



**WORD LEVEL NON-EQUIVALENCE IN ENGLISH-  
INDONESIAN TRANSLATION OF HERGE'S  
*“THE ADVENTURES OF TINTIN: THE SECRET OF THE  
UNICORN”***

A final project  
submitted partial fulfilment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English Language Education

by  
Septi Nurul Achyati  
2201412130

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
2019**

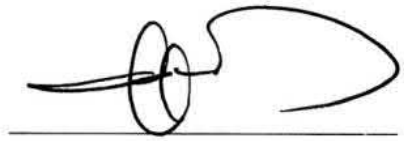
## APPROVAL

This final project has been approved by a board of examiners of the English Department of Languages and Arts Faculty of Universitas Negeri Semarang on April , 2019.

### Board of Examiners

**1. Chairperson,**

Drs.Syahrul S. Sinaga, M.Hum.  
NIP. 196408041991021001



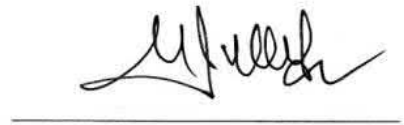
**2. Secretary,**

Arif Suryo Priyatmojo S.Pd. M.Pd.  
NIP. 198306102010121002



**3. Examiner,**

Dr. Issy Yuliasri, M.Pd.  
NIP. 196207131990032001



**4. Examiner/Advisor I,**

Dr.Rudi Hartono, S.S., M.Pd.  
NIP.196909072002121001



**5. Examiner/Advisor II,**

Prof. Dr. Januarius Mujiyanto, M.Hum.  
NIP. 1962070519991016096



Approved by  
Dean of Languages and Arts Faculty



Prof. Dr. M. Jazuli, M.Hum  
NIP. 196107041988031003

### **DECLARATION OF ORIGINALITY**

I, Septi Nurul Achyati, hereby declare that this final project entitled The Non-equivalence at Word Level in English to Indonesian Translation of Herge's "The Adventures of Titin: The Secret of The Unicorn" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the next and a list of references is given in the bibliography.

Semarang, April 2019



Septi Nurul Achyati

NIM 2201412130

## **MOTTO AND DEDICATION**

“Think like a queen. A queen is not afraid to fail.  
Failure is another steppingstone to greatness”

-Oprah Winfrey-

This final project is dedicated to  
  
my beloved family and friends

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to praise the Almighty Allah for the blessing and mercy; the kindness and divine intervention; and the strength and health that have been given during my study and in the completion of my final project.

Secondly, I owe a great debt of gratitude to many people who have contributed their ideas and time in behalf of my final task. In particular, I would like to express my deep sense of gratitude to Dr. Rudi Hartono, S.S., M.Pd. and Prof. Dr. Januarius Mujiyanto, M.Hum. as my advisors for their great patience, guidance, and the most invaluable suggestion and motivation to finish this final project.

In addition, I would like to extend my sincere appreciation to the chairperson, secretary and the board of my examination. My biggest salutation is also to all my lecturers who have shared their experience and knowledge during my academic study.

Finally, this final project is dedicated to my parents to whom I am deeply indebted for everything, material and spiritual welfare that have been given for my success. Last but not least, my thanks go to all my best friends for their support and assistance, and all people who might not be mentioned individually here.

Writer

## ABSTRACT

**Achyati, Septi N. 2019.** *The Nonequivalence at Word Level in English to Indonesian Translation of Herge's "The Adventures of Tintin: The Secret of The Unicorn"*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Dr Rudi Hartono, Second Advisor: Prof. Dr. Januarius Mujiyanto, M.Hum.

**Keywords: Nonequivalence, Translation Strategies, Comic.**

The objective of this research is to analyze the translation strategies used by the translator in translating nonequivalence in English text of "*The Adventures of Tintin: The Secret of The Unicorn*" uses Baker's translation strategies to analyze the translation strategies in this comic. This study uses qualitative approach to describe the results of the analysis of translation strategies in the comic. Several steps are used by the writer to gather the data. They are identifying, comparing, classifying, and analyzing. After analyzing the data, the writer presents the finding by describing the strategies to overcome the nonequivalence.

The problem of non-equivalence that found in the translation process of the comic are as follows: culture specific concept found 2 times, the source language concept is not lexicalized in the target language found 26 times, the source language word is semantically complex found 3 times, the source and the target language make different distinctions in meaning found 5 times, the target language lacks a specific term (hyponym) found 6 times, differences in physical or interpersonal perspective found 6 times, differences in expressive meaning found 40 times, differences in frequency and purpose of using specific forms found 1 time, and the use of loan words in the source text found 1 time. The other problem of non-equivalence aren't found in the translation process such as the source language lacks a superordinate and differences in frequency and purpose of using specific forms.

There are some strategies to overcome the problems of non-equivalence at word level suggested by Baker (1992) that are used in the translated comic. They are the translation by more general word, translation by more neutral/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrase using related word, translation by paraphrase using unrelated, translation by omission, and translation by illustration. In this study, there are another three strategies besides the strategies suggested by Baker (1992) that used to deal with nonequivalence, they are translation by a more specific word, translation by a more expressive word and translation by addition.

Since the message of the translation should be delivered accurately, therefore the each meaning of word has to be considered well by the translator. In addition, the translator should adjust the word in the target language with the context and culture to get the natural translation product in the target language.

## TABLE OF CONTENTS

<b>APPROVAL</b> .....	<b>ii</b>
<b>DECLARATION OF ORIGINALITY</b> .....	<b>iii</b>
<b>MOTTO AND DEDICATION</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>

### CHAPTER

<b>I.</b>	<b>INTRODUCTION</b> .....	<b>1</b>
1.1	Background of the Study .....	1
1.2	Reasons for Choosing the Topic .....	3
1.3	Research Problem .....	4
1.4	Purpose of the Study .....	5
1.5	Limitation of the Problem .....	5
1.6	Significant of the Study.....	5
1.7	Outline of the Report .....	6
<b>II.</b>	<b>REVIEW OF RELATED LITERATURE</b> .....	<b>7</b>
2.1	Review of the Previous Studies .....	7

2.2	Review of the Theoretical Study.....	22
2.2.1	Definitions of Translation .....	22
2.2.2	Equivalence at Word Level.....	23
2.2.3	Non-equivalence at Word Level .....	25
2.2.4	Strategies Used in Translating Non-Equivalence at Word Level .....	30
2.2.5	Definition of Comic .....	34
2.2.6	Kinds of Comic .....	34
2.2.7	Theoretical Framework.....	37
<b>III.</b>	<b>RESEARCH METODOLOGIES.....</b>	<b>38</b>
3.1	Research Design.....	38
3.2	Object of the Study .....	39
3.3	Roles of the Researcher .....	40
3.4	Types of Data.....	40
3.5	Procedures of Collecting the Data .....	41
3.6	Procedures of Analyzing Data .....	41
3.7	Technique of Reporting Data.....	41
<b>IV.</b>	<b>FINDINGS AND DISCUSSION .....</b>	<b>42</b>
4.1	Findings.....	42
4.1.1	Nonequivalence found in the translation process .....	42
4.1.1.1	Differences in expressive meaning .....	44
4.1.1.2	The source language concept is not lexicalized in the target language ...	44
4.1.1.3	Culture-specific concepts.....	45
4.1.1.4	The target language lacks a specific term (hyponym) .....	46



4.1.1.5	Differences in physical or interpersonal perspective .....	47
4.1.1.6	The source and the target language make different distinctions in meaning .....	47
4.1.1.7	Differences in form .....	48
4.1.1.8	The source language word is semantically complex.....	49
4.1.1.9	The use of loan words in the source text.....	50
4.1.2.	Translation Strategies.....	50
4.1.2.1	Translation by A More Neutral/Less Expressive word.....	51
4.1.2.2	Translation by Omission .....	56
4.1.2.3	Translation by A More General Word .....	61
4.1.2.4	Translation by A More Expressive Word .....	64
4.1.2.5	Translation by A More Specific word .....	67
4.1.2.6	Translation by Cultural Substitution.....	70
4.1.2.7	Translation by Paraphrase Using Unrelated Word .....	73
4.1.2.8	Translation by Addition .....	75
4.1.2.9	Translation by Using Loan Word or Loan Word Plus Explanation.....	77
4.1.2.10	Translation by Paraphrase Using Related Word.....	77
4.1.3	Recapitulation of Non-equivalence and Its strategies.....	80
4.3	Discussion .....	81
<b>V.</b>	<b>CONCLUSIONS AND SUGGESTIONS .....</b>	<b>89</b>
5.1	Conclusions.....	89
5.2	Suggestions .....	90
	REFERENCES.....	91
	APPENDICES .....	96

## LIST OF TABLES

Table		Page
4.1.1	Non-equivalence at Word Level .....	43
4.1.2	Translation Strategy of Non-equivalence at Word Level .....	51
4.1.3	Rekapitulation of the word level non-equivalence and its strategies .....	80

## LIST OF FIGURES

Figure		Page
4.2.1	Culture specific concepts and its strategies .....	82
4.2.2	The source language concept is not lexicalized in the target language and its strategies .....	83
4.2.3	The source language word is semantically complex and its strategies .....	84
4.2.4	The source and the target language make different distinctions in meaning and its strategies .....	84
4.2.5	The source and the target language lacks a specific term (hyponym) and its strategies .....	85
4.2.6	Differences in physical or interpersonal perspective and its strategies .....	86
4.2.7	Differences in expressive meaning and its strategies .....	86
4.2.8	Differences in form and its strategies .....	87
4.2.9	The use of loan word in the source text and its strategies .....	88

## **LIST OF APPENDICES**

Appendix 1	Non-equivalence at Word Level .....	96
Appendix 2	Data Analysis of Non-equivalence at Word Level .....	109

## CHAPTER I

### INTRODUCTION

This chapter will discuss the background of this study, the reasons for choosing this topic, purposes of the study, limitation of the problems, the significance of the study, and outline of the report. For the first description, I will explain the background of this study.

#### 1.1 BACKGROUND OF THE STUDY

Translation has become a part of our life. Translation can be found in any kind of media such as television, books, comics, magazines and many others. Therefore, translation is an interesting subject to study since people are more interested in translation nowadays. As we can see on *Line Webtoon*, one of popular comics site at this time. In this site, we can read many genres of comics. Although the translation of the official comics in *Line Webtoon* is still done by the official translator's team of the site, we also can give our participation to translate our favorite comics which called *fan translate*. Everyone can be the translator there, they just do the fan translate although their works are not paid. Therefore, translation is not done by the expert only but also done by people without a translation study background. It is proof that people are more interested in translating now. While in translating a text, the translators have to find the equivalence of the text. House (2015) said, "translation is not only a linguistic act, it is also an act of communication across cultures" (p.3). Based on House's statement above, culture in the target language has to be considered when translating a text. The culture which exists in the source language should be

communicated into the target language. Languages have a different culture in one and another especially Indonesia is also rich in culture and it is affecting the Indonesian language itself. On the other hand, equivalence in two languages is not always achieved in translation.

Baker's 1992 study found the following: The literature abounds with theoretical arguments which suggest that translation is an impossible task, that it is doomed to failure because (a) languages are never sufficiently similar to express the same realities, and (b) even worse, 'reality' cannot be assumed to exist independently of language. (p.8)

While in translating comic there are some problems that are faced by the translators because of the limitation of the space in the bubbles inside the comic. In addition, the results of the translation should be natural and readable. "Once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach the question of loss and gain in the translation process" (Bassnet: 2014). Since there are some problems of non-equivalence in translating a text, the translators may use some strategies to overcome the problem of non-equivalence. Therefore I choose "The non-equivalence in Translated Comic The Adventures of Tintin: The Secret of the Unicorn" as the object of the study to find out more detail about the non-equivalence process in translating a comic.

The Adventures of Tintin comic series written by Georges Remi under the pen name Hergé. Booker (2010) stated, "Hergé is widely regarded as the greatest 20th-century master of the European bande dessinée" (p.281). The comic

was published in many languages such as English and Indonesian. In 2011, a motion capture feature film *The Adventures of Tintin: The Secret of the Unicorn*, directed by Steven Spielberg and produced by Peter Jackson, was released in most of the world October–November 2011. The film is based partly upon *The Secret of the Unicorn* and partly on both *Red Rackham's Treasure* and *The Crab with the Golden Claws*. A video-game tie-in to the movie was released in October 2011. In this research, I use one of the comic series entitled *The Secret of the Unicorn* as the object study because this comic is one of the most popular comics in *The Adventures of Tintin*. Hergé biographer, Benoît Peeters asserted that both *The Secret of the Unicorn* and *Red Rackham's Treasure* "hold a crucial position" in *The Adventures of Tintin* as they establish the "Tintin universe" with its core set of characters. Focusing on the former comic, he described it as one of Hergé's "greatest narrative successes" through the manner in which it interweaves three separate plots.

In this research, I want to analyze the non-equivalence above word level in the translated comic entitled *The Adventures of Tintin: The Secret of The Unicorn*. This research is conducted to describe the non-equivalence at word level and the strategies dealing with the problems in translating the comic.

## **1.2 REASONS FOR CHOOSING THE TOPIC**

Nowadays, people become more interested in translation. Translation work is not only done by the expert but it is done by most people without translation study background. The non-equivalence in the translation of a comic is an interesting

object to study. The content of comic is mostly pictures and bubbles so it is tricky for the translators to adjust the text with the limited space.

The Adventures of Tintin was published in 1929-1976 and became very popular in the 20th century. Since the readers of Tintin comic was not only European people so it was published in more than 70 languages. The Secret of the Unicorn was chosen because the comic is the first part of the two related comics that was filmed in 2011. Red Rackham's Treasure is the following part which became a basis of The Adventures of Tintin film. Since the film was produced, the readers of the comics may increase lately.

For those reasons, I want to find out the non-equivalence at word level in the translation of The Adventures of Tintin comic: The Secret of the Unicorn and the strategies to solve those problems. Hopefully, the result of the research may give some positive suggestions or reference for the translator and the readers.

### **1.3 RESEARCH PROBLEMS**

Based on the background of the study above, the problems of the research are:

1. How is word level non-equivalence found in translating The Adventures of Tintin comic: The Secret of The Unicorn translated into Indonesian?
2. What the strategies are used to solve the problem of word-level non-equivalence in translating The Adventures of Tintin comic: The Secret of The Unicorn translated into Indonesian?



#### **1.4 PURPOSE OF THE STUDY**

The purpose of this study is to analyze:

1. The non-equivalence at word level found in *The Adventures of Tintin* comic: *The Secret of The Unicorn* translated into Indonesian.
2. The strategies dealing with the non-equivalence used in *The Adventures of Tintin* comic: *The Secret of The Unicorn* translated into Indonesian.

#### **1.5 LIMITATION OF THE PROBLEM**

The study focuses on the problem of non-equivalence found in translating Herge's *The Adventure of Tintin: The Secret of The Unicorn* and the strategies used by the translator to overcome the problem. The analysis is divided into two parts :

1. The first one is the analysis of the non-equivalence problem at word level found in translated comic.
2. The second part is an analysis of the strategies used to deal with the problem of non-equivalence.

#### **1.6 SIGNIFICANCE OF THE STUDY**

(1) For the Translator

It may become a reference that useful for the translators to improve their knowledge about non-equivalence at word level in translation process especially in translating comic.

(2) For the Lecture

Since the study focuses on the non-equivalence and its strategies in the translation of a comic, it will be useful as a reference for translation study.

(3) For Students and other Researchers

It is expected that the result of the study will help them to improve their knowledge and skills in translating comic and other translation products. In addition, it will be one of the references for them in conducting further research.

## **1.7 OUTLINE OF THE REPORT**

The study consists of five chapters. Each chapter is presented as follows:

Chapter I is the introduction, which contains the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the report.

Chapter II is review of the related literature, which presents a review of the previous studies and review of theoretical study. The review of theoretical study provides theories that support this study. There are definition of translation, equivalence and non-equivalence, definition of comic and definition comic genre.

Chapter III is research methodologies, which consists of object of the study, role of the researcher, type of data, instrument for collecting data, procedure for collecting data, procedure for analyzing data, and technique for reporting data.

Chapter IV is the results and discussion, which consists of the general description and results of the study.

Chapter V presents conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter will provide theories which are used to do this research. These will include review of previous studies, information about comic, theories about translation and non-equivalence in translating comic. Review of previous studies will be the first discussion of this chapter.

#### **2.1. Review of the Previous Study**

There have been some researches held in the scope of translation. Some studies talked about translation techniques and their problem. The others discussed the evaluation of translation product. I found some previous studies which are related to non-equivalence at word level in translation and some about studies which use comic as the object. There are some studies that very useful for my study:

Mujiyanto (2011) studied about Non-equivalence in The English to Indonesian Translation of Behavioral Clauses. The study discussed the problems of non-equivalence in translation of behavioral clauses. There are two objectives of the study, (1) how such formal non-equivalence appears in the translation of behavioral clauses and (2) how to achieve functional equivalence through the presence of formal non-equivalence. He concluded that behavioral clauses are generally restructured the whole clause elements in patterns which are appropriate with the ones employed in the source language. Thus, the formal, as well as functional equivalence at clause level, is achieved simultaneously. Functional equivalence can also be achieved by restructuring the structures of the source

language in such a way resulting in formal shift or non-equivalence. In this case, Behavioral clauses, Material clauses, or Verbal clauses depending on referential characteristics of the process. The flexibility in the placement of clause elements in the target language has made it possible to hypothetically restructure source language clauses either through the process of permutation or inversion.

Ezzati (2016) examines some obstacles in non-equivalence at grammatical level, and then researches the problems to find equivalence at word level and proposes theoretical strategies and techniques to deal with such difficulties from English translation into Persian. Considering the fact that finding equivalence at grammatical and word level plays a pivotal role in translation, this paper aims to research some difficulties in these areas such as voice, gender, tense and aspect, person, at the grammatical level and culture specific-concepts, and the difference in expressive meaning at word level. Moreover, the study's theoretical framework is based on Baker (2011). The findings indicate there are a number of elements which should be considered by translators in order to translate a text at grammatical and word level such as, enough information about the culture of both languages and research linguistic and stylistic aspects of languages.

Damayanti (2012) analyzes types of themes, theme equivalence, theme shifts in the Indonesian-English translation of thesis abstracts. The result shows that topical theme dominates the entire texts at 80.16% in ST and 79.56% in TT. The interpersonal theme is not found both in ST and TT. Most of the themes (70.2%) are considered as non-shift or equivalent. The theme shift occurs through three processes: (1) by changing the grammatical function within the theme

(11.7%), (2) by adding more themes (14.7%) and (3) by deleting themes (3.4%). It is suggested for a translator to have complete mastery over the grammatical structure of both the SL and TL and also being aware of the notions and application of shifts and equivalence.

Widiyanto (2014) describes the strategies used by the translator to deal with non-equivalence at word level in the comic translation of Lucky Luke: *Ghost hunt*. The method used in this study is a descriptive qualitative method. He finds out that the translator is used translation using a loan word or loan word plus explanation which appears in 9 words or phrases or clause or 31,03 %. The 17,24 % data were translated by more neutral/ less expressive word and 13,79 % of data were translated by paraphrase using the unrelated word, 10,34 % of data were translated by a more general word (superordinate).

Muzaffar and Behera (2017) explain that equivalence, gain and loss (divergence) are well-established and the most prevalent concepts in both the theoretical and applied translation studies. Anton Popovic (1976) has identified four broader types of equivalence in translation: linguistic, paradigmatic, stylistic and textual. Dorr has classified divergence into two basic types: syntactic and lexical-semantic. In order to deal with the concept of equivalence, Popovic's theoretical model has been considered. With regard to methodology, they have applied 1 thousand corpus of English sentences for this research study and analyzed the translated Urdu output considering different areas of translational equivalence, gain and loss on web-based Machine Translation platforms such as Bing and Google Translate. Muzaffar and Behera presume that gain and loss

emerge as a huge issue which may owe their genesis from socio-linguistic, cultural, religious and anthropological factors.

Suharto and Subroto (2014) describe the equivalence of eclessial song lyrics which belong to the content word, the meaning of the sentences and their effect on church songs. The method used in this study is descriptive and qualitative by using music, language, and inter-discipline approach. The conclusion of the study is the differences of structure caused the incorrect dictions or choice of words and missing words in the translated lyrics.

Diati (2016) describes the word level equivalence found in the translated dialogues in *The Lightning Thief*. The study focuses on the classification of word-level equivalence offered by Mona Baker in her book *In Other Words*. Suggestion drawn from this study is to transfer the meaning of the source text into the target text accurately, the translator should decide to make choices in each word or phrases, and choose the most suitable strategies which can overcome problems and difficulties of translation, especially problems of non-equivalence at word level.

Efendi (2012) describes the strategies used by the translator in translating the advertising headlines as found on Youtube's website. The study focuses on the classification of word-level equivalence in translating a source text (in the case English) to a target language (Indonesian). The strategies used by the translator to overcome the problems in translating advertising headlines are dominated by paraphrase using unrelated words. Suggestions drawn from this study is the translators should constantly make choices of the most suitable strategies to

overcome the problems and difficulties of translation problems of non-equivalence in the level of word.

Hartono (2012) reports the problems and solutions of novel translation particularly translation of idioms, metaphors, similes, personifications, and alliterations from English into Indonesian. Those problems are taken from three main factors that consist of objective factor, generic factor, and affective factor. This qualitative study is based on the holistic criticism approach, it is found that idioms were translated by using idiomatic translation method while metaphors, similes, personifications, and alliterations were translated by using literal translation method. Idioms were translated accurately, while metaphors, similes, personifications, alliterations were not accurate yet. Based on the naturalness level, the translation of idioms is natural, while metaphors, similes, personifications, and alliterations are not natural yet. The researcher suggests that the novel translator has to use the Tripartite Cycle Model when she translates a novel from English into Indonesian.

Dzikrullah (2009) finds out the strategies in translating the transcript of “Troy” movie from English into Indonesia based on the classification of word, above word and grammatical level equivalence. The finding of the analysis are as follows: in the word level equivalence, the strategies used by the translator are: using more neutral/ less expressive word, using more general word, using more specific word, using loan word, paraphrasing using related word, paraphrasing using unrelated word and omission. In above word level equivalence, the strategies used by the translator are: in collocation, the translator only used

strategy similar meaning and similar form but in idiom, the translator used similar meaning form and similar meaning different form. In grammatical level equivalence, the problem of equivalence can be found in the categories of number, person, tense and aspect and voice. There is no grammatical category of gender in this analysis. In the category of number, the strategies used are omitting the relevant information on the number and encoding the information lexically. In the category of person, the strategy used is using the dimension of formality and familiarity. In the grammatical category of tense and aspect is changing the tense from present tense into future tense and in the grammatical category of voice, the strategy used changing the voice from active into passive and from passive into active.

Fitriyani (2010) identifies and classifies the strategies used by the translator, dealing with the non-equivalence problems at word level which occur in the translation of a novel by Stephenie Meyer entitled *Twilight*. It was found that there is one strategy suggested by Mona Baker which is not applied in the translation, that is translation by illustration. The translator also used another three strategies: they are translation by a more specific word, translation by a more expressive word and translation by addition. Knowing the results, it can be concluded that almost all of the strategies suggested by Mona Baker are used in the translation of *Twilight*.

Rahmawati (2015) explains the techniques used by the translator in translating *Divergent*. The result of the study shows that there are 12 techniques found in the data. The total data are 671 direct speeches of *Divergent*. The



frequency of each technique are as follows: (1) borrowing occurs 132 times (2) literal occurs 119 times (3) generalization occurs 97 times (4) established equivalent occurs 94 times (5) amplification occurs 76 times (6) particularization occurs 52 times (7) linguistic compression occurs 43 times (8) reduction occurs 35 times (9) transposition occurs 12 times (10) adaptation occurs 5 times (11) calque occurs 3 data (12) discursive creation occurs 3 times.

Rusmiati (2010) identifies 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. 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.

Al-Masri (2009) investigates the translation strategies led to cultural losses and to emphasize the important role of the translator as a cultural insider. The corpus is based on a collection of Arabic short stories written by Youssef Idris (1991). In order to illustrate cultural aspects in literature, the writer analyzes figurative language (metaphors, idiomatic expressions, proverbs) in two texts: Arabic (the source text) and English (the target text). The data is analyzed within

Pike's (1954) etic-emic approach to translation. The analysis has shown that the translation of the source text was communicatively successful. However, it failed to represent the culture-bound and emotionally charged words which represent the implicit/emic level of the source text. The study concludes with the implication that a translator has to assume the role of a cultural insider for both texts in order to render a culturally more faithful translation.

Mulyatiningsih (2013) find the types of collocations used in the novel and to examine what translation strategies were employed. In respect of her finding, there were seven types of collocations based on Benson and Ilson (1997). From thirty-four data analyzed, the highest occurrence strategy was cultural equivalent (times). The best score in accuracy was borrowing, whereas the best score in acceptability was addition and omission. Nonetheless, considering the number of application of translation strategies, cultural equivalent was deemed the best translation strategy in as much as it was the highest usage of strategy in the novel.

Azmi (2012) describes the difficulties in English-Indonesian translation of specialized terminologies encountered by the fifth semester students of English Department of UNNES in the academic year of 2011-2012. There are three categories of students' difficulties in translating specialized terminologies. The first category of the students' difficulties is the students' unfamiliarity of the vocabularies on the texts. The second category of the students' difficulties in translating specialized texts was the difficulty of arranging the order and the structure of words or the sentences. The last difficulty in translating specialized

terminologies is the students' lack of strategies and techniques in translating specialized terminologies.

Prasetyo (2010) describes how shifts occurred in English-Indonesian translation in "Terence Blacker's You're Nicked Ms. Wiz" and the translation entitled "Kau Tertangkap Ms. Wiz". Based on the result, both level and category shift occur in various ways. Level-shift occurs when English modals and auxiliaries are translated into words in Indonesian. Structure-shift occurs in forms of the changing of sentence form, split of sentence and the changing of word order. Class-shift occurs in forms of the shifts of adjective to noun, adjective to verb, adverb to adjective, noun to verb and noun to adjective. Unit-shift occurs in forms of the shifts of sentence to phrase, clause to phrase, clause to word, phrase to sentence, phrase to clause, phrase to word, word to phrase and morpheme to word. And intra-system-shift occurs in this research in forms of the changing from plural words into singular words and vice versa.

Yuliasri and Hartono (2014) study about translation techniques and equivalence in the Indonesian translation of humor in Harry Potter and the Sorcerer's Stone. This study was intended to reveal the translation techniques used by the Indonesian translator in translating the novel and how they result in the equivalence of the humor.

Lestianawati, Hartono, and Sofwan (2014) analyze the translation techniques as proposed by Molina and Albir (2002) used by the sixth semester students of the English Department in translating news item texts from English into Indonesian. The findings indicate that literal translation is dominantly used as

a technique in translating the source text with the highest used technique in which 149 of 225 sentences applied the technique. In relation to the translation quality, 155 sentences were found as accurate, 172 sentences were clear and 164 sentences were natural. The questionnaire and interview result revealed that incommunicative or incorrect translation happened due to students' unawareness about the context and the lack of adequate knowledge about it. Some students also had less understanding of translation techniques.

Gustin (2015) describes the strategies used by the translator in subtitling clauses as found in *Maleficent* and investigates the translation readability level in the Indonesia subtitle of *Maleficent*. Based on the result of each strategy, the translation by using transfer was the most used in this study. From the result of readability test conducted by 15 informants, the writer can draw a conclusion that the translation of *Maleficent* movie categorized as very readable translation.

Ardhani (2015) analyses the translation strategies used by the translator in translating idiomatic expressions in the English text of *The Secret Life of Ms. Wiz*. There are 120 data analyzed are found from English into Indonesian. The translator uses various translation strategies to translate idiomatic expressions in this novel in order to give an acceptable translation from the source language text into the target language text. Based on the result of each strategy, the translation strategies by paraphrase is the most used strategy in this study.

Yulianti (2013) describes the use of transposition, modulation, and naturalization in translating “Qomic Quran” from Indonesian to English. The conclusion of this analysis is translation procedures is a subject that will be faced

not only by the student of English Department but also by the translator when she or he translates a text from a source language to target language. Errors in translating will be a serious problem because it will make the readers confused and give the wrong explanation about English from the related book.

Wulandari (2016) explains the results of implementing the techniques in the English to Indonesian subtitles of *Frozen* as the manifestation of foreignization and domestication, loss and gain of the translation. Based on the result of the research, the factors leading to the applications of foreignization and domestication were cultural differences, linguistic differences, and the subtitler's preference. It is necessary for the subtitler to be more creative, have a good understanding of politeness and wide knowledge of both the source and target language, and recommended to realize the effective translation work.

Hilmah (2009) investigates what kind of strategies used by the translator in translating English simile into Indonesian. The objective of the study is to describe the strategies used by the translator in translating English simile into Indonesian. The research problem is about what strategies used in translating English similes in Stephanie Meyer's *Twilight* into Indonesian. This is a qualitative research describing the strategies used in translating English simile into Indonesian. The data were taken from the English and Indonesian version of *Twilight* by Stephanie Meyer.

Hartono and Priyatmojo (2015) analyze the translation methods used in translating Harper Lee's Novel entitled *To Kill a Mockingbird* (TKM) from English into Indonesian. The research method used was Descriptive Qualitative

Research. This study analyzed 47 idioms, 25 metaphors, and 42 personifications. The research instrument used was translation data of idioms, metaphors, and personifications taken from the novel. Idioms in the novel TKM are dominantly translated by using idiomatic translation method up to 46,8%. It means that the translator really tends to the emphasis on the target language or she has the ideology of domestication. Metaphors in the novel TKM are dominantly translated by using literal translation method up to 80%. It means that the translator really tends to the emphasis on the source language or she has the ideology of foreignization. Personifications in the novel TKM are dominantly translated by using literal translation method up to 88%. It means that the translator really tends to the emphasis on the source language or she has the ideology of foreignization.

Hartati (2013) investigates the kinds of methods used to translate from Indonesian to English in the tourism brochure and the problems emerge in the translation product of tourism brochure, and to find the solution to encounter the problems emerge in the translation product of tourism brochure. From the analysis result, it was shown that literal translation, faithful translation, free translation, and communicative translation were used to translate the text. However, the methods which more stressed on source language were mostly used in translating this product since the influence of Indonesian language still existed on them. Therefore, the product of the translation sometimes was not as natural as English native-like. It happened on the grammatical function mostly, spelling and

punctuation, and also the choice of words which then influenced the evaluation of translation product; they are accuracy, readability, and naturalness.

Margiyanti (2010) describes the types of Noun Phrase Construction in students translation from Indonesian into English texts and find out the tendencies and problems occur in the student's translation of Indonesian into English noun phrases. The results of the analysis show that there are three kinds of noun phrase constructions found in the students' translation, they are; Pre- Modifier + Head, Head + Post Modifier, and Pre- Modifier + Head + Post- Modifier. Some difficulties especially faced when they had to translate the source noun phrase, in this case, Indonesian noun phrases, into the target noun phrase which was English noun phrase. Some of the problems found based on the data analysis were in the term of: (1) article, (2) equivalent word, (3) adding and omitting 's', (4) adjectives order.

Miladiyah (2017) investigates what structure shifts may occur in their writing. The object of this study is the result of students' writing English-Indonesian translation of narrative text in SMP N 14 Semarang. There are four types of grammatical changes related to the structure-shifts: changing the sentence form, combination between two sentences or clauses, split of sentence, and word order. The research study shows that the translator of the text has been doing the process of translating the meaning from the source language to the target language properly, although there are some part that is not conveyed yet. It is known from the structure-shifts which occur in the process of translating and most of them are word order.

Khasanah (2010) describes the English idioms are translated into Indonesian found in the novel *Twilight*. These strategies based on Baker (1992): (1) using an idiom of similar meaning and form, (2) using an idiom of similar meaning but different form, (3) translation by paraphrase, and (4) translation by omission. It concluded that there are four strategies used in translating the idiomatic expression in the novel based on the theory. The most strategy used is using an idiom of similar meaning but dissimilar form, the second is translating by paraphrase, the third is using an idiom of similar meaning and form, and the last is translating by omission.

Ismail and Hartono (2016) describe the errors made in the Indonesian to English Google Translate translations of News Item texts. The categorization of translation errors was adapted from Dewi's Indonesian-English translation error typology. The errors can occur in the words, phrases, clauses, and sentences of the texts. The findings of the analysis showed that there were 13 categories of translation errors obtained from 278 data. The most common error is grammatical errors. The data findings also showed that statistical method of Google Translate, the inability of Google Translate to understand the contexts of the texts beyond sentence, and errors in the source texts that carried into translation errors in the target texts were the causes of translation errors found in the data.

Setiawan (2017) analyzes translation techniques used by Danan Priyatmoko in translating *The Lost Boy* novel written by Dave Pelzer. All the data collected were analyzed by using translation techniques proposed by Molina and Albir (2002). The result of the study showed that there are sixteen translation



techniques found in the data and compensation techniques is the most used by the translator.

Darissurayya (2015) finds out the differences of accuracy between online manga (scanlated manga) and printed manga (Indonesian officially published manga) and third problem is the writer compared the accuracy between both to the original Japanese manga. The study showed that the accuracy of manga scanlation was accurate since more than 72% of data were rated 3 or accurate. The writer discovers 41.7% data in printed manga was accurate while only 18.3% of data in online manga were accurate. The conclusion of the study is the printed manga is more accurate than the scanlation of Detective Conan manga.

Akhiroh (2013) analyzes and describes translation technique, and its influence on the quality of the translation of international news in *Seputar Indonesia* daily. It was identified as the following translation techniques: Deletion, Addition, Modulation, Transposition, Established Equivalent, Particularization, Generalization, Borrowing, Reduction, Amplification, and Calque. Some techniques give a positive effect on translation quality, while some others do not. The improper use of deletion and addition techniques reduce the accuracy, thus reducing the quality of the translation. The decision to use certain techniques is influenced by several factors, that is rules of journalism, the ideology of media, and media policies.

Prasetyo and Nugroho (2013) discuss the problems of translation on the culture and its impacts on translation. There are four problems in translating a text. The first and main problem is the language factor. The second problem is a

social one, the third is the problem that has something to do with religion or belief, and the fourth one is the cultural problem. In short, the problems have a close relation to the language and culture. So, a translator should have a good mastery of the two languages, namely, the source language and the target one. The strategy of a translator to overcome the problems is determined by his/her ideology: domestication or foreignization.

Maulana (2012) analyzes similes on the Lemony Snicket's novel entitled "The Ersatz Elevator". The objectives of this analysis are to find out how many similes are translated from English into Indonesian and to find out the strategies used in translating them. The result shows that there are six potential strategies to translate similes as suggested by Pierini (2007). Meanwhile, the translator only used five strategies to translate the whole 88 similes in the novel entitled "The Ersatz Elevator". The most frequently used strategy is literal translation while the replacement of the vehicle with a gloss is never used.

## **2.2. Review of the Theoretical Study**

### **2.2.1 Definition of Translation**

Newmark (1988) states "Translation is rendering the meaning of a text into another language in the way that the author intended the text" (p.5). In this point of view, the main idea of translating is the meaning of the text has to be transferred in the target language. Hatim and Munday (2004) define translation as "the process of transferring a written text from source language (SL) to target language (TL)" (p.6). I agree with the statement, but translation cannot be seen as

simple as transferring a written text into a text in another language, the equivalent of the meaning and the message of the text is considered. In translating, translator does not simply translate a word from source language into target language since translation consists of studying lexicon, grammatical structure, communication situation and cultural context of source language text. As stated by Nida and Taber (1974) “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message” (p.12). While House (2015) defines translation as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language (p.2).

Bell (1991) states "the aim of translation is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language" (p.13). The point is the meaning in the source text has to be transferred into the target language accurately.

Based on the statements above it could be concluded that translation is a linguistic-textual operation by rendering, transferring, reproducing a text from one language into another language to get the closest natural meaning.

### **2.2.2 Equivalence at Word Level**

Translation and equivalence are related and could not be separated as stated by House (2014), “Equivalence is rooted in everyday folk linguistic understanding of translation as a “reproduction” of something originally produced in another language – and it is this everyday view of what makes a translation which legitimizes a view of translation as being in a kind of ‘double-bind’ relationship”

(p.248). Equivalence in translation shows a delivered meaning from the source text and target text. According to Newmark (1988), “in the communicative translation of vocative texts, equivalent effect is not only desirable, it is essential; it is the criterion by which the effectiveness, and therefore the value, of the translation of notices, instructions, publicity, propaganda, persuasive or eristic writing, and perhaps popular fiction, is to be assessed.” (p.48). Therefore, it is very important to achieve equivalence in translation.

Bassnet (2014) said that “Equivalence in translation, then, should not be approached as a search for sameness, since sameness cannot even exist between two TL versions of the same text, let alone between the SL and the TL version” (p.37). The equivalence in translation is about the meaning from source text into target text. If the meaning of the target text is equivalent to the source text, the translation is accurate. Since there are some non-equivalent problems in translation, the translator should apply the best strategy to solve the problems. Baker (1992) divides equivalency into some levels: equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence: thematic and information structures, textual equivalence: cohesion, and pragmatic equivalence.

In this study, I will focus on the equivalence at word level and equivalence above word level. I will analyze the comic by simplifying and categorizing the levels into word, phrase and clause.

### 2.2.3 Non-equivalence at word level

Baker (1992) stated that “Non-equivalence at word level means that the target language has no direct equivalence for a word which occurs in the source text. The type and level of difficulty posed can vary tremendously depending on the nature of non-equivalence” (p.20)

“Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text.” (Baker, 1992, p.21). According to Baker, there are some common types of non-equivalence at word level.

Culture-specific concepts are one of the common types of non-equivalence. Based on Baker (1992), “The concept in question may be abstract or concrete; it may relate to a religious belief, a social custom, or even a type of food. Such concepts are often referred to as *culture-specific*.”(p.21) For example, an Indonesian food called *rendang* will be translated as *rendang* in another language. Therefore, the culture-specific obviously makes a significant non-equivalence in translation.

The second common type of non-equivalence at word level is the source-language concept is not lexicalized in the target language. Baker (1992) explained that the source-language word may express a concept which is easy to understand but not lexicalized in the target language. For example, the word *savoury* and *standard* have no equivalent in many languages. Both *savoury* and *standard* express a concept which is easily understood by most of the people.

According to Baker (1992), another common type of non-equivalence is source language word is semantically complex. Words do not have to be morphologically complex or to be semantically complex (Bolinger and Sears, 1968). A single word which consists of a single morpheme can be more complex than a whole sentence. A word can sometimes don't have a direct equivalence in other language and it can have a complex meaning. For example is the word *arruacao*, a Brazillian word which means 'clearing the ground under coffee trees of rubbish and piling it in the middle of the row in order to aid in the recovery of beans dropped during harvesting' (ITI News, 1988, p.57)

The other type of nonequivalence based on Baker (1992) is the source and target languages make different distinction in meaning. The target language can make more or fewer different distinction in meaning than the source language. The example of a distinction in Indonesian and English is between going out in the rain without the knowledge that it is raining (*kehujan*) and going out in the rain with knowledge that it is raining (*hujanhujan*). The translator may have difficulty to find the right equivalent in this case unless the context is clear.

The next problem of non-equivalence is the target language lacks a superordinate. "The target language may have specific words (hyponyms) but no general word (superordinate) to head the semantic field" (Baker, 1992, p.22). Baker's example is the lack of a superordinate word of *facilities* in Russian, otherwise Russian has some words which carry meaning as some types of *facilities* (more specific words) such as *sredstva*, *peredvizheniya* ('means of

transport'), *naem* ('loan'), *neobkhodimye pomeschcheniya* ('essential accommodation'), and *neobkhodimoe oborudovanie* ('essential equipment').

The other problem of non-equivalence stated by Baker (1992) is that the target language lacks a specific term (hyponym). Languages are common to have general words (superordinates) but lack specific ones (hyponyms) since each language makes only those distinctions in meaning which seem relevant to its particular environment. Baker gives an example that English has many hyponyms under *article* for which it is difficult to find precise equivalents in other languages. *Feature, survey, report, critique, commentary, review*, and many more. Another example from Fitriyani (2010) for this non-equivalence is Indonesian word *membawa* (bring). The word *membawa* has some specific term, which does not have direct equivalent in English; they are *menjinjing, menyunnggi, and memanggul*.

The next problem according to Baker (1992) is the differences in physical or interpersonal perspective. Physical or interpersonal perspective which has to do with where things or people are in relation to one another, or to a place may be more important in one language than in another. For example, Japanese has six equivalents for *give*, depending on who gives to whom: *youtu, ageru, morau, kureru, itadaku, and kudasaru* (McCreary, 1986). In the other hand, Javanese has three equivalents for *eat, mangan, nedha, and dhahar*. The use of the three words is based on the degree of the age. A person should use appropriate word when talking to older person, younger person or the same age person. (Fitriyani, 2010).

According to Baker (1992), the next problem of non-equivalence is the differences in expressive meaning. There may be a target-language word which has the same prepositional meaning as the source-language word, but it may have a different expressive meaning. She says that differences in expressive meaning are usually more difficult to handle when the target-language equivalent is more emotionally loaded than the source-language item. For example, it may be possible in some contexts to render the English verb *batter* (as in *child/wife battering*) by the more neutral Japanese word *tataku*, meaning 'to beat', plus an equivalent modifier such as 'savagely' or 'ruthlessly'. Every language usually has its own words that have different expressive meaning.

The next problem of non-equivalence based on Baker (1992) is the differences in form. There is often no equivalence in the target language for a particular form in the source text. Certain suffixes and prefixes which convey prepositional and other types of meaning in English often have no direct equivalents in other languages. For example, English has many couplets such as *employer/employee, trainer/trainee, and payer/payee*. It also makes frequent use of suffixes such as *-ish* (e.g. *boyish, hellish, greenish*) and *-able* (e.g. *conceivable, retrievable, drinkable*). Arabic, for instance, has no ready for producing such forms and so they are often replaced by an appropriate paraphrase, depending on the meaning they convey (e.g. *retrievable* as 'can be retrieved' and *drinkable* as 'suitable for drinking'). It is important for the translator to understand the use of affixes because it is often used to coin new words.



Even when a particular form does have a ready equivalent in the target language, there may be a difference in the frequency with which it is used or the purpose for which it is used. The tenth problem of non-equivalence stated by Baker (1992) is the differences in frequency and purpose of using specific forms. Even when a particular form does have a ready equivalent in the target language, there may be a difference in the frequency with which it is used or the purpose for which it is used. For example, English uses the continuous *-ing* form for binding clauses much more frequently than other languages which have equivalents for it, for example, German and Scandinavian languages. Consequently, rendering every *-ing* form in an English source text with an equivalent *-ing* form in a German, Danish, or Swedish target text would result in stilted, unnatural style. Baker uses the example of the use of tenses, which is related to the timing system.

The last problem is the use of loan words in the source text. Once a word is loaned into a particular language, we cannot control its development or its additional meaning. For example, *dilettante* is a loan word in English, Russian, and Japanese; but Arabic has no equivalent loan word. This means that only the prepositional meaning of *dilettante* can be rendered into Arabic; its stylistic effect would almost certainly have to be sacrificed. Loan words also pose another problem for the unwary translator namely the problem of false friends, or faux amis as they are often called (Baker, 1992). Translators should be more careful when they face the loan words in the process of translating a text.

#### 2.2.4 Strategies Used in Translating Non-Equivalence at Word Level

Different kinds of non-equivalence require different strategies, some very straightforward, others more involved and difficult to handle. Here are some strategies used by professional translators for dealing with various types of nonequivalence.

The first strategy stated by Baker (1992) is translation by a more general word. The translator may go up one level in a given semantic field to find a more general word that covers the core propositional meaning of the missing hyponym in the receptor language. Baker gives an example from source word text "shampoo" as a verb. Both Spanish and Arabic do not have the specific word, as specific as *shampoo*, that is why those languages use more general word for *shampoo*. Those languages use the word *wash*.

The second strategy is translation by a more neutral/less expressive word. The translator may use the more/ less expressive word if the source language has differences in expressive meaning, which is more difficult to handle because the equivalence in the target language is more emotionally or less emotionally than the source language item. For example, the source text (A Study of Shamanistic Practices in Japan – Blacker, 1975) is: The shamanic practices we have investigated are rightly seen as an archaic mysticism. After being translated, the text becomes 'The shamanic behavior which we have been researching should rightly be considered as an ancient mysticism' (back-translated from Japanese) (Baker, 1992).

The next strategy is translation by cultural substitution suggested by Baker (1992). This strategy involves replacing a culture-specific item or expression with a target language item, which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The advantage is the readers can identify a concept which familiar to the readers. For example, the source text is *Cream Tea*. After being translated into Italian, the word becomes *pasticceria* (*pastry*). In Britain, *cream tea* is ‘an afternoon meal consisting of tea to drink and scones with jam and clotted cream to eat. It can also include sandwiches and cakes. *Cream tea* has no equivalent in other cultures. The Italian translator replaced it with *pastry* which does not have the same meaning (for one thing, *cream tea* is a meal in Britain, whereas *pastry* is only a type of food). However, ‘*pastry*’ is familiar to the Italian reader and therefore provides a good cultural substitute. The translator must consider whether his translation is familiar and give a good substitute to the readers.

The fourth strategy dealing with the problem of non-equivalence stated by Baker (1992) is translation using a loan word or loan word plus explanation. One item may not exist in a particular language because it depends on the environment culture. Once explained, the loan word continually can be used on its own; the reader can understand without further lengthy explanation. For example, the source text (*The Patrick Collection*) is The Patrick Collection has restaurant facilities to suit every taste – from the discerning gourmet to the Cream Tea expert. The German translator uses the loan word ‘*Cream Tea*’-*Experten* to

substitute *Cream Tea expert* since there is no direct equivalent for it and the German will know the English cream tea custom.

The fifth strategy is translation by paraphrase using a related word. Baker (1992) explains that this strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but in different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language. For example in the source text (*The Patrick Collection*): Hot and cold food and drinks can be found in the Hornet's Nest, overlooking the Alexick Hall. In the target text (German): Im Hornet's Nest, das die Alexick-Halle *uberblickt*, bekommen Sie warme und kalte Speisen und Getranke (In the hornet's Nest, which *overlo* Alexick –Hall, you can have hot and cold meals and drinks). In this translation, the translator does not use the direct equivalent, but he uses the related word for overlooking, which is *uberblickt* means overlooks.

The next strategy is translation by paraphrase using unrelated words. Instead of a related word, the paraphrase may be based on modifying a superordinate or simply on unpacking the meaning of the source item, particularly if the item in question is semantically complex. For example in the source text (Palace and Politics in Prewar Japan – Titus, 1974): If the personality and policy preferences of the Japanese emperor were not very relevant to prewar politics, social forces certainly were. There are two reasons for giving them only the most tangential treatment here. After being translated into target language, the text becomes ... There are two reasons for us not having treated this social power in this book

except “in a very slight degree which is like touching slightly” (back-translated from Japanese) (Baker, 1992). In this translation, the translator used a phrase “in a very slight degree which is like touching slightly” to represent the word tangential (Baker, 1992).

The next strategy is translation by omission. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with a lengthy explanation, translators can and often do simply omit to translate the word or expression in question. For example in the source text (*China's Panda Reserves*): The panda's mountain home is rich in plant life and gave us many of the trees, shrubs and herbs most prized in European gardens. In the target text (back translated from Chinese): The mountain settlements of the panda have rich varieties of plants. There are many kinds of trees, shrubs, and herbal plants that are preciously regarded by European gardens (Baker 1992). The translator omits the word *gave us* to highlight the intended orientation.

The last strategy to deal with non-equivalence at word level is translation by illustration. Baker (1992) states that this is a useful option if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated, particularly if there are restrictions on space and if the text has to remain short, concise, and to the point. However, after discussing the strategies stated by Baker (1992), translators are encouraged to discover more strategies to develop the theory of translation.

### **2.2.5 Definition of Comic**

Based on the *Understanding Comic (The Invisible Art)* book by Mccloud, comic is juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer (P.9).”While according to Cambridge Advanced Learner's Dictionary Third Edition, "comic is a magazine, especially for children, which contains a set of stories told in pictures with a small amount of writing". In a comic, text is functioned as the narration or dialogue to complete the pictures.

### **2.2.6 Kinds of Comic**

As stated by Booker (2010), “Alternative comics are self-published or small-press works that resist the cliches of mainstream genre fiction in order to present a personal vision, but (unlike underground comic) they are aimed at the general culture rather than a particular subculture. *American Splendor* is one of the earliest examples of the type of comic book that has come to be referred to as alternative comic.” (p.654) Alternative/esoteric comic books are different from superhero comic books. They are more realistic, but they do not necessarily have to be real to life. Some are about fictional events, while others are educational or based on history. These comic books tend to receive more critical recognition and acclaim. *American Splendor*, *Strangers in Paradise*, *Ghost World*, and *Sandman* are the example of Alternative comic books.

The other kind of comic is Manga, a comic books are from Japan and using Japanese. With the popularity of these comic books, the style is often also produced in countries other than in Japan. Manga is the most well known and

most read comic book worldwide. According to McCloud (1993), "Manga was first brought to the United States by the artist Henry Yoshitaka Kiyama, whose *Four Immigrants Manga* was privately published in 1931 and featured comic stories about his experience as a Japanese immigrant in San Francisco, California, between 1904 and 1924" (p.385).

Another kind of comic is science fiction and fantasy comic books. According to Booker (2010, p.551) "The history of science fiction (sf) in modern comics can be traced back to January 7, 1929, with the debut appearance of Buck Rogers in the Year 2429 A.D., America's first science-fiction newspaper comic strip." Science fiction comic books tell futuristic stories that incorporate advanced technology and travel through space. Many superhero comic books also fall under the science fiction category because of the superpowers and weapons they include. Nonetheless, superhero comic books belong to a category of their own. Booker (2010) also stated about other genres of comic in his book entitled *Encyclopaedia of comic books and graphic novels*. First is fantasy comic books, "In comic books of the fantasy genre, heroes face enemies of immense power in imaginary worlds where magic or other supernatural elements are present. Most fantasy comic books fall into one of seven subgenres: fantasy derived from myths, legends or fairytales; epic or high fantasy; historical fantasy; planetary romance; heroic fantasy or sword and sorcery; contemporary fantasy; and post-apocalyptic fantasy (Booker, 2010, p. 200)."

Another genre mentioned by Booker (2010) is Action/adventure comic books, it usually involves characters which do not have special powers. Rather,

they are everyday people experiencing a conflict. Most of the characters, however, are detectives or police, and the story focuses on their battles against criminals.”Adventure comics is best known for its lengthy run of Superboy stories along with the introduction and subsequent adventures of the Legion of Super Heroes”. (p.11)

Horror comic books feature characters such as zombies, monsters, and vampires. “Horror has long been an important genre in the comics, though horror comics have a complex and controversial history. The earliest examples of horror in comics were influenced by literature, and were straight adaptations.” (Booker, 2010, p.293)

Romance comic books involve stories about love and relationships. Many times, these comic books also cross over to other genres. In fact, comic books that are strictly about romance are no longer very common. Scott (1979) made an observation that “romance comics were popular for almost 30 years because they showed a simpler life. Love, romance and marriage were ends in themselves; problems were limited to finding the right mate, the person who would share the rest of your life. They satisfied a kid’s need to know what was ahead, to know that dreams could come true and that life was a simple matter once you found your man.” (p.12)

### **2.2.7 Theoretical Framework**

The study is about non-equivalence and strategies used by the translator to solve the problem of non-equivalence. The study will focus on the non-equivalence at word level and the strategies dealing with the problems based on Baker (1992).



The types of non-equivalence are culture-specific concepts, the source language concept is not lexicalized in the target language, the source language word is semantically complex, the source and target languages make different distinction in meaning, the target language lacks a superordinate, the target language lacks a specific term (hyponym), differences in physical or interpersonal perspective, differences in expressive meaning, differences in form, differences in frequency and purpose of using specific forms, and the use of loan words in the source text (Baker, 1992).

The study also focuses on strategies dealing with the problem of non-equivalence based on Baker (1992). The strategies are translation by a more general word, translation by a more neutral/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrase using a related word, translation by paraphrase using unrelated words, translation by omission and translation by illustration.

The types of non-equivalence and the strategies used in the comic will be identified and classified.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of the conclusions and suggestions related to the study of strategies used by the translator dealing with the problems of non-equivalence that presented in the previous chapter.

#### 5.1 Conclusion

From the result of the analysis of *The Adventure of Tintin: The Secret of The Unicorn* deals with the strategies for non-equivalence problems of translation at word level, the conclusion can be drawn as follows:

Non-equivalence that found in the translation process of the comic mostly caused by the differences in expressive meaning. The other non-equivalence are culture-specific concept, the source language concept is not lexicalized in the target language, the source language word is semantically complex, the source and the target language make different distinctions in meaning, the target language lacks a specific term (hyponym), differences in physical or interpersonal perspective, differences in expressive meaning, differences in frequency and purpose of using specific forms, and the use of loan words in the source text.

There are some strategies to overcome the problems of non-equivalence at word level suggested by Baker (1992) that are used in the translated comic. They are the translation by more general word, translation by more neutral/less expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrase using related word, translation by paraphrase using unrelated, and translation by omission. Translation

by illustration is not used in the translation process of the comic. In this study, there are another three strategies besides the strategies suggested by Baker (1992) that used to deal with non-equivalence, they are translation by a more specific word, translation by a more expressive word and translation by addition.

The final conclusion is that one kind of non-equivalence could be translated using various strategies depending on which the strategy that brings the most equivalent, readable and natural translation product.

## **5.2 Suggestions**

The results of the study show that some nonequivalence is found in the translated comic. It is important for the translator to know the kind of nonequivalence and the strategies to deal with the problem. It is related to the equivalence meaning between the source language text and the target language text. Since the message of the translation should be delivered accurately, therefore each meaning of the word has to be considered well by the translator. In addition, the translator should adjust the word in the target language with the context and culture to get the natural translation product in the target language.

So it is found that knowing about non-equivalence and the strategies used by professional in translation process is an important thing for the readers that interested in translation studies because non-equivalence is a common problem that mostly appear in the translation process.

## REFERENCES

- Akhiroh, N. S. 2013. The Influence of Translation Technique on The Quality of The Translation of International News in Seputar Indonesia Daily. *Language Circle Journal of Language and Literature* 7(2). <https://jurnal.ugm.ac.id/jurnal-humaniora/article/view/33645/0>
- Al-Masri, H. 2009. Translation and Cultural Equivalence: A Study of Translation Losses in Arabic Literary Texts. *Journal of Language & Translation* 10-1. March (pages 7-44). Cornell University. DOI: 10.22425/jul.2009.10.1.7
- Anderman, G. M. & Rogers, M. 1999. *Word, Text, Translation: Liber Amicorum for Peter Newmark*. Sydney: Multilingual Matters LTD.
- Ardhani. 2015. *Translation Strategies Used in The English-Indonesian Translation of The Secret Life of Ms Wiz An analysis of the translation strategies of idiomatic expressions*. Under Graduates thesis, Universitas Negeri Semarang.
- Aveline. 2015. *Subtitling Strategies and Translation Readability of The Indonesia Subtitle of Maleficent Movie*. Under Graduates thesis, Univesitas Negeri Semarang.
- Azmi, I. F. 2012. *Students' Difficulties in English-Indonesian Translation of Specialized Terminologies. The Case of the Fifth Semester Students of the English Department of UNNES in the Academic Year of 2011-2012*. A Final Project. English Department, Language and Arts Faculty, Semarang State University.
- Baker, M. 1992. *In Other Words a Course Book on Translation*. London: Routledge.
- Bassnett, S. 2002. *Translation studies (3rd ed.)*. London: Routledge.
- Bassnett, S. 2014. *Translation Studies (4th ed.)*. London: Routledge.
- Bell. Roger.T. 1991. *Translation and Translating: Theory and Practice*. London. Longman.
- Bolinger, D. And Scars, D. 1968. *Aspects of Language*, New York : Harcourt Brace Jovanovich.

- Booker, M. K. 2010. *Encyclopedia of comic books and graphic novels*. California :ABC-CLIO, LLC.
- Damayanti, Y. 2012. Theme Equivalence and Theme Shift Found in Indonesian-English Translation of Thesis Abstracts. *Language Circle: Journal of Language and Literature*, 7(1). <https://journal.unnes.ac.id/nju/index.php/LC/article/viewFile/2430/2483>
- Darissurayya, V. 2015. *Accuracy of English-Indonesian Translation of Detective Conan Manga: The Case of "Froth, Steam and Smoke" as Compared to Its Japanese-Indonesian Translation*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University.
- Diati, D. M. 2016. *Word Level Equivalence in the Indonesian Translation of Dialogues in Rick Riordan's "The Lightning Thief"*. A final project. English Department. Languages and Arts Faculty. Semarang State University.
- Dzikrullah, B. 2009. *Word, Above Word, and Grammatical Equivalence in The Subtitle of Troy*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University.
- Efendi, L. 2012. *Word Level Equivalence in Advertising Headline Translation*. A Final Project. English Department. Languages and Arts Faculty. Semarang State University.
- Ezzati, A. 2016. Non-equivalence at Grammatical and Word Level and the Strategies to Deal with: A Case Study of English Translation into Persian. *International Journal of Language and Linguistics* 3 (3). doi: 10.30845/ijil
- Fitriyani, N.A. 2010. *The Strategies Dealing with Problems of Non-equivalence at Word Level Found in The Translation of Stephenie Meyer's Novel Entitled "Twilight"*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University.
- Grun, M., & Dollerup, C. 2003. 'Loss' and 'gain' in comics. *Perspectives*, 11(3), 197-216. doi:10.1080/0907676x.2003.9961474
- Hartati, E. 2013. Translation Analysis in Bilingual Tourism Brochure: Translating Indonesian To English. *UNNES Second ELTLT Conference Proceedings* pages 380-394. [www.academia.edu/30783546](http://www.academia.edu/30783546)
- Hartono, R. 2012. *Teori Penerjemahan*. Cipta Prima Nusantara: Semarang.

- Hartono, R. 2012. Translation Problems of Idioms and Figurative Languages from English into Indonesian. *UNNES International Conference on ELTLT (English Language Teaching, Literature, and Translation)* pages 355-365.  
[https://scholar.google.co.id/citations?user=HAw\\_8ycAAAAAJ&hl=en](https://scholar.google.co.id/citations?user=HAw_8ycAAAAAJ&hl=en)
- Hartono, R & Pritamojo, A. S. 2015. Analysis of Translation Methods on Harper Lee's Novel to Kill A Mockingbird from English into Indonesian. *4th ELTLT CONFERENCE PROCEEDINGS*. P. 734-744.  
<http://elrtl.org/wp-content/uploads/2015/04/CONFERENCE-PROCEEDINGS-4th-ELTLT-2015.pdf>
- Hatim, B & Munday, J. 2004. *Translation: An Advance Resource Book*. Routledge.
- Hatim, B., & Mason, I. 1990. *Discourse and the translator*. London: Longman.
- Hilmah, F.H (2009). *The Translation of English Simile into Indonesian in The Stephanie Meyer's Twilight*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University.
- House, J. 2015. *Translation Quality Assessment: Past and Present*. New York: Routledge.
- [https://en.wikipedia.org/wiki/The\\_Secret\\_of\\_the\\_Unicorn\\_-\\_Wikipedia\\_the\\_free\\_encyclopedia.html](https://en.wikipedia.org/wiki/The_Secret_of_the_Unicorn_-_Wikipedia_the_free_encyclopedia.html)
- <https://www.etymonline.com/word/unicorn>
- Ismail, A & Hartono, R. 2016. *Errors Made in Google Translate in The Indonesian to English Translations of News Item Texts*. *Journal of English Language Teaching*, 5 (2).  
<https://journal.unnes.ac.id/sju/index.php/elt/article/view/11228>
- Khasanah, E.U. 2010. *Strategies Used to Translate Idiomatic Expressions in "Twilight" Novel by Stephenie Meyer*. Final Project. English Department. S1 Degree of English Education. Faculty of Languages and Arts. Semarang State University.
- Lestianawati, R., Hartono, R. and Sofwan, A. 2014. Translation Techniques Used by Students in Translating English News Item. *English Education Journal*, 4(2).  
<https://journal.unnes.ac.id/sju/index.php/eej/article/view/6665/0>
- Margiyanti, D.A.S. 2010. *Noun Phrases Construction Found in Students' Translation from Indonesian into English Text by English Department Student of Semarang State University Academic Year 2009/2010*.

Final Project. English Department, the Faculty of Languages and Arts, Semarang State University.

- Maulana, L.T. 2012. *The Strategies in the English-Indonesian Translation of Simile Found in The Lemony Snicket's The Ersatz Elevator*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University.
- Mccloud, S. 1993. *Understanding Comics : Invisible Art*. New York: Harper Collins.
- Mcguire, S .B. (1980). *Translation Studies*. New York: Methuen
- Miladiyah, I. U. 2017. *Structure Shifts Analysis of English-Indonesian Translation Found in Students' Writing Narrative Text (A Descriptive Qualitative Study at SMPN 14 Semarang)*. Under Graduates thesis, Universitas Negeri Semarang.
- Mujiyanto, Y. 2011. Nonequivalence in the English-to-Indonesian Translation of Behavioral Clauses. *Language Circle Journal of Language and Literature* 5(1).  
<https://journal.unnes.ac.id/sju/index.php/eej/article/view/21912/10409>
- Mujiyanto, Y. 2011. *Petunjuk Penulisan Skripsi*. Semarang: Unnes Press
- Munday, J. (2001). *Introducing Translation Studies, Theories and applications*. London and New York: Routledge, p. 36.
- Muzaffar, S. & Behera, P. *The Concepts of Nonequivalence, Gain and Loss (Divergence) in English-Urdu Web-Based Machine Translation Platforms*. <https://www.researchgate.net/publication/314239695>
- Newmark, P. 1991. *About translation: Peter Newmark*. Clevedon: Multilingual matters.
- Newmark, P. 1998. *A textbook of Translation*. London, Prentice Hall.
- Nida, E. A., & Taber, C. R. 1974. *The Theory and Practice of Translation*. Leiden: Published for the United Bible Societies by E.J. Brill.
- Prasetyo G. 2010. *Shift in the Translation of Terence Blacker's You're Nicked Ms. Wiz into Indonesian*. Semarang : Universitas Negeri Semarang.
- Prasetyo, J. & Nugroho, A.B. 2013. Domestication and Foreignization and Their Impacts to Translation. *Language Circle Journal of Language and Literature* 8(1).  
<https://journal.unnes.ac.id/sju/index.php/eej/article/view/21949/10471>

- Rahmawati A. 2015. *Analysis of Translation Technique in Roth's Divergent (A Descriptive Qualitative Study)*. Final Project. Universitas Negeri Semarang.
- 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.
- Scott, Naomi, ed. 1979. *Heart Throbs: The Best of DC Romance Comics*. New York: Simon and Schuster
- Setiawan. 2017. *Translation Techniques Used by Danan Priyatmoko in Dave Pelzer's The Lost Boy*. Under Graduates thesis, Universitas Negeri Semarang.
- Stake, R.E. 2010. *Qualitative Research: Studying How Things Works*. New York: Guilford.
- Suharto, S. & Subroto, E. 2014. The Equivalence of Translated Songs Lyrics and Their Effects: The Case of Translated Ecclesial Songs. *Harmonia : Journal of Arts Research and Education* 14 (2), 131-139. <https://www.researchgate.net/publication/273090461>
- Venuti, L. 2000. *The Translation studies reader*. London: Routledge
- Widiyanto. 2014. Translation Strategies of Non-equivalence at Word Level in Morris and Hartog Van Banda Comic 'Lucky Luke Ghost Hunt'. *Journal Article. Faculty of Humanities Dian Nuswantoro University Semarang*. [http://eprints.dinus.ac.id/8279/2/abstrak\\_13432.pdf](http://eprints.dinus.ac.id/8279/2/abstrak_13432.pdf)
- Wulandari. 2016. *Techniques for translating cultural Words in Indonesian Subtittltes of Frozen*. Masters Thesis, Universitas Negeri Semarang
- Yulianti, A. 2013, *Transposition, Modulation, and Naturalization in Translating "Qomik Quran" from Indonesian to English*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University.