FINAL PROJECT

MODULATION FOUND IN ENGLISH-INDONESIA TRANSLATION
NOVEL "DIARY OF A WIMPY KID:
THE LAST STRAW" BY JEFF KINNEY

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Sastra*

in English

by

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APPROVAL

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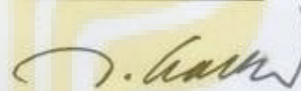   NIP. 197807282008121001

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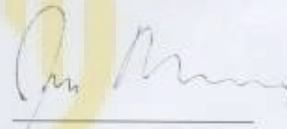   Arif Suryo P. SPd. M.Pd.
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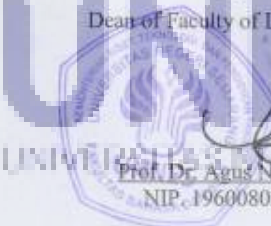   NIP. 196909072002121001

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PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi / final project yang berjudul:

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MOTTO AND DEDICATION

You only live once. So dream big, start small, and do now.

Or not, whatever!

This final project is dedicated to

my big beloved family, my real friends, my awesome exes, myself,

and those who still have faith in me.

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Finally, for the readers of this final project, I hope my work useful and you find what you looking for.

Zanuar Kukuh Pribadi

ABSTRACT

Nowadays, everything goes further forward. Not to mention; information. It seems like there is no more border between countries. Cultural changes, history, etc., we can get them very easily via internet, library, class, and any other possibility. Before those information delivered to us, there is translator who help us by rendering it into our language. However, it is not that easy to translate something which has so many differences with our point of view, culture, arbitrary system, etc. Translator will always find some problem in translating but there will always solution to overcome it as well.

Novel, is one of the popular culture that entered into Indonesia and one of the most well-known artwork. This study analyzed the modulation found in English – Indonesian translation novel by Jeff Kinney entitled Diary of a Wimpy Kid "The Last Straw".

This study is qualitative research. The data which could be a word, phrase, or sentence would be analyzed to find the five categories of modulation. I found 69 data in the novel: 7 data of generalization, 7 data of specification, 35 data of substitution, 8 data of reversal, and 12 data of deviation.

From this study, I concluded that modulation can happen because there is no equivalent between the source text and target text, also the different point of view and cultural differences between two languages. Substitution is mostly used by translator and it is effectively delivered the meaning of the source text to the reader. I hope that this study can help readers who are interested about modulation in translation.

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

In this globalization era, there is no constraint in getting everything from everywhere - inside or outside our culture and our country. It is way much easier to enrich our knowledge about another culture, art, news, history, and etcetera. However, there is one problem; it is not that easy to swallow the information especially from another country or language. Based on pragmatic science, communicating is always goal oriented, meaning that there will be no communication without any goal. The goals are intended to produce some effects, influences towards the environment of the hearer or the speaker (Tarigan 1986:145).

To understand about something or idea served in different language we need to translate the source language into target language. In order to do it, we can just check the dictionary to find out what the exact idea of the information is, or we can use a machine what so called *google translate*, or any other devices. Catford (1965:20) states, "translation is the replacement of textual material in one language (source language/ SL) by equivalent textual material in another language (target language/ TL)". It may sounds simple and easy when we think about *google translate* or just grab dictionary and try find the word we are going to find, but actually it is not that simple because language has arbitrary system and it will not running well with only word by word translation.

Even the simplest, most basic requirement we make of translation cannot be met without difficulty: one cannot always match the content of a message in a language by an expression with exactly the same content in the language, because what can be expressed and what must be expressed is a property of a specific language in much the same way as how it can be expressed. (Winter, 1961:98)

Newmark (1988: 16) stated, "A badly written text will be cluttered with stereotyped phrases, recently fashionable general words and probably poorly structured". Translators usually have difficulties like translating figurative languages and idiomatic expressions. "The figurative languages and idiomatic expression from the source language must be translated socio-culturally into the acceptable target language. This is what they face in translating novel" (Hartono, 2009: 33). Brislin (1976: 1) defined translation as "the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf". According to Lance and Martin (1991: 101) "translation shift is the techniques which should inform the translator's decision in certain specific circumstances." This decision of the translator is what makes some text shifts.

Yes, translation is a very important activity in this era, and every single country in this world use different kinds of languages, even one country uses a lot of languages. That is why translation has a very important role in comunication

these days. Translators can 'freely' replace the words in source text with whatever words in target language they believe match. However, there is still a possibility that the translators fail in conveying the real meaning of some words, leading to incomparable meaning on the delivered translation product. "The central problem of translating has always been whether to translate literally or freely." (Newmark, 1988: 45). If this happen and the translation product is not accurate, the readers will find difficulties in understanding the context of the text.

So translation is like a bridge for us to get here or there and makes the world seems closer. Knowing how important this translation activity affecting our communication is why I am willing to analyze and discuss about it, especially in how translator overcomes the difficulties which are they faced in translation process.

As a modern country Indonesia has cooperated with different countries, in culture exchange, not to mention popular culture. Pop culture is the entirety ideas, perspectives, attitudes, images, and other phenomena that are within the mainstream of a given culture, especially western culture of the early to mid 20th century and the late of 20th century and the early 21th century (http://en.m.wikipedia.org/wiki/Popular_culture). Novel is one of pop culture which can direct its reader to use their limitless imagination to pictures what novel tells. Novel is one of the serious artwork that is very famous in this era with great number of devotee. Diary of a Wimpy Kid: The Last Straw is one of thousands famous novel, which is translated in Indonesian (Diari Si Bocah Tengil: Usaha Terakhir). It's first published in the English language in 2009 by Amulet Books,

containing 217 pages. The novel has such awesome story and also very famous in Indonesia. Three of nine series of this Diary of a Wimpy Kid has been filmed into three different movies.

1.2 Reason for Choosing the Topic

The reason why I choose "The modulation found in English – Indonesian translation novel by Jeff Kinney entitled *Diary of a Wimpy Kid: The Last Straw"* as the topic is because:

1. Personally, I am in love with this novel. The story is so awesome and cool, funny, hilarious, but heavy. The way it takes us through the story is very fun. The book has cute picture in every page, illustrating events that happen so it is not boring to read it. The book is just like real diary, there are months (from January to June) and days, telling events that happen on Greg's (the main character) life. Many of my friends also like the movie version of it and they watch them multiple times and some of them are borrowing this novel too (the Indonesian version mostly).It also get the international best-selling and very popular in Indonesia. So I feel like want to not just read and understand what this novel is all about, not just the story but also its linguistics because this novel comes in some languages. So I can say that this novel is very worth reading and it is proven many people like it. So it will be good to analyse something that I really am interested in.

2. Another big reason is because the novel has no specific target reader, it is acceptable and readable for all age. The language that is used in the novel is present-day English. So it is quiet easy to understood by teenager or kids. It is very interesting to analyse their language and learn it as well, because this present-day English can definitely improve my English plus it can be used in my daily English language too. Figure out the modulation that occurred in the translation of this novel will be great.

1.3 Research Problem

What categories of modulation are found in the English-Indonesian translation of Jeff Kinney's novel *Diary of a Wimpy Kid: The Last Straw?*

1.4 Objectives of the Study

The objective of this study is based on the research problems above. The objectives of the research is to describe the categories of modulation found in the English-Indonesian translation of novel by Jeff Kinney, *Diary of Wimpy Kid: The Last Straw*.

1.5 Significance of the Study

The significance of the study is stated as follows:

(1) For me, I am able to use what I learn in the class and apply the knowledge on this study.

(2) Get better understanding about everything that is related to the topic particularly about modulation.

(3) Improve the ability in analyzing about translation with English as a source language text and Indonesian target language text.

(4) This study can be useful reference for other researchers especially those who analyze about similar topics.

1.6 Outline of the Study

This study is organized within five chapters as follows:

Chapter 1 is introduction which discusses background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the study.

Chapter 2 presents the review of previous studies and theoretical review which includes; definition of novel, definition of translation, equivalence, translation process, translation shift, modulation, and back translation.

Chapter 3 explains research methodologies. It includes research design, object of study, role of the researcher, type of data, instrument for collecting data, procedures of collecting data, and procedures of analyzing data.

Chapter 4 provides the result of data analysis. They are categorization of the modulation.

Chapter 5 contains the conclusion of the process of observation, and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter 2 presents the points I used to support the research. This chapter consists of three subchapters. The subchapters are review of previous studies, review of related theories and theoretical framework. Review of previous studies explains the previous researches conducted by previous researchers which can be used to prop this research.

2.1 Review of Previous Studies

There are so many researchers study about analyzing about translation that I found, and the closest research with my topic is; first, a final project by Rosita Ismiatiningsih (2003) entitled *Transposition in the Translation of J.K. Rowling's Harry Potter and the Philosopher Stone.* She analysed how shift can be found in the object of her study and described some types of shift and the level of shift. As I found in her study, it is stated by Catford, there are two majors of shift; level shift and categories shift. Her analysis result is showing transformation that consists of level shift and category shift. There are changes from grammatical form to lexical form (level shift), and there are some changes in structure shift, class shift, unit shift, and intra-system shift (category shift).The structure shift consists of: (1) the change from one language form to other forms that includes the shift from affirmative sentence to imperative, or interrogative, and from interrogative sentence to affirmative; (2) the combination of two sentences or

clauses which involves the shift from two sentences to a complex sentence, from compound sentence to single, and from complex sentence to single sentence; (3) the split sentence which consists of the shift from a compound sentence to two sentences, complex sentence to two sentences, complex sentence to single sentence, and from compound sentence to single sentence, and (4) the change of word order.

Another final project is *"Analysis of Translation Methods in the Bilingual Course Book of Geography for Grade XI of Senior High School"* by Azizah (2012). There are two objectives in this research: (1) to describe the translation methods used in the Bilingual Course Book of Geography for Grade XI of Senior High School in delivering the materials, (2) to determine, classify, and count the dominant methods used in the Bilingual Course Book of Geography for Grade XI of Senior High School. The analysis showed in Bilingual Course Book of Geography for Grade XI of Senior High School used four translation methods to translate from Indonesian (SL) into English (TL).Those are word-for-word translation, literal translation, faithful translation, and free translation. This study really helps me to do the analysis and give me vision how my final project will be done.

Fera Kusuma Wardani (2013) also discussed about translation, she did a study entitled "English – Indonesian Translation Techniques of Time Flies for Ms Wiz and Their Effects on Clarity". The objective of her study were to describe the techniques used by the translator in translating *Time Flies for Ms Wiz* from

English into Indonesian and to find out whether the translated text is clear enough for the reader. The result of her study showed that she used 18 translation techniques: adaptation, amplification, borrowing, calque, compensation, description, discursive creation, estableshed equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, subtitution, transposition, and variation. She also describe the clarity of the translated text itself.

Study about modulation in translation is also investigated by Noer Aini (2002) reported her research that entitled *Modulation in Translating English-Idiomatic Expressions into Indonesian: An Analysis of Sydney Sheldon's Bloodline*. The objective of her study was to show the variation of modulation as the result of the translating English-idiomatic expression into Indonesian. Idiomatic expression can be adjective, adverb, noun, and verb. Fathruddin (2001: vii) divided idiom into four types: 1). Noun idiomatic expression, it includes single nouns, compound word, and noun hrase. 2). Verb idiomatic expression, it includes single verb and phrasal verb. 3). Adjective idiomatic expression, it includes adjective phrase, 4). Adverb idiomatic expression, it includes adverbial phrase. In her study, modulation did occur in the translation of English-idiomatic expression into Indonesian.

More specific study about modulation is done by Murohim (2010), entitled *Modulation in Translation: A Case in the Translation of Manual Book of "Smart ZTE C261" into English*. He analyzed the book to find the variations of modulation that occured. The result of modulation he found are generalization,

specification, and reversal. The first, generalization could happen when the target language have more general meaning than the source language. Second variation is specification, it occurs when the translator transfers the source language into specific one in target language. It is caused by the lack of general words in target language. Third, reversal is an exchange of position, function, and else between two languages. It could happen in some different ways, like the changes from active to passive and vice versa and the changes from positive to negative.

Ike morandani (2005): *An Analysis of Modulation in the Translation of Terence Blacker's Short Story,* she also analyzed about the types of modulation occured in her object study, they are generalization, specification, reversal, and deviation. In her study she divided the types of modulation in percentage. The result from the highest rank to the lowest are: reversal 58%, specification 20,69%, generalization 12,06%, and deviation 6,8%.

2.2 Review of the Theoretical Study

a. **Definition of novel**

The word novel is derived from the Italian "novella" a compact prose tale somewhat longer than a short story, its chief purpose is usually to entertain, but it may also help readers to understand life and the history of mankind. Novel can help the reader to understand persons, other more tolerant and sympathetic toward suffering.

The form of 'novel' has changed from time to time as novelists have no strict rules to follow. Novel may be a simple narrative, and may also be autobiographies.

A novel is usually about people and their lives. Real people and imaginary people may appear in some novels, but some others may be about animals and purely imaginary beings. The fiction of the novel is also flexible. The story of the novel may be set in the past, present, or even future. Some describe about adventures which are almost impossible in reality, but some others are more realistic, dealing with familiar everyday occurrences.

b. Definition of Translation

The definition of translation comes in various. Some of them are:

"What is translation? Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text" (Newmark, 1988: 5). We have to realize that sometimes many language elements are changed in the process of translation to fulfill the meaning. Also, Catford (1965) in Machali (2000:5) states that "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Another definition of translation stated by Nida (1969: 12) in Hartono claimed that translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. From those three definitions we can drag

a conclusion that translation is an activity of delivering the idea or information from one language to another without change the meaning. One more interesting definition about translation stated by Brislin in Zuchridin Suryawinata (1989: 1-2), translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages are based on signs, as with sign of the deaf. Here we can understand more, that translation not only in the form of written or oral only, but also any other signs that is accepted by both side. Simatupang (2000: 88) uncovered types of translation. There are three major categories of translation shift; shift of form, lexical shift, and semantic shift.

c. Equivalence

Through the process of analyzing and reconstructing the meaning in order to serve reader product of translation as natural and understandable as possible, translator use equivalence. According to Newmark (1988: 48), the overriding purpose of any translation should be to achieve equivalent effect. Equivalence is defined in the 8th edition of Oxford Advanced Learner's Dictionary as "a thing, amount, word, etc. that is equivalent to something else" (Hornby, 2010: 495). It can be concluded that equivalence in translation is the state of being equal in meaning between the source text and the target text in spite of the changing of form.

Nida and Taber (1982: 22) suggest different classification of equivalence, *formal correspondence* and *dynamic equivalence*. *Formal correspondence* emphasizes on the message of the text in form and content, while *dynamic equivalence* focuses on delivering the exact same message of source text in target language in order to receive the same response from target readers as expected from readers in source language. In the book, however, Nida and Taber emphasize that the latter equivalence is the better one. They believe that maintaining the content of the text is more important than preserving its form.

According to Baker (in Nababan, 1999: 94), there are five types of equivalence, they are equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence.

1. **Equivalence at word level**

   Equivalence at word level sometimes because one problem, it is the word from source language doesn't really exist in the target language. So in order to deliver the correct – appropriate meaning translator will widen the lexical meaning form SL or using specification. The result can be common word while the SL is specific, or the opposite. For instance, word *cut* can be translated into *memotong, menggunting,* atau *melukai* in Bahasa.

2. **Equivalence above word level**

   It goes without saying that words rarely occur on their own (Baker, 1992: 46). Words almost always occur in the company of other words, but they are not strung together at random in many languages. There are always restrictions on the way they can be combined in order to convey the

meaning. Differences in the lexical patterning of the source and target languages may result difficulties in doing translation. Lexical patterning deals with collocation, idioms, and fixed expression. For example,

In every language, there is tendency in collocation of word with another, and this collocation will make a phrase. There are 2 types of phrase, endocentric (phrase with head and modifier element) and exocentric (without head and modifier). For example, word *kick* can be paired with *ball (to kick the ball)* and *bucket (to kick the bucket).* The collocation makes one endocentric (to kick the ball) because we can clearly see the meaning from the elements that form it. However, the exocentric one (to kick the bucket) has different meaning because it is an idiom (meaning: died). This can make a problem in translation above the word level.

3. **Grammatical Equivalence**

Problem of translation that mostly find in this level is grammatical rules and structures. It may have different rules from every different languages which create some problem on delivering the messages and finding the appropriate translation in target language. "Grammar gives you the general and main facts about a text: statements, questions, requests, purpose, reason, condition, time, place, doubt, feeling, certainty .Grammar indicates who does what to whom, why, where, when, how" (Newmark, 1988: 125). This situation makes the translator add something or delete some information which is needed in the TL. For example, English have system to define singular or plural concept that morphologically can be done by

adding *–s* or *–es* on *noun,* like in box (singular) and boxes (plural). Baker focuses on number, tense and aspect, voice, person and gender of the grammatical devices that may can cause translation problem.

So it is pretty normal if the variety of grammatical categories may not be expressed in different language.

4. **Textual equivalence**

Textual equivalence refers to the equivalence between a SL text and a TL text in terms of information and cohesion. Textual equivalence is proposed and used to refer the degree of equivalence between what will be analyzed and the target language text evaluated, in terms of their choices to convey textual meaning which include cohesion.

5. **Pragmatic equivalence**

"Pragmatic is the study of meaning, not as generated by linguistic system but as conveyed and manipulated by participants in a communicative situation" (Baker, 1992:217). In finding the equivalence in the target language is not simple when pragmatic has to be taken for granted since pragmatic involves the contexts.

d. **Translation Process**

Larson (1998: 4) explains that the core of translation process is transferring the meaning of a text, not form, from source language to target language. First translation process is observing text in the source language in order to determine the diction, grammatical structure and context; second,

discovering the meaning of the text; and third, looking for the natural equivalent of the text in target language. Discovering the meaning of source language and re-expressing the meaning of target language.

Newmark (1988: 9) states "What translation theory does is, first, to identify and define a translation problem (no problem - no translation theory!); second, to indicate all the factors that have to be taken into account in solving the problem; third, to list all the possible translation procedures; finally, to recommend the most suitable translation procedure, plus the appropriate translation". Newmark (1988: 81) also mentions the difference between translation methods and translation procedures. He writes that, "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" He goes on to refer to the following methods of translation:word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. (1988: 45-47).

Procedure of translation by Newmark (1988: 81) as quoted by Machali (2000: 63), there are fourteen procedures that might be needed by the translator in doing translation, but Indonesian translator (translate English to Indonesia) only use five procedures. They are transposition, modulation, adaptation, naturalization, and contextual conditioning (Machali 2000: 63).

Whereas Molina and Albir (2002: 509) states that translation techniques have five basic characteristics: they affect the result of the translation, they are

classified by the comparison with the original, they affect micro - units of text, they are by nature discursive and contextual, and they are functional. Therefore, method, strategies and techniques occupy different places in problem solving: strategies and method are part of the process (Molina and Albir, 2002: 507-508), yet techniques affect the result.

Different Molina and Albir, Nida and Taber (1982: 33) clarify that there are three steps in translation process, they are: (1) analysis, (2) transfer, and (3) restructuring. In the first step, the content in the source text is analyzed according to the grammatical relationship and the meaning of the words and combination of words. Second step is converting the analysed material into target language. The last step is making the transferred material restructured so it can be proper and natural for the reader of the target language.

e. Translation Shift

Lance and Martin (1991: 101) state that "translation shift is the techniques which should inform the translator's decision in certain specific circumstances." Different language has different rule and linguistic system. This won't be easy for translator to deliver the exact idea from source language to target language and these differences between source language and target language is what makes translation happen.

While Simatupang (2000:88) also stated, there are three major categories of translation shift; shift of form, lexical shift, and semantic shift.

Newmark divides translation shift into two types, it is transposition and modulation. Newmark (1988: 85-86) explains about transposition, "A shift or transposition is a translation procedure involving a change in the grammar from SL to TL. It involves a change in the grammar from SL to TL, for instance, (i)change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth." And also explains about modulation "a variation through a change of view point, of perspective (éclairage) and very often of category of thought" (Newmark, 1988: 88).

According to Al-Hasnawi and Al-Zoubi translation shift divided into two major categories; micro and macro levels with two basic dimensions; the semantic dimension, represented by the message shared by source (ST) and target (TT) texts, which are supposed to convey-roughly speaking-the same message, and the syntactic dimension, where each of the two texts are assigned different syntactic description, since these texts represent two different embodiments of the same message. This message constitutes the core of the translation task as a whole.*http://www.translationdirectory.com/article11.htm (accessed on 9th July 2015)*

f. Modulation

Translation should give accurately the meaning of the source language text. Nothing should be arbitrarily added or removed although part of te meaning could

be transposed or changed. Suryawinata (1989: 21-24) divided meaning into four diferent categories, they are:

 (1) *Lexical meaning*, it means the meaning given in the dictionary definition for word.

 (2) *Grammatical meaning*, is word order (syntax) and word form (morphology) that determines the meaning.

   Example:

     a). He sleeps in his father room. (everyday or every night)

     b). He slept in his father room. (yesterday or lastnight)

 (3) *Contextual meaning*, t meaning of a word is determined by the relation with other words in a sentence.

   Example:

     a). John was stopped by the policeman.

     b). John stopped by the bookstand.

 (4) *Sociocultural meaning*, is a meaning determined by sociocultural factors, such as "*Selamat datang"* can not be translated into "Good come".

   Any small error in translation process that lead to different meaning will bring big error. Well, it is unavoidable to find translation shift whether grammatically or semantically in translation. Every word has a variety of senses and connotations, which can be added, removed, altered over time, often to the extent that cognates across space and time have very different meaning (en.m.wikipedia.org/wiki/semantic_change). That's why modulation is sometimesoccurs to overcome the point of view and cultural differences between

source language and target language. So the translator really need to be very careful and aware in choosing the word in order to make the translation product have such well delivered meaning from the source text. Newmark (1981: 5) stated, "A translator requires knowledge of literary and non-literary textual criticism, since he has to assess the quality of a text before he decides how to interpret and then translate it". He also stated, "Modulation occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of *perspective*" (Newmark, 1988: 88). There are two types of modulation, they arerecorded modulation (also called standard modulation) and free modulation (Newmark in Machali, 2000: 69).

1) Standard modulation is applied when a word, phrase, or structure of the SL has no direct equivalent in TL. For example:

  a). One of the words in SL might have one equivalent in the TL.

    Example: Word *lessor* and *lessee* in English.

    Usually,*lessee* translated as 'penyewa' in bahasa, it means a person who holds property under the lease, but there is no translation for word*lessor*. So the replacement can be found by changing the point of view or the opposite: 'Orang/ pihak yang menyewakan atau pemberi sewa'.

  b). Structure active in the SL become pasive in TL, and vice versa.

    Example: Infinitive of purpose in English.

    TS (Text Source): The problem is hard to solve

    TT (Text Target): *Masalah itu sukar (untuk) dipecahkan*

c). Subject structure that divided in bahasa need modulation by fusing it in English.

Example:

TS: The role of the Non-aligned Movement as been pursued.

TT: *Gerakan Nonblok dituntut peranannya.*

d). Specific meaning change to general.

Example:

Society = Masyarakat (the social relationship)

Society = Masyarakat (group)

2) Free modulation is translation procedure that applied because of non-lingustic reason, for instance to make meaning even clearer in TL, to make the translation as natural as possible, etc. Here is the following examples:

a). Explicitly clarify in TL what implicit in SL.

TS: Environmental degradation

TT: *penurunan mutu lingkungan*

b). Cause-effectprepositional phrase in SL become cause-effect clause in TL.

TS: We all suffer from the consequences of environmental degradation.

TT: *Kita semua menderita karena (adanya) penurunan mutu lingkungan.*

c). Negative form in SL become positive in TL.

TS: Conflicts are bound to occur.

TT: *Konflik militer tak urung terjadi juga.*

Vinnay and Dalbernet (in Newmark, 1988: 88) divided modulation into eleven types, they are; (1) negated contrary, (2) part of the whole, (3) cause for

effect, (4) one part for another, (5) reversal of terms, (6) active for pasive, (7) space for time, (8) abstract for concrete, (9) intervals and limmits, (10) change of symbol, and (11) change of focus. While Newmark (1988: 88) as quoted by Mujiyanto (2000: 40) classified modulation into two types, they are: (1) Change of Point of View, it occurs when point of view in SL is translated into another one in TL. It consists of a) change positive-negative, b)active-passive, and c) change of focus. (2) Change of Meaning, it means that the target language changes specific or general meaning. This kind of modulation classified into: a) generalization, b) specification, c) substitution, d) reversal, and e) deviation.

This categories from Mujiyanto is what I use to analyze the novel. I limit the categorization into generalization, specification, reversal, and deviation. This group has represented the whole types of modulation. Here is the further explanation about each category:

(1) Generalization

Generalization means that the TL text gives more general meaning rather than SL text. This happens when translation don't reach equivalence. .For example:

(1) a. *done with her shower,*

　　 b. *keluar dari kamar mandi* (p.7)

(2) a. I *unwrapped*

　　 b. Aku *membuka* (p.9)

Example (1), '*done with her shower*´ (1a) meaning finished from taking a bath translated into '*keluar dari kamar mandi'* (1b) which has more general meaning, it could be finished from teeth brushing, or done showering, or etc. In the example (2), the word '*unwrapped'* (2a) means *'melepas bungkusan'* or removing paper or other covering from something, translated into '*membuka'* (2b)*. '*membuka'* has more general meaning.

(2) Specification

Specification is the opposite of generalization. The meaning changed from general to specific. For examples:

(1) a. *The other day*,

b. *Kemarin*, (p.5)

(2) a. I run out *clean stuff* to wear.

b. Kehabisan *pakaian bersih.* (p.12)

Example (1), the word '*the other day*´ translated into '*kemarin'. '*the other day*´ actually could be any day, like yesterday, or two days later, but here it is translated into '*kemarin'* in target language. Same case with example (2), In the (2a) the words '*clean stuff*´ has an actual meaning *barang-barang bersih'.* It has general meaning and wider context, and no limitation to what kind of stuff it is. It does not refer to any particular object. In the novel, it is translated into *'pakaian bersih'* in order to make it clearer and more specific adjusted with the context of the story.

(3) Substitution

In addition to generalization and specification, there is also substitution in modulation. It can be seen as the following example:

(1) a. That's when mom *spoke up.*

b. Pada saat itulah mom *buka mulut.* (p.11)

(2) a. *I tell you,* women have…

b. *Asal tahu saja,* kaum wanita paham… (p.8)

In the example (1a) the word *'spoke up'* is translated into *'buka mulut'* in (1b). Here, *'spoke up'* is translated literally into *'berbicara'.* Here, the translator substitute word *'berbicara'* using Indonesian idiom to make the storyline stronger.

In the example (2a), the phrase *'I tell you'* literally giving information to someone, but here in (2b) it is substituted into *'asal tahu saja'* or *'just for you to know',* in bahasa that expression is more acceptable according to the situation on the novel.

(4) Reversal

It is stated in Oxford Dictionary that reversal is an exchange if position, function, and else between two languages. It occurs when translator changes the form of the sentence from active to passive or vice versa, and the form changing from positive to negative or vice versa. The words used

between source language and target language are in the opposition or contrary. For example:

(a) *Kicking back* and doing nothing.

(b) Berleha-leha dan tidak melakukan apapun. (p.23)

The word *kicking back* in the sample (a) which means *'an amount of money that is paid to someone illegally in exchange for secret help or work'* is translated into *'berleha-leha'* in sentence (b) that refers to *'chilling'*. This case has obvious reversed meaning. Getting illegally paid because doing secret help or job versus chilling – lazily laying.

(5) Deviation

The last kind of modulation is deviation. Deviation involves shift in meaning that entail different aspects between source language and target language. For example:

(a) It's *a lot of work.*

(b) *Susah sekali menepatinya.* (p.4)

'a lot of work' (a) which means there is so much to do or need big effort to get done is translated into *'susah sekali menepatinya'*. This translation has a very different meaning. Well, 'very difficult to fulfil it (*'susah sekali menepatinya')* can be seen or proved after we tried to do the work. While *'a lot of work'* could be difficult to be done could be not difficult to be done. There is a deviation in this translation process.

g. Back translation

Baker defines back translation as "taking a text (original or translated) which is written in a language with which the reader is assumed to be unfamiliar and translating it as literally as possible into English – how literally depends on the point being illustrated, whether it is morphological, syntactic, or lexical for instance" (Baker, 2001: 8). So it is like translation method that refers to the translation product back into the source language. For instance, to produce a back Indonesian back translation from English to Indonesia, the Indonesian version will be translated back again as literal as possible into English. While Newmark (1988: 76) stated, "The validity of literal translation can sometimes be established by the back-translation test."

This step is to compare the result of back translation with source text, to estimate the accuracy of the translation. The more identical between back translation and source text the better equivalence it gets. This step can also ensure whether the important point from the source text have been covered or not.

CHAPTER III

RESEARCH METHODOLOGIES

This chapter provides the method of research. Chapter 3 explains research methodologies. It includes research design, object of study, role of the researcher, type of data, instrument for collecting data, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

Methods are needed to obtain data and there are very important parts in all scientific research. Because the data are in form of the words, I will use qualitative analysis. Miles and Huberman (1994) defined qualitative research as analysis which involved of the data such as words (e.g. from document), pictures (e.g. from video).

3.2 Object of the Study

The object of the study is both English and Indonesian version of the novel by Jeff Kinney entitled *"Diary of a Wimpy Kid: The Last Straw"*. The data will be taken from Engish-Indonesian translations.

3.3 Role of the Researcher

In this study, I take the role as data observer, the data collector, the data analyst, and the data reporter. As the data observer, I will read both the English and Indonesian version of the novel. As a data collector, I collect the data from the object of the study in the form Of word, phrase, and sentence. All of the found data will be organized in the table to make it easier to be analyzed.

As data analyst, I will analyze the data by comparing the English and Indonesian version of the novel and classified it based on categories of modulation.

Finally as a data reporter, I will report the result of the analysis by providing detail explanation.

3.4 Type of Data

The data will be colleted in the form of words, sentences, or clauses from the novel by Jeff Kinney entitled "*Diary of Wimpy Kid: The Last Straw*" in English and Indonesian version.

3.5 Instrument for Collecting Data

In this research I will do analysis of modulation found in novel by Jeff Kinney entitled "*Diary of a Wimpy Kid: The Last Straw*. The first step that I do is comparing the English and Indonesian version so it will be easy to be identified from side by side. Second, I will collect the data from the object of the study in the form of word, phrase, and sentence. All of the found data will be organized in

the table to make it easier to be analyzed. Next step I will analyze the data by comparing the English and Indonesian version of the novel and classified it based on categories of modulation taken from Yan Mujiyanto (2000), they are generalization, specification, substitution, reversal, and deviation.

3.6 Procedures of Collecting Data

The first step of collecting the data of this novel is read the book to collect the data. After that I compare the English and Indonesian version to find the data and group it based on the techniques mentioned before.

3.7 Procedures of Analysing Data

In this study I chose descriptive analysis. The aim is to describe the semantic shift in the novel "Diary of a Wimpy Kid: The Last Straw" by Jeff Kinney. To analyze and classify the data I will use some steps that are: reading and comparing, identifying, classifying, counting and evaluating.

(1) Reading and Comparing

After reading the English and Indonesian version of novel "Diary of Wimpy Kid" by Jeff Kenney, I will compare both version, side by side, so it will be easier to be identified.

(2) Identifying

In this step, the modulation found in the translation will be identified. Before classifying into kinds of categories, the novel had to be identified first by matching every word, phrase, and sentence from source language (SL) to the target language (TL), and put those collected data into table.

(3) Classifying

In this step, the data will be classified based on categories of modulation taken from on categories of modulation taken from Yan Mujiyanto (2000), they are generalization, specification, substitution, reversal, and deviation.

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

In this chapter I present the result of the data analysis. It answers the research problems that have been stated in Chapter One. They are categories of modulation in the translation of English-Indonesian novel by Jeff Kinney entitled *Diary of a Wimpy Kid: The Last Straw"*.

4.1 Categories of Modulation

In this chapter I only show some of the data as an example of each category of modulation. The complete the data will be presented in the table of appendices.

4.1.1 Generalization

It has been explained in Chapter Two that generalization is the change of word that has specific meaning into general one. I will show 5 example of data in this section. The Table 4.1 below shows generalization in the process of translation.

Table 4.1 Generalization

No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)
1.	*Done with her shower,*	keluar dari kamar mandi (p.7)	*Selesai dengan mandinya*
2.	I *unwrapped.*	Aku membuka. (p.9)	Aku *melepas (sebuah bungkusan).*
3.	An effect that has on kids *over time,*	Efek yang ditimbulkan pada anak-anak dalam *jangka waktu tertentu,* (p.14)	Pada anak-anak yang mempunyai *waktu lebih.*

4.	It started *falling apart,*	Selimut itu pun mulai *rusak,* (p.39)	Itu mulai *berjatuhan,*
5.	*The second* I get home,	*Setelah sampai* rumah, (p.47)	*Beberapa detik* aku tiba di rumah,

In data number (1), '*done with her shower*' meaning finished from taking a bath translated into '*keluar dari kamar mandi*' which has more general meaning, it could be finished from teeth brushing, or done showering, or etc. After looking at back translation (BT), we can clearly see that (TT) has more general meaning and wider context, not just done with the shower (ST).

Generalization is also used in translating *'I unwrapped,'* in the data number (2). This specific phrase means opening or removing paper or other covering from something, translated into '*membuka*' in (TT). '*membuka*' has more general meaning. In the target language, it is just described as open.

In the data number (3), the phrase *'over time'* which refers to extra time or more additional time is translated generally in the (TT). While '*jangka waktu tertentu*' means certain time. We can see that '*over time*' in (ST) is the part of certain time in (TT). '*jangka waktu tertentu*' in the target language does not refer to any specific time, it could be any kind of time.

'*falling apart*' in data number (4) in the target text (TT) is translated generally into '*rusak*'. This (TT) means literally just being broken which is very general. Well broken could be in many condition, one of them is falling apart and can't be used anymore. Therefore, there is shift of meaning happens in here.

The last example of generalization shown in the data (5). The phrase *'The second I get home'* in the source text (ST) refers to a certain time, a short,

immediate time after a scene or event happened. While in (TT) it generally translated into '*setelah sampai di rumah*' or after I get home. This refers to moment or time when someone reaching home from somewhere before. There is no certain time explained in (TT), it could be next 2hours or something after get home which making this phrase more general than the (TT).

4.1.2 Specification

The following table is the example of specification that occur in the process of translation. It will show us the change of general meaning into more specific one when they are translated from the source language into another language (target language).

Table 4.2 Specification

No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)
1.	*The other day,*	*Kemarin,* (p.5)	*Di hari yang lain,*
2.	My naps are starting *to have an effect on* my grades.	Acara tidur siang telah *membawa pengaruh buruk* pada nilaiku. (p.48)	Tidur siangku mulai *berdampak* pada nilaiku.
3.	I run out *clean stuff* to wear.	Kehabisan *pakaian bersih.* (p.12)	Aku kehabisan *barang bersih* untuk dipakai.
4.	A few of *my relatives,*	Salah seorang *pamanku,* (p.144)	Beberapa *saudaraku,*

In the data number (1), the words *'the other day'* has a general meaning. It is a certain of time, but not specific, could be yesterday, last 3 days, or any other day, but in (TT) it is translated specifically into '*kemarin*' which means yesterday.

Yesterday is one day before today, no else than that. This explanation shows the specification of translation.

Another change from general meaning to the specific one also emerges in the phrase *'have an effect'* means giving an effect to something whether it is good, or bad, general. However, we can see in the (TT) it is translated into '*membawa pengaruh buruk*´ which means giving bad result to something. It will be too general and not very clear to understand if the translator only translated it into '*memberi pengaruh'*.

In the third row of the table, the words '*clean stuff*´ has an actual meaning *barang-barang bersih'*. It has general meaning and wider context, and no limitation to what kind of stuff it is. It does not refer to any particular object. In the novel, it is translated into *'pakaian bersih'* in order to make it clearer and more specific adjusted with the context of the story.

Another example of specification is represented in the data (4). The word *'relatives'* means part of the big family in general. However, we can see in the (TT) it is translated into '*pamanku*´ or *my uncle* which it is part of the relatives.

4.1.3 Substitution

The following modulation appeared because the specific words or sentence in the source language are substituted with the target language item in the process of translation in order to adapt the source text (ST) with the rules of language which is acceptable in the target language.

The example of substitution will be presented in the following table:

Table 4.3 Substitution

No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)
1.	*I tell you*, women have…	*Asal tahu saja,* kaum wanita paham… (p.8)	*Aku beri tahu*, wanita memiliki…
2.	That's when mom *spoke up.*	Pada saat itulah mom *buka mulut.* (p.11)	Itulah saat ibu *berbicara*.
3.	In college *before* this hole …	Di bangku kuliha *saat* lubang tersebut… (p.33)	Di bangku kuliah *sebelum* lubang itu…
4.	So I had a *feeling* Dad…	Jadi aku *curiga* Dad yang… (p.37)	Jadi aku punya *firasat* bahwa Dad yang…
5.	He was just looking for *an excuse* to get out of it.	Dia cuma mencari *cara* untuk kabur . (p.106)	Dia hanya mencari *alasan* untuk keluar dari sana.

'*I tell you'* in the first row of the table means , the phrase literally giving information to someone, but here in the (TT) it is substituted into '*asal tahu saja'* or *'just for you to know',* in Indonesia that expression is more acceptable according to the situation on the novel.

In the data number (2) the word *'spoke up'* is translated into *'buka mulut'.* If we look at column (BT), it is translated literally into *'berbicara'.* Here, the translator substitute word *'berbicara'* using Indonesian idiom to make the storyline stronger.

Another evidence that substitution occurred in the process of translation is in the third row. The word *'before'* is means *'sebelum''* as we can see in (BT). However, it is translated into '*saat'* which means '*when'* or '*right in the moment'*.

Again in the data (4), the word '*feeling*' is literally means '*perasaan*' or '*firasat*' in bahasa. But it is changed or substituted with '*curiga*' in (TT). It still makes a lot of sense because the situation happened in the novel is a 'bad feeling' which actually better delivered by using word '*curiga*'.

The last example of substitution in this chapter is shown in data (5). '*an excuse*' actually means '*alasan*' in bahasa Indonesia, but it is substituted with '*cara*' or '*a way*' in (TT).

4.1.4 Reversal

As stated in Chapter Two, reversal means a change of meaning to the opposite of what it was. The following example in the table will show the occurring of reversal during the process of translation.

Table 4.4 Reversal

No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)
1.	…looking forward to *kicking back* …	Aku benar-benar ingin *berleha-leha*… (p.23)	Ingin *menendang kembali*…
2.	He *got me*	Dia *berikan padaku*. (p.24)	Dia *mendapatkanku*
3.	I'd *throw in* three dollars.	Aku akan *memasukan* uang tiga dolar. (p.35)	Aku mau melemparkan tiga dollar.

In row number 1, '*kicking back*' in (BT) means kicking back, which means doing something with some effort. While in the (TT) it is translated into berleha-leha' or '*chilling*' which means doing nothing. This sentence shows us that there is the change of meaning in opposite way. Meanwhile, the phrase '*got me*' in the

datum number 2 which actually means *'mengenaiku, mendapatkanku'* is translated into *'berikan padaku'* in the (TT). The word *'got me'* describes that someone having something as his partner or something, like in the expression 'I got your back', but here it is translated into '*give to me'* or *'berikan padaku'*. It can be concluded that there is reversal in the process of translation.

The word *'throw in'* in the third row also shows reversal in the translation process. The word *'throw in'* in the target language means getting something away from its previous position. However, it is translated into *'memasukan'* in the target text (TT).

4.1.5 Deviation

The last category of modulation is deviation. Deviation involves shift in meaning that entails different aspects between source language and target language.
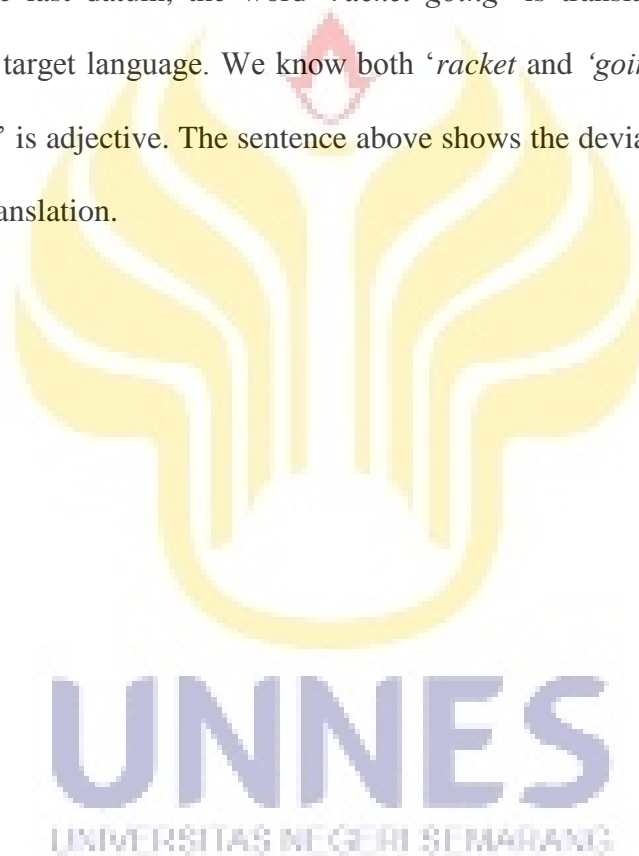
Table 4.5 Deviation

No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)
1.	Rodrick got all three *strikes*…	Rodrick ternyata langsung *gagal* tiga kali… (p.4)	Rodrick mendapatkan semua tiga *serangan*…
2.	I should just *bag* my resolution,	Ikut-ikutan *mengingkari* resolusi…, (p.4)	Aku seharusnya *memasukan dalam tas* resolusiku…
3.	…really have a *racket going*.	…itu pasti *gila.* (p.19)	…benar-benar *pergi raket.*

In the first row it is shown that word *'strikes'* in (ST) actually means '*serangan'* just like what we see in (BT). However it is translated into '*gagal'* in the TT. Well it actually is an English idiom, meaning if someone fail 3 times, he will got out or lose the game. Here, '*strikes'* changed into '*fail'* to smoothen the

meaning, both word has nothing to do to each other, but to adapting the target language deviation is applied.

The word *'bag'* in second row literally means '*tas'*. However, it is translated into *'mengingkari'* or *'cancel'* in the (TT). These two words have different concept, function, and meaning components.

In the last datum, the word *'racket going'* is translated into *'crazy'* or *'gila'* in the target language. We know both '*racket* and *'going'* is not adjective, while 'crazy' is adjective. The sentence above shows the deviation emerges in the process of translation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In translating an English text into Indonesian or vice versa, a translator deals with two languages which have their own skill, knowledge, vocabulary, and grammar. That's why, translator must use some kind of translation technique which help him to achieve the very essence goal of translation itself; delivering the message of source text well to the reader. After analyzing modulation that found in a novel by Jeff Kinney entitled *Diary of a Wimpy Kid: The Last Straw",* I can conclude some points.

First, modulation can happen because there is no equivalent between the source text and target text. There is no same word to express the exact same meaning as the source text.

Second, modulation occurs because there is different culture, point of view, and there is arbitrary system in every different language. So modulation happens to make the translation product run naturally, so the reader can easily understand when they read the translation product.

Third, substitution is translation methods which makes translation activity become easier. The category that mostly used in the novel is substitution. It is more flexible and gives translator wider option to choose better word to the target text, adapting the culture, point of view, etc., between two languages. The result is also quiet understandable and even more fit in the target text.

The last one is, from the categorization that I found, mostly idiomatic expression often belong to deviation, but not always. It happens because the function and focus of the word or phrase is very different between source text and target text.

They are generalization, specification, substitution, reversal, and deviation. *First*, generalization happens when the target text has more general meaning than the source text. I found 7 data in the object of study. *Second*, specification is the change of word from specific to general one. In this case, I only found 7 data. *Third,* substitution occurs when the translator replaces a specific item or expression of source language with a target language item. It is found 35 data in the object of study. *Fourth*, reversal emerges because the words used between source language and target language are in the opposition or contrary. I found 8 data of reversal in the object of study. *Fifth,* the last category is found in the object of study is deviation. It occurred 12 times in the translation process.

5.2 Suggestion

The differences between languages will always appear because translation deals with two languages. Translator needs to really understand about the source text first before doing the translation process and choose what technique to use. The purpose of it is to avoid some mistakes in the translation activity.

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Appendix 1

Analysis of Generalization

Data No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)	Page	Comment
1.	This morning, while… to be *done with her shower,* I remembered someone…	Pagi ini, ketika aku… *keluar dari kamar mandi,* aku ingat seseorang…	Pagi ini, ketika aku… *selesai mandi,* aku ingat seseorang…	7	Phrase *done with her shower* means finished from taking a bath translated into *keluar dari kamar mandi* which has more general meaning, it could be finished from teeth brushing, or done showering, or etc. After looking at back translation (BT), we can clearly see that (TT) has more general meaning and wider context, not just done with the shower (ST).
2.	When I *unwrapped* Uncle Charlie's gift,	Saat aku *membuka* kado dari Paman Charlie,	Saat aku *membuka bungkus*	9	Word *unwrapped* means opening or removing paper or other covering from something, translated into *'membuka'* in (TT). *'membuka'* has more general meaning. In the target language, it is just described as open.
3.	And if you… effect that has on kids *overtime,*	Dan kalau kau… efek yang ditimbulkan pada anak-anak *dalam jangka waktu tertentu,*	Dan jika kau… efek yang ditimbulkan pada anak-anak *dalam waktu yang berlebih,*	14	The word *overtime* means extra time, but here in (TT) it is translated into *dalam jangka waktu tertentu* which is more general. *Dalam jangka waktu tertentu* means in certain time, which is not just overtime, it could be another kind of time.
4.	Dad scored *a pretty big*	Dad merasa cukup *berjaya*	Dad mencetak *kemenangan*	15	*A pretty big victory* translated into *victorious*

	victory today.	hari ini.	*yang cukup besar* hari ini		in (TT). Here we can obviously see that in (TT) the words become more general.
5.	It start *falling apart,* and by the time…	Selimut itu pun mulai *rusak* dan saat…	Itu mulai *berjatuhan* dan saat…	39	Words '*falling apart'* in the target text (TT) is translated generally into '*rusak'*. This (TT) means literally just being broken which is very general. Well broken could be in many condition, one of them is falling apart and can't be used anymore.
6.	And on most days *the second* I get home, I'm in bed.	Sering kali *setelah sampai di rumah,* aku masuk ke tempat tidur.	Dan di kebanyakan hari, *beberapa detik* aku sampai di rumah, aku masuk ke tempat tidur.	47	The phrase *'The second I get home'* in the source text (ST) refers to a certain time, a short, immediate time after a scene or event happened. While in (TT) it generally translated into '*setelah sampai di rumah'* or after I get home. This refers to moment or time when someone reaching home from somewhere before. There is no certain time explained in (TT), it could be next 2hours or something after get home which making this phrase more general than the (TT).
7.	And one that would *get me sent down to Nurse Powell's office for a lecture on hygiene.*	Dan *yang benar-benar jorok.*	Dan yang satunya akan *membuatku dikirim ke* kantor Suster Powel untuk bimbingan masalah keebrsihan.	88	Long phrase in the source text (ST) refers to the consequences of being slovenly, very specific explanation served in long phrase.. But in (TT) it is simply translated only into *slovenly* which is pretty much more general in

					meaning.

Appendix 2

Analysis of Specification

Data No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)	Page	Comment
1.	*The other day,* after Dad woke me up and …	*Kemarin,* setelah Dad membangunkanku dan …	*Di hari yang lain,* setelah Ayah membangunkanku dan…	5	The words '*the other day'* has actual meaning *'hari yang lain',* but it translated into '*kemarin'* which is more specific. *'kemarin'* or '*yesterday'* is part of the other day.
2.	… before I run out of *clean stuff* to wear.	… sebelum kehabisan *pakaian bersih.*	… sebelum aku kehabisan *barang-barang yang bersih.*	12	The words '*clean stuff'* has an actual meaning *barang-barang bersih'.* It has general meaning and wider context, and no limitation to what kind of stuff it is. It does not refer to any particular object. In the novel, it is translated into *'pakaian bersih'* in order to make it clearer and more specific adjusted with the context of the story.
3.	For the *past couple of days,* Manny's been dragging Tingy around the house…	Selama *beberapa hari pertama* , Manny menyeret-nyeret Tingy ke seluruh rumah…	Untuk *beberapa hari terakhir,* Manny telah menyeret-nyeret Tingy di sekitar rumah…	40	In the (ST) words '*past couple days'* means some days before today. However it is translated into more specific certain time: '*beberapa hari pertama'* or '*on the*

					first days'.
4.	I figured this incident probably *set me back* about three weeks.	Ku rasa kejadian pagi ini telah *usahaku mundur* selama tiga minggu.	Aku paham kejadian ini mungkin *membawaku mundur* sekitar tiga minggu.	42	In the (TT) it is specifically mentioned that Greg's effort could be set back like three weeks. However in the (ST) it is only saying '*set me back'*. It is seen here that specification is occurred in this sentence.
5.	Anytime Holly's in the area, I make sure I use my *best material.*	Setiap kali Holly ada di dekatku, aku pasti melancarkan *bahan leluconku* yang paling lucu.	Setiap Holly ada di area, aku memastikan aku menggunakan *'bahan terbaikku'.*	43	It is clearly seen that words '*best material'* means any kind of material, in general. In the (TT) it is translated into *'joke material'* which is more specific.
6.	But I think my naps are starting to *have an effect* on my grades.	Tapi ku rasa acara tidur siang telah *membawa pengaruh buruk* pada nilaiku.	Aku hanya akan *mencuci.*	48	The phrase *'have an effect'* means giving an effect to something whether it is good, or bad, general. However, we can see in the (TT) it is translated into *'membawa pengaruh buruk´* which means giving bad result to something. It will be too general and not very clear to understand if the translator only translated it into *'memberi pengaruh'.*
7.	This past summer, a few of *my relatives* asked Mom …	Musim panas lalu, salah seorang *pamanku* bertanya pada Mom …	Musim panas kemarin, beberapa *saudaraku* bertanya kepada Mom…	144	The word *'relatives'* means part of the big family in general. However, we can see in the (TT) it is translated into '*pamanku´* or *my uncle* which it is part of the relatives.

Appendix 3

Substitution

Data No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)	Page	Comment
1.	*I tell you,* women have the right idea with this bathrobe thing.	*Asal kau tahu saja,* kaum wanita paham benar soal jubbah mandi.	*Aku beri tahu,* kaum wanita mempunyai ide yang tepat soal jubbah mandi.	8	Phrase *'I tell you'* means literally giving information to someone, but here in the (TT) it is substituted into *'asal tahu saja'* or *'just for you to know',* in Indonesia that expression is more acceptable according to the situation on the novel.
2.	That's when Mom *spoke up.*	Pada saat itulah Mom *buka mulut.*	Itulah saat Mom mulai *berbicara.*	11	The word *'spoke up'* is translated into *'buka mulut'.* If we look at column (BT), it is translated literally into *'berbicara'.* Here, the translator substitute word *'berbicara'* using Indonesian idiom to make the storyline stronger.
3.	All you have to do is make up a character with a *snappy name,* ...	Yang perlu kau lakukan hanyalah menciptakan tokoh dengan *nama yang memikat,* ...	Yang perlu kau lakukan adalah menciptakan tokoh dengan nama yang *tajam,* ...	20	Word *'snappy'* has a meaning *'tajam'* in bahasa Indonesia, like *'sharp'* but it is changed with word *'interesting'.* Pretty obvious there is substitution occurred.
4.	... and wait for the money *to start rolling in.*	... dan menunggu *dibayar.*	... dan menunggu uang *untuk berguling masuk.*	20	Phrase *'start rolling in´* is kind of idiom in English. It is totally different with word *'dibayar'* in (TT) which means *'get paid'.*
5.	That's a *spare,* Dave!	*Meleset,* Dave!	Itu adalah sebuah *tambahan,*	23	*'spare'* in (ST) literally means extra. However it is substituted in (TT)

			Dave!		into *'meleset'* because in bahasa *'miss'* or *'meleset'* is more suitable.
6.	Dad *kicked me out* of the house today.	Dad *memaksaku* keluar rumah hari ini.	Dad *menendangku keluar* rumah hari ini.	11	The meaning between *'kicked me out'* or *'menendangku keluar'* with *'memaksaku'* or *'forced me'* is totally different, but according to the whole sentence, it's still have the same impact to deliver the meaning to the reader.
7.	So she *came up with* about twenty reasons why I wasn't allowed to do it.	Jadi, dia *memberikan* sekitar dua puluh macam alas an mengapa aku tidak diijinkan melakukannya.	Jadi dia *datang dengan* sekitar dua puluh alas an mengapa aku tidak diijinkan untuk melakukannya.	28	*'Came up'* in the (ST) is substituted by *'memberikan'* in the (TT). Both words have the different meaning, but contextually both sentences in each version goes very well.
8.	We're gonna to be in college *before* this hole is ten feet deep.	Kami akan sudah duduk di bangku kuliah *saat* lubang tersebut mencapai kedalaman sepuluh kaki.	Kami akan ada di bangku kuliah *sebelum* lubang ini dalamnya sepuluh kaki.	33	The word *'before'* which means *'sebelum'* is translated into *'saat.* If we connect the meaning in the target language with the context of the sentence in the source text (ST), it has a similar impact on the target reader although both words have different meaning.
9.	Because our time capsule wasn't really buried *'all the way'*.	Karena kapsul waktu kami tidak terkubur *dengan sempurna.*	Karena kapsul waktu kami tidak terkubur *sepenuhnya.*	37	*'All the way'* means completely done or finished. However, it is translated into *'sempurna'.* The message of the sentence itself is the time capsule won't be buried completely or perfectly. Then, it is translated into *'sempurna'.*
10.	So I have a	Jadi aku *curiga*	Jadi aku punya	37	The word *'feeling'* is

	feeling Dad had something to do with it.	Dad yang bertanggung jawab atas kejadian ini.	*firasat* Dad punya sesuatu yang berhubungan dengan itu.		literally means *'perasaan'* or *'firasat'* in bahasa. But it is changed or substituted with *'curiga'* in (TT). It still makes a lot of sense because the situation happened in the novel is a 'bad feeling' which actually better delivered by using word *'curiga'*.
11.	I figured out a way to combine the bathrobe *experience* and the heating vent *experience*,	Aku menemukan cara untuk menggabungkan *nikmatnya* jubah mandi dengan *nikmatnya* ventilasi pemanas ruangan.	Aku menemukkan sebuah cara untuk menggabungkan *pengalaman* jubah mandi dengan *pengalaman* ventilasi pemanas ruangan.	38	*'Experience'* means knowledge or skill from doing, seeing or feeling things. But, in the (TT) it is translated into *'kenikmatan'* or *'pleasure'*. It is way much better and more natural to substitute those word because the message of the (ST) even more conveyed to the target reader.
12.	… Those thing is meant *to last* until the end of time.	Lem yang dipakai tetap *lengket* sampai kiamat tiba.	Benda itu berarti *bertahan* sampai akhir dunia.	41 - 40	The word *'to last'* in Indonesia literally means *'bertahan'* but it is substituted into *'lengket'* or *'sticky'*. It is chosen by adjusting the context of the sentence in the source text (ST).
13.	So a lot of guys like me are *doing everything* they can do to get in good with her.	Jadi, banyak anak laki-laki seperti aku yang *berusaha mati-matian* untuk memikatnya.	Jadi banyak anak laki-laki sepertiku *melakukan apapun* untuk mendapatkan baik dengannya.	43 - 42	*'Doing everything'* literally means *melakukan apapun'*. However, the translator replaced the source language item with the target language item. Then, it is translated into *'berusaha mati-matian'* which is kind of hyperbolic to make the impression stronger.

14.	Anytime Holly's *in the area*, I make sure I use my best material.	Setiap kali Holly *ada di dekatku*, aku pasti melancarkan bahan leluconku yang paling lucu.	Setiap Holly *ada di area,* aku memastikan aku menggunakan 'bahan terbaikku'.	43	The words *'in the area'* or *'ada di area'* in Indonesian is substituted by *'ada di dekatku'* in the sentence. *'in the area'* in the column (ST) implicitly shows that someone is in the location Greg's referred to but in (TT) it is changed into *'near me'* to make the information even clearer.
15.	So *I don't know* if this partnership is gonna work out long-term.	Jadi aku *ragu* apakah kerjasama kami akan bertahan lama.	Jadi *aku tidak tahu* jika kerjasama ini akan berusaha jangka panjang.	44	The phrase *'I don't know'* implicitly means don't have no idea about something then, it is substituted into *'ragu'* which means *'doubtful'*.
16.	I *learned my lesson* about getting a ride from Mom,	Aku *kapok* minta diantar ke sekolah oleh Mom,	Aku *mempelajari pelajaran*ku tentang mendapat tumpangan dari Mom,	45	*'Kapok'* in the (TT) means *'give up'* or *'never gonna do the same thing again'*. While in the (ST) the phrase is *'I learned my lesson'*. So there is substitution emerged in this sentence.
17.	He finally *caved* when I offered to carry his backpack for him.	Dia akhirnya *menyerah* waktu aku menawarkan diri untuk membawakan ranselnya.	Dia akhirnya *ambruk* saat aku menawarkan diri untuk membawakan ranselnya.	45	The word *'caved'* or *'ambruk'* in Indonesian is substituted by *'menyerah'* in the sentence. *'Caved'* in the column (ST) implicitly shows a state where someone couldn't do something anymore because he has reached his limit. In Indonesian, the word *'menyerah'* means *'give up'*.
18.	If the school *is going to take away*	Kalau pihak sekolah memang bermaksud	Kalau pihak sekolah akan *merampas* bis ke	46	The word *'mengubah'* in (TT) substitutes *'is going to take away'* in

	our bus ride home,	*mengubah* rute bis,	rumah kami,		the (ST). The meaning of both words are slightly different but contextually the message of both version are similar and well delivered.
19.	But I haven't *heard* anything yet.	Tapi sampai sekarang aku belum *mendapatkan* tanggapan apapun.	Tapi aku belum *mendengar* apapun.	46	It is clearly seen that word '*heard*' in (ST) has totally different meaning with '*mendapatkan*' or '*receive*' in (TT). The translator used substitution to abridge the reader to catch the idea.
20.	So I *had to try* to write the whole thing in the computer lab during recess today.	Jadi aku *terpaksa* mengerjakan tugas itu di laboratorium computer sekolah pada saat istirahat tadi.	Jadi aku *harus mencoba* menulis semua hal di laboratorium computer sekolah saat istirahat hari ini.	49	'*I had to try*' literally means a must to do something whether its going to be succeed or not, but here in (TT) it is substituted by '*terpaksa*' or '*forced*'.
21.	And I was having to *suffer*.	Sementara aku yang *kena getahnya*.	Dan aku yang harus *menderita*.	63	'*Kena getahnya*' in the (TT) means got the consequences or having bad situation because certain reason. While in the (ST) the word is '*suffer*' which in bahasa Indonesia means '*menderita*'. So there is substitution emereged in this sentence.
22.	I *dove* into his desk cabinet and shut the door.	Aku buru-buru *menunduk* ke dalam lemari meja tulis dan menutup pintunya.	Aku *menyelam* ke dalam lemari meja tulis dan menutup pintunya.	65	The word '*dove*' translated into '*menunduk*'. If we look at column (BT), it is translated literally into '*menyelam*'. Here, the translator substitute word '*menyelam*' using Indonesian idiom to

				make the storyline stronger.
23.	I figured getting home after school would be *a breeze* once my hovercraft finally showed up in the mail.	Aku mengira akan bisa pulang ke rumah dari sekolah *secepat kilat* begitu aku menerima kendaraan terbang tersebut melalui pos.	Aku menyadari pulang ke rumah dari sekolah akan menjadi *angina sepoi-sepoi* sekali kendaraan terbangku akhirnya muncul di kotak pos.	68	*'A breeze'* means a pleasant nice wind. However, it is translated into *'as fast as lightning'*. What translator focused to be translated here is the sensation or the experiment of using the hovercraft, it will be effortlessly to take Greg from school to home. Just like breeze, or lightning.
24.	*For starters,* I flunked my science test.	*Pertama-tama*, aku gagal dalam ulangan pelajaran sains.	Untuk *pemula* aku gagal dalam ujian pelajaran sains.	73	*'Starters'* in (ST) literally means person who is at the beginning in doing something or event. But in (TT) it is substituted by *'pertama-tama'* or *'firstly'*.
25.	Leon would flick my ear or give me a *wet willy* or something like that.	Leon pasti menyentil telingaku atau *memasukkan jarinya yang basah ke telingaku* atau sesuatu yg seperti itu.	Leon mau menyentil telingaku atau memberiku *willy basah* atau sesuatu seperti itu.	77	Here in the (ST), *'wet willy'* is a term of game or something in English, so it is substituted with the explanation of that game, it is *'memasukkan jari basah ke telinga'*.
26.	*It takes forever* to get her attention.	*Akan sangat sulit* mendapatkan perhatian darinya.	Itu *mengambil selamanya* untuk mendapatkan perhatiannya.	102	This substitution that happened in these phrase is kind of hyperbolic. *'Very difficult'* in (TT) explaining how hard to get Greg's mom's attention, which also takes long time.
27.	That kind of *threw me* a few second,	Hal itu membuat aku *tercengan* selama beberapa detik,	Itu seperti *melemparku* beberapa detik.	103	*'Tercengang'* in the (TT) means *'stunned'* or *'get shocked'*. While in the (ST) the phrase is

					'threw me'. So there is substitution emerged in this sentence.
28.	So he was just looking for an *excuse* to get out of it.	Jadi dia Cuma mencari *cara* untuk kabur.	Jadi dia hanya mencari *alasan* untuk keluar dari itu.	106	Word *'excuse'* in (ST) means a reason or a made-up explanation to get out of certain situation, but here in the (TT) it is substituted into *'cara'* or *'a way'*, in Indonesia that expression is more acceptable according to the situation on the novel.
29.	Because Manny was *picking up* new words left and right.	Karena Manny suka *meniru* ucapan orang.	Karena Manny *memungut* kata-kata baru kiri dan kanan.	115	*'Picking up'* means *'memungut'* in bahasa Indonesia, and substituted into *'meniru'* in (TT) which means *'imitate'*. If it was literally translated without being substituted the idea or the story will be distorted.
30.	And he's pretty much the reason Rodrick *doesn't do* sports anymore.	Dan dialah alasan mengapa Rodrick *tidak lagi terlalu suka* pada olahraga.	Dan dia adalah *cukup* banyak alasan Rodrick *tidak melakukan* olah raga lagi.	118	*'Doesn't do'* means left habit behind and not doing it anymore. While in (TT) it is substituted by *'tidak terlalu suka'* in the sentence. The meaning of the whole sentence in both version is quiet the same and balance.
31.	I'm kind of counting Dad to *float me* some money so I can get it.	Dan aku sebenarnya berharap dad mau *memberiku* uangsupaya aku bisa membelinya.	Aku seperti menghitung Dad untuk *mengapungkan* beberapa uang jadi aku bisa mendapatkannya.	153	Word *'float'* in (ST) literally means *'mengapung'* in bahasa Indonesia. So, it is substituted into *'meminjamkan'* in (TT) which means *'lend'*. If it was literally translated without being substituted the idea or

				the story will be distorted.
32.	Before I had a chance *to dial* Holly's number, someone walked …	Sebelum aku mendapat kesempatan untuk *memutar* nomor Holly, seseorang masuk …	Sebelum aku mendapat kesempatan untuk *menekan* nomor Holly, seseorang masuk…	188	Word '*dial*' has a meaning '*menekan (*phone number)*'* in bahasa Indonesia, like but it is changed with word '*spin*'. Pretty obvious there is substitution occurred.
33.	He could seriously *hurt* my chances with her.	Dia bisa saja *merusak* kesempatanku bersama Holly.	Dia bisa secara serius *menyakiti* kesempatanku bersamanya.	196	In (ST) word '*hurt*' is substituted by '*merusak*' or '*ruin*' which is much better in (TT). Because in bahasa Indonesia, a chance can't be hurt like a living thing, so word '*ruin*' is far better substitution.
34.	I tried to *work out* what I was going to say to Holly.	Aku berusaha *memikirkan* apa yang hendak kukatakan pada Holly.	Aku mencoba berolah raga apa yang akan ku ucapkan pada Holly.	199	The word '*work out*' translated into '*think*'. If we look at column (BT), it is translated literally into '*berolah raga*'. Here, the translator using substitution to make the translation seems natural.
35.	It looks like things are finally *going my way,*	Kelihatannya keberuntungan akhirnya *memihakku,*	Kelihatannya hal-hal akhirnya *pergi ke arahku.*	216	Phrase '*going my way*' in (ST) means a things are getting better to someone, but here in the (TT) it is substituted into '*memihakku*' or '*defend me*', in Indonesia that expression is more acceptable according to the situation on the novel.

Appendix 4

Analysis of Reversal

Data No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)	Page	Comment
1.	And just this morning I used the bench press *he got me.*	Dan pagi ini aku baru saja menggunakan alat bench press yang dia *berikan padaku.*	Dan baru pagi ini aku menggunakann alat bench press *dia dapatkan padaku.*	24	Phrase '*he got me*' in (ST) is obviously against '*berikan padaku*' in (TT). The word '*got*' and '*give*' or '*berikan*' is a total reverse.
2.	Then I told Rowley I'd *threw in* three dollars of my own…	Kemudian aku bilang pada Rowley bahwa aku akan *memasukkan* uang tiga dollar milikku sendiri …	Kemudian aku memberi tahu Rowley aku akan *melemparkan* tiga dollar ku sendiri…	35	In this data, reversal is emerging in the process of translation. Word '*memasukkan*' in (TT) which means '*insert*' is reversal of the word '*threw in*' in (ST).
3.	She was *keeping everyone inside* for recess.	Dia akan *melarang seisi kelas keluar* dari ruanagan.	Dia *menjaga semua orang di dalam* untuk waktu istirahat.	53	In (ST) the phrase actually means '*menahan semua siswa tetap di dalam kelas*', but it is translated into '*melarang seisi kelas keluar*' in the (TT). The sentence shows us that there is a contrary between two phrases.
4.	And there would be *no question asked.*	Dan anak tersebut tidak akan *ditanyai macam-macam.*	Dan tidak aka nada *pertanyaan yang ditanyakan.*	53	'*No question asked*' but it is translated into '*ditanyai macam-macam* or '*being asked about many things*' in the (TT). The sentence shows us that there is the change from passive to active.
5.	On Monday I'm gonna have *to stay after school* to serve it.	Dan aku harus menjalaninya dengan *pulang lebih sore* Senin nanti.	Di hari Senin aku akan harus *tinggal di kelas* untuk melayaninya.	75	'*To stay after school*' is more focus on not leaving the class. While '*pulang lebih sore*' or '*go home later*' is more focus on not going home at the time it used to be. There is reversal occurred here.

6.	The trick was, I didn't actually signed *any of my cards*.	Triknya, aku tidak benar-benar menanda tangani *semua kartu* buatanku.	Triknya adalah, aku tidak benar-benar menandatangani *satu pun kartuku.*	92	In (ST) '*any of my cards*' is the reversal of '*all of my cards*' in (TT).
7.	Tucker *hurt his hand* diving after a ball and he had to come out.	*Tangan Tucker cidera* saat dia melompat dan berusaha menangkap bola.	Tucker *menciderai tangannya sendiri* menyelam setelah satu bola dan dia harus keluar.	149	The phrase '*Tucker hurt his hand*' in (ST) is an active form. In Indonesia it means Tucker literally hurt his own hand in purpose. While in (ST) it is served in passive form; '*Tucker's hand got hurt*'.
8.	When the phone in my hand rang and *scared the living daylights out of me*.	Waktu telepon di tanganku berderin dan *membuatku ketakutan setengah mati.*	Saat telepon berdering di tanganku dan menakuti siang hari yang hidup keluar padaku.	190	Here is another change of form from active (ST) to passive (TT) which is belong to reversal.

Appendix 5

Analysis of Deviation

Data No.	Source Text (ST)	Target Text (TT)	Back Translation (BT)	Page	Comment
1.	Rodrick got all three *strikes,*	Rodrick ternyata langsung *gagal* tiga kali,	Rodrick mendapatkan semua tiga *serangan,*	4	The word '*strikes*' in the back translation (BT) is translated into '*gagal*'. However, in the (TT), it is translated into '*serangan*'. Although the message that would like to be conveyed is the same, but in the process of translation deviation is appeared. '*Strikes*' with '*failed*' have different

				concepts.
2.	Anyway, I'm starting to wonder if I should just *bag* my resolution, too.	Pokoknya, aku mulai bertanya-tanya apakah aku perlu ikut-ikutan *mengingkari* resolusi yang sudah aku buat.	Pokoknya, aku mulai berpikir jika aku seharusnya *mengemasi ke dalam tas* resolusiku juga.	4	The word *'bag'* which is in the (ST) is a verb translated into *'mengingkari'* or *'break (a promise)'* in the (TT). These two words have different concept and meaning components.
3.	The people who write these books really have a *racket going*.	Menurutku, orang-orang yang menulis buku itu *pasti gila*.	Orang-orang yang menulis buku-buku ini benar-benar telah *pergi raket*.	19	Words *'racket going'* in (ST) is actually an idiom. In this case there is impossible to literally translate it and there is no equivalent in bahasa Indonesia too. So deviation is occurred to send the meaning to the reader, using *'pasti gila'* or *'it must be crazy'*.
4.	I guess we'll have to *take another crack* at this tomorrow morning.	Kurasa kami terpaksa *meneruskan usaha* kami besok saja.	Aku kira kami harus mengambil retakan yang lain pada hal ini besok pagi.	32	Here is another English idiom, in (ST) *'take another crack'* means give another try to what we still working out. It has nothing to do at all literally with words in (TT) *'meneruskan usaha'*.
5.	And that's when he *got cold feet*.	Dan saat itu dia langsung *ketar-ketir*.	Dan itulah saat dia *mendapatkan kakinya dingin*.	34	*'Got cold feet'* in (ST) is translated into *'ketar-ketir'* in (TT). The literal meaning and also the focus is very different.
6.	I really depend on the *boost* I get from that sugar.	Aku benar-benar tergantung pada *energi* yang kudapatkan dari gula.	Aku benar-benar bergantung pada *dorongan* yang ku dapatkan dari gula itu.	63	In (BT), *'boost'* is translated into *'dorongan',* but in (TT) it is changed into *'energi'* or *'power'*. Boost is the reason or what it takes to be powerful. However in (TT) it is the word

				'*power*' or '*energy*' itself to replace the word '*boost*'.
7.	Because for some reasons Rodrick gets really *bent out of shape* when he catches me in his room,	Karena Rodrick akan benar-benar *mengamuk* kalau sampai memergokiku sedang berada di kamarnya,	Karena untuk beberapa alas an Rodrick benar-benar *bengkok keluar dari bentuk* saat dia menangkapku di dalam kamarnya,	64	'*Bent out of shape*' in (ST) is an idiom, which means really mad or get upset over something. However it is translated into '*mengamuk*' or only '*get angry*' in (TT). both words showing condition or state of someone, but in (ST) it is focused more on physical state, while in (TT) it is about mind state.
8.	Because we had actually *put some really good stuff* in there.	Soalnya kamilah yang sudah *bersusah payah membuat dan menguburnya.*	Karena kami sebenarnya sudah *meletakkan beberapa barang bagus* di sana.	76	Another deviation occurred in a sentence on page 76. In (ST) it said about the thing that Greg and Rowley put in the capsule machine. However in (TT), '*put some really good stuff*' translated into '*bersusah payah membuat dan menguburnya*,' which is out of focus compared to the (ST). It said about what Greg and Rowley did to the capsule machine.
9.	But whoever picked out the song is seriously *out of touch*	Namun, siapapun yang memilih lagu-lagu tersebut benar-benar *ketinggalan jaman*	Tapi siapapun yang memilih lagu itu secara serius *keluar dari sentuhan*	94	'*Out of touch*' literal meaning in bahasa Indonesia is '*keluar dari sentuhan*'. In English it means losing the ability or taste of something.
10.	And *the next thing I knew,* I was surrounded by a bunch of	*Tak lama kemudian,* tahu-tahu aku sudah dikerumuni segerombolan	Dan *hal berikutnya yang ku tahu,* aku dikerumuni banyak orang-	97	Phrase '*the next thing I knew*' in (ST) here means someone is realizing something that happened to him served

	bozos who were stealing my moves.	badut yang mencoba meniru gerakanku.	orang bodoh yang sedang mencuri gerakanku.		in order using word 'next'. However in the (TT) it is translated into 'Tak lama kemudian' or 'not long (from previous moment)'. In Indonesia that expression is more acceptable according to the situation on the novel.
11.	It's *no contest.*	*Maka pilihannya sudah jelas.*	Itu *tidak ada kontes.*	147	In (TT), phase '*maka pilihannya sudah jelas*' means that in situation that someone has to choose something, the decision has been made. But in (ST) we can see that the original text is '*no contest*', explaining that there is nothing to consider about, everything is clear just like if there is no contest to select a winner and leave the other behind. The meaning is well delivered but the translation is distorted.
12.	He told me if I could get him out of this situation, he'd *owe me big time.*	Dia bilang kalau aku bisa membantunya keluar dari situasi itu, dia akan *sangat berhutang* padaku.	Dia bilang padaku jika aku bisa membawanya keluar dari situasi ini, dia akan *berhutang padaku waktu yang besar.*	206	The last deviation emerges on page 206 of this novel. In the (ST), phrase '*owe me big time*' translated into '*very in debt*' in (TT). in (BT) we can see the literal meaning of '*owe me big time*' is '*berhutang padaku waktu yang besar*'.