't know</u> what you <u>mean</u>, my lord." (S.166)

b. "Saya <u>tak tahu</u> apa yang Anda <u>maksudkan</u>, Yang Mulia." (S.168)

'*Do*' is an English auxiliary verb. When it is followed by the word '*not*' and first form of verb, such as in '*don't know*', it shows negative verb. The translation is *tak tahu* with *tak* as the equivalence of '*no*' or '*not*'. The choice of

word '*maksudkan'* to translate first form of verb *mean* shows that it uses present tense.

(60) a. "I'm talking about your niece, Bellatrix. (S.167)

b. "Aku bicara soal keponakanmu, Bellatrix. (S.169)

The verb phrase '*am talking'* is present progressive. Present progressive means that an activity is in progress at the moment of speaking. The word '*bicara'* is used to translate it without the use of temporal determiner '*sedang'* that shows progressive. But it has achieved the equivalence because the words '*sedang bicara'* and '*bicara'* have the same meaning. The elimination of temporal determiner '*sedang'* doesn't change the message.

(61) a. "Will the Ministry have fallen by next Saturday?" (S.75)

b. "Akankah Kementrian sudah jatuh sebelum hari Sabtu?" (S.75)

Verb phrase '*will have fallen'* in English sentence above indicates future perfect. It gives the idea that an activity will be completed before another time or event in the future. The use of temporal determiner '*akan'* as future and '*sudah'* as perfect shows that the Indonesian sentence gives the same and complete message.

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4.2.5 Voice

The main point in voice is about the relationship between verb and its subject. Voice has two kinds that usually called active and passive. There are four subheadings in the discussion of voice, namely SL active – TL active, SL active – TL passive, SL passive – TL active, SL passive – TL passive.

4.2.5.1 SL Active – TL Active

English active sentences marked by verbs which are not preceded by 'be'. Indonesian active, especially active transitive can be marked by transitive verbs use prefix *me-* or *me-kan.* Active intransitive is followed by intransitive verbs, which cannot be followed by objects or nouns. For examples:

(62) a. Peacock....." Yaxley thrust his wand back under his cloak with a snort. (S.13)

b. Merak....." Yaxley menyelipkan kembali tongkatnya ke balik jubah sambil mendengus. (S.13)

The sentences above are active transitive. It is marked by an object follows the verbs. The word '*thrust'* is active verb translated into '*menyelipkan'*. The word '*menyelipkan'* itself is an active verb uses prefix *meny-kan.*

(63) a. Snape was smiling. (S.56)

b. Snape tersenyum. (S.56)

Both English and Indonesian verbs indicate active. Prefix *ter-* in the word '*tersenyum'* doesn't mean passive form.

(64) a. The Order believes that we have infiltrated the Ministry." (S.63)

b. Orde percaya bahwa kita telah menginfiltrasi Kementrian." (S.63)

The word '*believes'* and its translation, '*percaya'* are active transitive verbs which can be followed by objects. It can be said that the object is '*they have infiltrated the Ministry'*. Verb phrase '*have infiltrated'* which translated into '*telah menginfiltrasi'* is also active transitive verb with followed by the Ministry as the

object. It shows that English active voice is translated into active form in Bahasa Indonesia.

4.2.5.2 SL Active – TL Passive

Some English active sentences are changed into passive sentences in Indonesian through translation process. It does not mean that equivalence is not achieved but it means that it reaches higher level equivalence. The following sentences are the examples:

(65) a. As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below (S.29)

b. Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik ke atas, ke pemandangan yang paling aneh: sesosok manusia yang tampaknya pingsan tergantung terbalik di atas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang berpelitur dan kosong dibawahnya. (S.29)

The word '*hanging*' is an active verb. It explains the condition of an object, '*an apparently unconscious human figure*' that '*was hanging*'. It is translated into Indonesian word '*tergantung*' which is a passive verb with prefix

ter- to indicate passive. The translation can be accepted because it doesn't change the message.

(66) a. "The place, according to the source, has been given every protection that the Order and Ministry together could provide. (S.72)

b. "Tempat itu, menurut si sumber, telah dilindungi dengan segala macam sihir perlindungan yang bisa diberikan Orde dan Kementrian bersama-sama. (S. 72)

The verb phrase '*could provide*' shows active voice. It means that the subjects, '*the Order and Ministry*' do the activity. The translation is passive with prefix *di-* that shows passive. Although the active is changed into passive, the message doesn't change because the position of the subjects are also changed.

(67) a. This brat has nothing to do with either of us, nor any beast she marries." (S.175)

b. Anak celaka ini tak ada hubungannya dengan kami, begitu pula binatang yang dikawininya." (S.178)

Like sentence (66), the word '*marries*' in sentence (67) which is active verb is translated into Indonesian word '*dikawini*' with prefix *di-* to indicate passive. It is acceptable because the agent is still '*she*' which the position is changed in Indonesian sentence.

4.2.5.3 SL Passive – TL Active

Sometimes, translators have to translate English passive sentences into Indonesian active sentences in order to make them sound natural in the target language, i.e. Bahasa Indonesia. It does not create equivalence structurally but it gives equivalence in higher level.

(68) a. The speaker was seated directly in front of the fireplace, so that it was difficult, at first, for the new arrivals to make out more than his silhouette. (S.34)

b. Sosok yang berbicara duduk persis di depan perapian, sehingga sulit, awalnya, bagi kedua pendatang baru ini untuk melihat lebih dari sekadar siluetnya.

The English sentence shows passive voice with passove formula be (was) plus past participle (seated). The Indonesian sentence is acceptable because it sounds natural and doesn't change the meaning.

(69) a. The gesture was not missed by Voldemort, whose eyes widened maliciously. (S.136)

b. Gerakan ini tidak luput dari perhatian Voldemort, yang matanya melebar bengis.

Although the passive verb phrase '*was not missed by*' is translated into active verb phrase '*tidak luput dari*', it doesn't change the message and the position or the function of the agent, '*Voldemort*' and the entity affected as the subject, '*the gesture*'.

4.2.5.4 SL Passive – TL Passive

Passive voice uses only transitive verbs that followed by an object. 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. These sentences show how English passive is still translated into Indonesian passive.

(70) a. The lane was bordered on the left by wild, low-growing brambles, on the right by a high, neatly manicured hedge. (S.5)

b. Jalan kecil itu di sebelah kirinya dibatasi semak rendah yang tumbuh liar, di sebelah kanannya oleh pagar tanaman tinggi yang terpangkas rapi. (S.5)

The use of past be (was) and past participle (bordered) shows that it is passive sentence. There are two agents here, '*brambles*' and '*a hedge*' which proceeded by the word '*by*', and '*the lane*' as the subject or the affected entity. Prefix *di-* is used to indicate passive in Bahasa Indonesia. The use of '*oleh*' put in front of the agents is to indicate that they are specified. The conclusion can be drawn that the equivalence is achieved in these sentences.

(71) a. As their eyes grew accustomed to the lack of light, they were drawn upward to the strangest feature of the scene: an apparently unconscious human figure hanging upside down over the table, revolving slowly as if suspended by an invisible rope, and reflected in the mirror and in the bare, polished surface of the table below (S.29)

b. Setelah mata mereka menyesuaikan diri dengan ketiadaan cahaya, pandangan mereka tertarik ke atas, ke pemandangan yang paling aneh: sesosok manusia yang tampaknya pingsan tergantung terbalik di atas meja, berputar pelan seakan tergantung pada tali yang tidak kelihatan, dan bayangannya terpantul di cermin serta permukaan meja yang berpelitur dan kosong dibawahnya. (S.29)

The word '*were drawn*' is translated into '*tertarik*' in Bahasa Indonesia. The prefix *ter-* indicates that it is passive sentence which means that the activity unintentionally happens.

The words '*suspended by*' and '*reflected*' are not past active verbs. Although there is no be that precedes the words, they are passive verbs. It can be seen from the subject, '*an apparently unconscious human figure*' that is the affected entity and the use prefix *ter-* that indicates passive in Bahasa Indonesia.

(72) a. No doubt a Confundus Charm has been placed upon Dawlish. (S.58)

b. Tak diragukan lagi Mantra Confundus pastilah telah dilancarkan kepada Dawlish. (S.58)

The verb phrase '*has been placed*' is present perfect passive. It is translated into perfect passive in Bahasa Indonesia where temporal determiner '*telah*' and prefix *di-* are used. The equivalence of translation has been achieved here.

4.3 Problems in Translating Grammatical Equivalence

Interlingual translation is the type of translation used in the translation of Harry Potter novel which includes two different languages, English as the Source Language (SL) and Bahasa Indonesia as the Target Language (TL). The two languages have rules of grammatical that may not exist each other. These different rules may create problems in translation for the translators because the basic thing in translation that is equivalence form may not be achieved perfectly and will affect the information or message implied in the story. Here are some problems that may occur:

4.3.1 Number

When talking about grammatical equivalence of number, plural and singular concepts will be found. Both English and Bahasa Indonesia have these concepts in number but of course they have very different rules. The different rules between them may cause problems in translation. Sometimes singular noun of English is translated into plural noun in Bahasa Indonesia and vice versa in order to get the equivalence and acceptable form in the Target Language. It can be done as long as it doesn't change the message or information implied in the sentence. It should be done based on the rules of the two languages. Sentence below is the example of changing plural concept into singular in Target Language causes loss of information. The example:

(73) a. The figure came to life with a groan and began to struggle against invisible bonds. (S.191)

b. Sosok itu terbangun dengan erangan dan mulai meronta melawan ikatan yang tak kelihatan (S.196)

The use of suffix *–s* in the word *'bonds'* indicates plurality. The word *'bonds'* should be translated into *'ikatan – ikatan'* in Bahasa Indonesia by duplicating the noun *ikatan* to show that there are more than one *'ikatan'* (bond). But singular noun *'ikatan'* is used above to translate *'bonds'*. It shows that plural concept of English of noun is translated into singular noun in Bahasa Indonesia. This concept can be accepted when it points to general noun. It doesn't show generalization in this sentence. It influences the message conveyed in the sentence because it gives the idea that the prisoner only struggles to release herself from one bond. Meanwhile in the English sentence, she should try to release herself from more than one bond.

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4.3.2 Gender

Language relates to culture of the society. Learning a language means learning the culture indirectly. Translating a source language (SL) into a target language (TL) involves translating source language culture to the target language culture. It should be done to make the translation acceptable in the target language. Many

things are related to culture rules, including gender distinction which rules the position or behavior of male and female in the society.

English and Indonesia have different culture that sometimes creates problems in the translation process. The following example will explain it.

(74) a. This brat has nothing to do with either of us, nor any beast she marries." (S.175)

b. Anak celaka ini tak ada hubungannya dengan kami, begitu pula binatang yang dikawininya." (S.178)

Although the English sentence is active and the Indonesian is passive, both of them put '*she*', feminine reference and *–nya* as its translation as the agent who does the activity not the one who is affected. It is fine in English culture. But it cannot be accepted by Indonesian readers because it againsts to the culture. A woman or feminine is described as a passive and soft object in Indonesian culture. She is not allowed to be aggressive, she should always wait for. Meanwhile, in the sentences, the woman (she) is put as the doer or the active object. It doesn't sound natural in Indonesian culture. It is better changed into '*....begitu pula binatang yang menikah dengannya*'. It sounds more acceptable because she is not the doer but the acffected object.

4.3.3 Person

Person exists in grammatical system of English and Bahasa Indonesia. Person in English has different functions and forms. The use of person system in Bahasa Indonesia depends on the familiarity and politeness. Translation of person

involved these two languages create some problems because of different rules and non equivalence.

The first plural pronoun in English (*we*) doesn't distinguish the inclusive and exclusive form like in Bahasa Indonesia, '*kita*' and '*kami*'. When the word *we* is found, it becomes confusing to the translator because s/he should make a long decision to choose the word '*kita*' or '*kami*' to translate it.

(75) a. "----from the source we discussed," said Snape. (S.50)

b. "Dari sumber yang kita diskusikan," kata Snape. (S.58)

The speaker is Snape and he speaks to Voldemort. The translator chooses the word '*kita*' to translate '*we*' because she thinks that the addressee is inclusive. It means that the addressee, Voldemort has known the source because he and the speaker, Snape have ever talked about it and became the active participant in the discussion.

(76) a. "We did desire it—we do." (S.154)

b. Kami memang menginginkannya—sungguh." (S.154)

The speaker is Lucius Malfoy and the addressee is Voldemort. The use of word '*kami*' to translate '*we*' is because the translator thinks that the speaker represents his family, the Malfoys and doesn't include the addressee as part of the family. It means that we is translated as exclusive.

English second pronoun, '*you*' can be translated into '*kamu*' or '*Anda*' when it points to one person, and '*kalian*' to more than one person. The difficulty occurs when the addressee (the second person) is not clear enough, so it is a problem because the speaker doesn't know s/he speaks to whom.

(77) a. "You are very nearly late." (S.33)

b."Kalian nyaris saja terlambat." (S.33)

The speaker is Voldemort. '*Kalian'* is used to translate '*you'* because the translator thinks that Voldemort, the speaker speaks to more than one person, that are Yaxley and Snape.

English third singular divides into two groups. The distinction is based on gender reference, he for masculine and she for feminine. Meanwhile there is only one third singular person, dia in Bahasa Indonesia. Translation includes this part will eliminate some information related to gender distinction. The example is below:

(78) a. The company around the table watched Voldemort apprehensively, each of them, by his or her expression, afraid that they might be blamed for Harry Potter's continued existence. (S.102)

b. Orang-orang di sekeliling meja menatap Voldemort dengan gelisah, masing-masing, tampak dari ekspresi wajah mereka, takut dipersalahkan Harry Potter masih ada sampai saat ini. (S.102)

'His' and '*her*' are possessive adjectives of third singular pronoun, which '*his'* is from '*he'* (masculine) and '*her'* is from *she* (feminine). Bahasa Indonesia has only '*dia'* to translate them, so that the translation will be '*dia'* or '*dia*'/ *-nya* or *–nya*. It sounds wrong and awkward because they are the same. So the word '*mereka'* which points to third plural person is used. It doesn't represent to masculine or feminine only but both of them.

4.3.4 Tense and Aspect

Tense and aspect may be the most complicated part of grammatical between English and Bahasa Indonesia. Past and present tenses are marked by verb changes adverbs of time in English. Adverbs of time are the only mark to indicate past and present in Bahasa Indonesia. Bahasa Indonesia uses also temporal determiners (*sudah/telah* and *sedang*) to indicate aspect, perfect and progressive. There is no agreement or formula of verbs related perfect and progressive aspects as English. Some problems will occur in this part, as follows:

English has agreement of verbs related to adverbs of time to distinguish past and present. Meanwhile there are only adverbs of time to differentiate them in Bahasa Indonesia. It becomes a problem when the English only uses verb forms without any adverbs of time, so that the translation is not past or present because Bahasa Indonesia will use the same form of verbs in any tenses or aspects. Below is the example:

(79) a. "It <u>was</u> a little trickier than I <u>expected.</u> (S.8)

b. "Sedikit lebih rumit daripada yang ku<u>perkirakan</u>. (S.8)

The word '*was*' and '*expected*' are past forms. The use of past forms indicate that the activity or event happened in the past and has been finished. There is no adverb of past time used here, so that there is nothing which can explain that it is past in Bahasa Indonesia because Bahasa Indonesia will use the same verb form to indicate past or present. It means that information related to exact time of the event is loss.

Tense and aspect in English have many variations. Some of them are difficult to reflect in Bahasa Indonesia because the form doesn't exist. If it isn't translated in the correct and proper form. Past perfect (had + past participle) and present perfect (have + past participle) are the examples that will be explained below:

(80) a. Yaxley had leaned forward to look down the long table at Voldemort and Snape. (S.52)

b. Yaxley telah mencondongkan tubuh ke depan untuk memandang ke ujung meja ke arah Voldemort dan Snape. (S.52)

(81) a. No doubt a Confundus Charm has been placed upon Dawlish. (S.58)

b. Tak diragukan lagi Mantra Confundus pastilah telah dilancarkan kepada Dawlish. (S.58)

In sentence (80), the form of '*had leaned*' indicates past perfect. In sentence (81), the form '*has been placed*' indicates present perfect. In Bahasa Indonesia, perfect is marked by temporal determiners '*telah*' or '*sudah*'. They are used for both past and present perfect and no verb changes such as in the sentences above. It means that past and present perfect in Bahasa Indonesia are not distinguished and have the same meaning. Meanwhile, english has distinguished them because they have different meanings. Past perfect means that the activity was finished before another activity or time in the past. Present perfect expresses the idea that something happened before now, at an unspecified time in the past.

4.3.5 Voice

The use of active and passive has its own function. For example, the main function of passive form is to avoid specifying the agent and to give an impression of objectivity. When active is translated into passive or vice versa without changing the position or function of the agent, it will change the message, such as happens to the following sentences.

(82) a. Now that the woman had woken, he seemed unable to look at her anymore. (S.199)

b. Sekarang setelah wanita itu terbangun, Draco tampaknya tak sanggup memandangnya lagi. (S.204)

The English sentence is active sentence. It can be seen with the use of active form of verb phrase, '*had woken*' and '*the woman*' as the agent who did the activity. Now look at the Indonesian sentence where the verb phrase '*had woken*' is translated into '*terbangun*'. The prefix *ter-* in terbangun indicates passive voice which has meaning unintentionally happens. In other words, the woman woke up because there is someone or something that makes her up. Meanwhile, the active verb phrase *had woken* explains that she woke up herself. The word *bangun* without prefix *ter-* should be used because it is active verb. The translation should be '*setelah wanita itu bangun*' or '*wanita itu sudah bangun*'. It gives the closests equivalent.

The basic components in passive voice of English are be and past participle or third form of verbs. Sometimes, be is not written but only the past participle. It is related to the writing style. It creates problem when it involves

some verbs that have the same form in the past and past participle forms. It is confusing because whether it is active with second form or passive with past participle, here the example:

(83) a. Charity fell, with a resounding crash, onto the table below, which trembled and creaked. (S.220)

b. Charity terjatuh dengan bunyi debam keras di atas meja di bawahnya, yang bergetar dan berderak. (S.223)

The word '*fell*' has the first form '*fall*'. It can be active or passive sentence with *Draco* as the agent or the affected entity. If it is an active sentence, the translation should be '*Draco jatuh*'. Moreover, when it is a passive, it should be translated into '*Draco terjatuh*' with prefix *ter-* such as in (b). The position of the subject, Draco is not changed but the meaning is different. The word '*jatuh*' gives idea that Draco makes a mistake that causes him fall, but the word '*terjatuh*' gives the idea that someone or something makes him fall.

Based on the result above, it can be seen some points. There are five types of grammatical categories were found in the novel. They are number, gender, person, tense and aspect, and voice. Translating grammatical categories of English into Bahasa Indonesia is not easy because there are some rules that cannot be applied directly from source language (SL) into target language (TL). It sometimes creates come problems for the translators. A translator should consider some factors in choosing the right ways in translating those grammatical categories so that s/he will achieve the equivalence and the translation is acceptable and seen natural for the target readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

There are 1624 grammatical equivalences in various types found in chapter 1 in the novel of Harry Potter and the Deathly Hallows by J.K Rowling, which is translated into Indonesian as Harry Potter dan Relikui Kematian by Listiana Srisanti. From the results of the analysis, some points of conclusion can be drawn.

The types of grammatical equivalence in the novel of *Harry Potter and the Deathly Hallows* by J.K Rowling which is translated into Indonesian as *Harry Potter dan Relikui Kematian* by Listiana Srisanti are number, gender, person, tense and aspect, and voice that can be drawn as follows:

(1) with regard to number, grammatical equivalence can be achieved through translating from source language (SL) singular into the target language (TL) singular or plural, and SL plural into TL singular or plural.

(2) with regard to gender, grammatical equivalence can be achieved by translating SL masculine into TL masculine or neuter, and SL feminine into TL feminine or neuter;

(3) with regard to person, the equivalence of grammatical in the person system can be achieved by translating from SL first person singular into TL first person singular familiar or non familiar, SL first person

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plural into TL first plural person inclusive or exclusive, SL second person singular into TL second person singular familiar or non familiar, SL second person plural into TL second person plural familiar or non familiar, SL third person singular male into TL third person singular neuter, SL third person singular female into TL third person singular neuter by restating the name or the thing, SL third person plural into TL third person plural, SL personal pronouns into TL personal pronouns, SL possessive adjectives into TL possessive pronouns or clitics, SL reflexive pronouns into TL reflexive pronouns;

(4) with regard to tense and aspect, grammatical equivalence can be achieved through translating from SL past into present or TL past by giving temporal determiners and adverbs of time, and from SL non past into TL non past;

(5) with regard to voice, grammatical equivalence can be achieved by translating from SL active into TL active or passive and SL passive into TL active or passive.

In translating, the translator can achieve the equivalence through many ways, such as in, grammatical equivalence above as long as it can does not change the message or information that wants to convey by the reader. When one form of English is changed into another form in Bahasa Indonesia that shows non-equivalence, it gives equivalence in higher level. When the message or information is eliminated caused by changing the form of the sentence, it will create problems such as found in the novel. The problems are translating SL plural

into TL singular in number; translating in gender of SL feminine role into TL feminine role that is not acceptable in TL culture, translating SL first plural into TL first plural inclusive or exclusive, SL second person into TL second person singular or plural, SL third singular person male or female into TL third singular person neuter in person system, there is no verb changes in tense and aspect system in Bahasa Indonesia, it only uses temporal determiners and adverbs of time that sometimes create problems to the translator; some English utterances are written in active voice but they give passive meaning.

5.2 Suggestions

The analysis of this study shows that various ways in translating are provided to the translators to achieve the accurateness, the equivalence, and made the translation is acceptable. The translators should face some problems in translating two different languages because the differences of grammatical categories of the two languages. Regarding to this point, a translator should have capability in translating grammatical categories as number, gender, person, tense and aspect, and voice in English and Bahasa Indonesia. It will make s/he can find the closest equivalence so that the translation is natural and acceptable by the readers of the target language (TL).

For students as beginner in translation, translating grammatical categories in English into Bahasa Indonesia will give some advantages. Translating process involves reading activity of the two languages; it will enrich the vocabulary and give understanding more about language styles in English and Bahasa Indonesia.

English novels for English Education students are not only as an entertainment, but also as a media in studying and learning English and its culture. The students can find out how people from different languages and cultures arrange words to convey their message in acceptable way by its culture.

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