



**THE ACHIEVEMENT OF GRAMMATICAL EQUIVALENCE  
IN THE INDONESIAN-ENGLISH TRANSLATION OF  
FUADI'S *NEGERI LIMA MENARA***

a final project

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

by

Fitriyani

2201415175

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2020**

## APPROVAL

This final project was approved by Board of Examination of the English  
Department of Faculty of Languages and Arts of Universitas Negeri Semarang on  
May 9<sup>th</sup>..... 2020

### Board of Examination

**1. Chairperson,**

Drs. Eko Raharjo, M.Hum.  
NIP. 196510181992031001

**2. Secretary,**

Zulfa Sakhiyya, S.Pd., M.Tesol., Ph.D.  
NIP. 198404292012122002

**3. First Examiner,**

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

**4. Second Examiner,**

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

**5. Third Examiner as Advisor,**

Prof. Dr. Januarius Mujiyanto, M.Hum.  
NIP. 195312131983031002

Approved by  
The Dean of Faculty of Languages and Arts



Dr. Sri Rejeki Urip, M.Hum  
NIP. 196202211989012001

## DECLARATION OF ORIGINALITY

Hereby, I

Name : Fitriyani

SRN : 2201415175

Department/major : English Language and Literature/English Education

Faculty : Languages and Arts

Declare that the final project entitled “THE ACHIEVEMENT OF GRAMMATICAL EQUIVALENCE IN THE INDONESIAN-ENGLISH TRANSLATION OF FUADI’S *NEGERI LIMA MENARA*” is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text text and a list of references is given in the bibliography.

Semarang, May 2020



Fitriyani

## **MOTTO AND DEDICATION**

“... Allah akan mengangkat (derajat) orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat ....”

(QS. 58 : 11)

With my sincerity, I dedicated this final project to:

1. Allah SWT
2. My beloved parent and family
3. My friends

## **ACKNOWLEDGEMENT**

First and the foremost, the writer delivers his gratitude to Allah SWT, the Beneficent, the Merciful, for the blessing, guidance and inspiration in finishing his study. Peace and blessing go to the messenger of Allah, Muhammad SAW.

The deepest of gratitude is extended to Prof. Dr. Januarius Mujiyanto M.Hum., the first advisor who have sacrificed his valueable time in guiding, giving suggestion, correcting, and encouraging him in completing this final project. His appreciation goes to all lecturers of English Department of Universitas Negeri Semarang who have patienly taught and given some valuable knowledge during the study.

The writer would like to express thanks to Ahmad Fuadi (author) and Angie Kilbane (translator) for making good book and good translation. The special thanks, the writer greatly indebted to her parents (Mr. Mohamad Junaidi & Mrs. Suwarsih) for the endless support, and prayer. Last but thanks to all friends and lecturers of English Department of Universitas Negeri Semarang for the joyful and wonderful learning.

Finally the writer realizes that her final project is imperfect. Therefore, she is grateful for correction, comments, and any critical judgment wich may improve it.

The writer

## ABSTRACT

**Fitriyani. 2020.** *“The Achievement of Grammatical Equivalence in the Indonesian-English Translation of Fuadi’s Negeri Lima Menara”*. Final Project. English Department. Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Prof. Dr. Januarius Mujiyanto, M.Hum.

**Keywords:** Translation, Grammatical Equivalence, Negeri Lima Menara

This study attempted to analyze the achievement grammatical equivalence in the Indonesian-English translation of Fuadi’s “Negeri Lima Menara”. This study applied qualitative method to describe the objectives of this study. The theory was used to determine the grammatical equivalence that occurred in the translation is the theory of Mona Baker 1992. There are five grammatical categories, they are number, gender, person, tense, and voice. The researcher also used comparison method which compares source language and target language to find out the achievement of grammatical equivalence especially in the five categories. The results of the study shows that there are five kinds in the achievement of number equivalence, they are SL singular-TL singular, SL singular- TL plural, SL plural-TL plural, SL plural – TL singular, and SL uncountable – TL uncountable, for the achievement of gender equivalence there are three, they are SL Masculine – TL Masculine, SL Masculine – TL General, and SL Feminine – TL feminine, then for the achievement of person equivalence there are six classifications, for the achievement of tense equivalence, there are two kinds of classifications, and for the achievement of the voice equivalence, there are four kinds of classifications. The result of analysis of source and target language 95.19% data was found to be equivalent.

## TABLE OF CONTENTS

COVER .....	i
APPROVAL.....	ii
DECLARATION OF ORIGINALITY .....	iii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES .....	xi
LIST OF APPENDICES .....	xii

## CHAPTER

### I. INTRODUCTION

1.1	Background of the Study .....	1
1.2	Reasons for Choosing the Topic .....	5
1.3	Research Problems.....	5
1.4	Objectives of the Study.....	6
1.5	Scope of the Study.....	7
1.6	Significance of the Study .....	7

1.7	Outline of the Study .....	8
<b>II. REVIEW OF RELATED LITERATURE</b>		
2.1	Review of the Previous Studies .....	10
2.2	Theoretical Review .....	26
2.2.1	Definitions of Translation .....	26
2.2.2	Translation as a Process of Transferring Meaning .....	27
2.2.2.1	Analyzing Source Text. ....	28
2.2.2.2	Transferring Ideas .....	29
2.2.2.3	Restructuring. ....	29
2.2.3	Equivalence in Translation .....	29
2.2.4	Grammatical Equivalence .....	30
2.2.4.1	Number .....	30
2.2.4.2	Gender .....	31
2.2.4.3	Person .....	32
2.2.4.4	Tense .....	33
2.2.4.5	Voice .....	33
2.3	Theoretical Framework .....	35
<b>III. RESEARCH METHODOLOGY</b>		
3.1	Research Design .....	36
3.2	Object of the Study .....	37
3.3	Role of the Researcher .....	37
3.4	Method of Data Collection .....	37
3.5	Method of data Analysis .....	38



## **IV. FINDINGS AND DISCUSSION**

4.1 Findings .....	42
4.1.1 Achievement of Number Equivalence .....	42
4.1.1.1 SL Singular – TL Singular.....	42
4.1.1.2 SL Singular – TL Plural.....	45
4.1.1.3 SL Plural – TL Singular.....	46
4.1.1.4 SL Plural – TL Plural.....	47
4.1.1.5 SL Uncountable – TL Uncountable.....	49
4.1.2 Achievement of Gender Equivalence .....	50
4.1.2.1 SL Masculine - TL Masculine .....	51
4.1.2.2 SL Masculine - TL General .....	51
4.1.2.3 SL Feminine - TL Feminine .....	52
4.1.3 Achievement of Person Equivalence .....	53
4.1.3.1 First Person (Singular) - First Person (Singular) .....	53
4.1.3.2 First Person (Plural) - First Person (Plural) .....	54
4.1.3.3 Second Person (Singular) – Second Person (Singular) .....	55
4.1.3.4 Second Person (Plural) – Second Person (Plural) .....	55
4.1.3.5 Third Person (Singular) – Third Person (Singular) .....	56
4.1.3.6 Third Person (Plural) – Third Person (Plural) .....	57
4.1.4 Achievement of Tense Equivalence .....	57
4.1.4.1 Past.....	58
4.1.4.1.1 Simple Past .....	58
4.1.4.1.2 Past Continuous .....	59

4.1.4.1.3 Past Perfect .....	59
4.1.4.1.4 Past Perfect Progressive.....	60
4.1.4.2 Non Past.....	61
4.1.4.2.1 Simple Present .....	61
4.1.4.2.2 Present Progressive.....	62
4.1.4.2.3 Present Perfect .....	63
4.1.4.2.4 Simple Future .....	64
4.1.5 Achievement of Voice Equivalence .....	65
4.1.5.1 SL Active - SL Active .....	65
4.1.5.2 SL Active - SL Passive.....	65
4.1.5.3 SL Passive - SL Active.....	66
4.1.5.4 SL Passive - SL Passive.....	67
4.2 Discussions.....	68
<b>V. CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	72
5.2 Suggestion.....	74
<b>REFERENCES.....</b>	<b>75</b>
<b>APPENDICES .....</b>	<b>80</b>

## LIST OF TABLES

Table	Page
3.1 Data Collection.....	38
3.2 Data Classification of Number.....	39
3.3 Data Classification of Gender .....	39
3.4 Data Classification of Person.....	39
3.5 Data Classification of Tenses.....	40
3.6 Data Classification of Vioce .....	40
3.7 Indicator of Grammatical Equivalence .....	41

## LIST OF APPENDICES

Appendix	Page
1. Data Tabulation.....	81
2. Data Cassification .....	84

# **CHAPTER I**

## **INTRODUCTION**

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

### **1.1 Background of the Study**

Communication need by human being. The tool to communicate between human is language. As stated by Lawrence (1998) that the key assumption in the linguistic oriented approaches that language is an instrument of communication employed by an individual according to a system of rules (p. 21). Sounds, words, symbols in language arranged to build and convey meaning to communicant.

According to Baker's opinion (1992) there is no one-to-one correspondence between orthographic words and elements of meaning within or across language (p. 11). Arbitrary symbols or words to express the meaning of an object or an idea is different in every language. These arbitrary symbols or words only used and understood by the people in a community. Different communities, places or regions usually have their own languages, for example in Indonesia. Almost Indonesian is bilingual. In daily activities, they usually speak in language they come from or live in. For example, Sundanese people speak in Sundanese language, Javanese speak in Javanese language, etc. The speaker and the listener

from different languages or in public places and formal events use Bahasa Indonesia as national language.

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

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

aims are to improve and or test students' passive and active knowledge of a foreign language (Gile 1984, p. 22). Eppert (2000) states that translation provides the foreign language teachers with relatively much leeway in organizing his foreign classes (p. 248).

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

Through translation, readers or listeners of different part of the world get the same information. In this point lays the important role of translators. A translator is like an actor. S/he works based on the text given. Venuti (1998) states that to make a good translation of a work often requires more learning, talent and judgement than was required to write the original (p. 57). That is why a translator should have good knowledge and competence of the source and target languages,

and the subjects of the texts or speeches s/he process. S/he also must know how to translate; how to bridge meaning of the two languages so that the 4 message is same. Gile (1984) stated that nice ‘packaging’ of the information by the interpreter or translator can strengthen the impact of a speech or text (p. 33). The best translator must be equally cognizant of the source language semantic content and of target language corresponding semantic content, besides knowing the two codes (Eppert 1982, p. 210).

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

Linguistically, translation is a branch of applied linguistics, for in the process of translation the translator consistently attempts to compare and contrast different aspects of two languages to find the equivalents ([www.translationdirectory.com](http://www.translationdirectory.com)). Translation is not only about founding out word or phrase equivalent between source and target languages, but also how to create harmony. A good translation should reflect any level of equivalence; whether on word level, above word level, grammatical level, textual level and pragmatic 5



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

## **1.2 Reasons for Choosing the Topic**

This research entitled Grammatical Equivalences in the English-Indonesian Translation of Fuadi's Novel Negeri Lima Menara was chosen based on some reasons:

1. The researcher is interested in the topic because the researcher wants to have experience in translation research.
2. The researcher wants to know whether the grammatical equivalences in the Indonesian-English translation is equivalent or non-equivalent.
3. The researcher wants to enrich knowledge of the teachers and students who are interested in learning translation further about Indonesian-English translation by reading this translation research.

## **1.3 Research Problems**

Based on the background of the topic, this study intends to answer the following problems:

1. How is the achievement of number equivalence in the Indonesian-English of Fuadi's Negeri Lima Menara?
2. How is the achievement of gender equivalence in the Indonesian-English of Fuadi's Negeri Lima Menara?

3. How is the achievement of person equivalence in the Indonesian-English of Fuadi's Negeri Lima Menara?
4. How is the achievement of tenses equivalence in the Indonesian-English of Fuadi's Negeri Lima Menara?
5. How is the achievement of voice equivalence in the Indonesian-English of Fuadi's Negeri Lima Menara?

#### **1.4 Objective of the Study**

According to the statements of the problem, the objectives of this study can be stated as follows:

1. to describe the number in Indonesian-English grammatical equivalence of Fuadi's Novel Negeri Lima Menara.
2. to describe the gender in Indonesian-English grammatical equivalence of Fuadi's Novel Negeri Lima Menara.
3. to describe the person in Indonesian-English grammatical equivalence of Fuadi's Novel Negeri Lima Menara.
4. to describe the tense in Indonesian-English grammatical equivalence of Fuadi's Novel Negeri Lima Menara.
5. to describe the voice number in Indonesian-English grammatical equivalence of Fuadi's Novel Negeri Lima Menara

### 1.5 Scope of Study

As stated by Baker's in Panau (2013), "Grammatical equivalence refers to the diversity of grammatical categories across languages and the difficulty of finding an equivalent term in the TT due to the variety of grammatical rules across languages." Then, related to the problem and the scope of the study, the researcher has to limit the scope of study in order to avoid wider analysis. Based on the background above, the paper only focused on analyzing the equivalents of grammatical classified into number, gender, person, tense, and voice on Fuadi's novel *Negeri Lima Menara*. In this reasearch the data used is Negeri Lima Menara Novel in Bahasa Indonesia and English chapter one until chapter four. Chapter one until chapter four represents the grammatical in the book based on the plot of the story.

### 1.6 Significances of the Study

The researcher hopes that this research will be useful both theoretically and practically.

#### 1) Theoretical Significances

This research is expected to be able used to give information how the grammatical equivalences in the Indonesian-English translation of Fuadi's novel *Negeri Lima Menara*.

#### 2) Practical Significances

This study of the grammatical equivalence in the Indonesian-English translation of Fuadi's Novel *Negeri Lima Menara* would be useful hopefully:

- a. Students who are interested in investigating about translation especially Indonesian-English translation.
- b. Teachers that they could use translation to teach the grammar of English. The researcher expects that this research can help the readers especially students and teacher in senior high school in terms of supporting the understanding of English-language teaching materials so that they can gain broader insights and improve their learning outcomes about grammar.
- c. Translators, I hope that they would improve their talent in translating so that they could produce good translation.

### **1.7 Outline of the Study**

This study consists of five main chapters as follows:

Chapter I presents the introduction which contains several sub-chapters consisting of the background of the study, reason for choosing the topic, statement of the problem, objective of the study, scope of study, significance of the study, and the outline of the study.

Chapter II is review of related literature, which presents a review of the previous studies, review of theoretical study and theoretical framework. The review of theoretical study provides theories that support this study.

Chapter III deals with research methods. This chapter consists of the research design, object of the study, role of the researcher, method of data collection, and method of data analysis.

Chapter IV is the findings and discussion, which consists of findings, and discussion.

Chapter V is the closing of this study. It presents the conclusions and suggestions based on the findings.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses review of related literature which consists of three sections. They are review of previous studies, review of theoretical studies, and theoretical framework.

#### **2.1 Reviews of the Previous Studies**

In conducting a study, a review of previous studies should be done because it is useful in terms of comparisons with studies that we will do. The study of grammatical equivalence in textbooks has not been widely conducted, but the researcher managed to find some previous studies related to the topic of the study the researcher did. They are as follows:

The first research was conducted by Mustafani (2017). This analysis aims to find the equivalence, accuracy, acceptability and readability of sociological terms in the Bilingual Sociology Textbook. The theory is used to determine the equivalence that occurred in the translation is the theory of Peter Newmark 1988 which states that there are 17 procedures to translate from the original language to the target language. The result analysis shows that the accuracy, acceptability and readability of the translation have the average score 2,8 from 3 based on parameter of qualified translation and it can be classified as the translation that is almost accurate, almost acceptable and almost readable for the readers.

The second research was conducted by Nasrum and Sari (2016). The objective of this research is to know the kinds of translation used in slang language, to know kinds of slang language itself used in the movie and to know the meaning equivalence between translated text and the original text in English slang language. This research applied descriptive qualitative method in analyzing the data and describe the kinds of translation and meaning of slang language in *22 Jump Street* movie. The subject of this research is *22 Jump Street Movie*. The researchers analyzed the data using three theories, they are Newmark's, Partidge's, and Palmer's theories. The research findings showed that in *22 Jump Street* movie the source language (SL) and the target language (TL) are not equivalent.

The third research was conducted by Utami and Sumani (2015). This research aims to identify the words level equivalence used by the translator in translating abbreviation found in *The Jakarta Post* according to word level equivalence classification. The descriptive qualitative method was applied in conducting this research. The researcher also applied documentation technique. The object of this research is the abbreviation which is found in *The Jakarta Post* during February 2012. After analyzing the data, the reseacher can find out the word level equivalence of the abbreviation translated from Indonesian into English found in *The Jakarta Post* newspaper in follows: translation by more general word (subordinate) with 19 item (27.1%); the closest equivalence with 17 item (24.3%); translation by more neutral/less expressive word with 13 item (18.6%); loan or loan word plus explanation and translation by omission with

each of them are 5 item (7.1%); and translation by paraphrase using related words is the less frequent with 4 item (5.7%).

The fourth research was conducted by Kumaralalita (2018). The objectives of the study are (1) to describe the strategies used in translating idiom and (2) to describe the accuracy of English-Indonesian Idiom translation. This study belongs to qualitative study. The data were analyzed by finding the idiom in the source language and the target language, by using Mona Baker's idiom classifications. For assessing the accuracy of the idiom translation, the researcher used Nababan's assesment in evaluating the translation quality. The result of the study showed that (1) there are four strategies used by the translator in translating idiom translation. The first is translation by paraphrase. The second is using an idiom of similar meaning but dissimilar. The third is using an idiom of similar meaning and form, the last is translation by omission of entire idiom (2) the translations of idiom in this novel are accurate.

The fifth research was conducted by Sari (2017). The objectives of the study are (1) to analyze contextual equivalence of Indonesian – English on the Label in Museum Radya Pustaka, and (2) to describe the translation methods used in the Indonesain – English translation of the label in the Museum Radya Pustaka. there were two research methods used in the study, they were data library research and descriptive qualitative research method. The data were taken from Museum RadyaPustaka Surakarta. Contextual equivalent has relationship with grammatical and lexical equivalences. The findings showed that almost text labels in the Museum Radya Pustaka use grammatical equivalent.



The sixth research was conducted by Agung, Wibowo, and Wilujeng (2016). Kidung doa song composed by Sunan Kalijaga are analyzed by using the descriptive qualitative approach in finding denotative meaning. In qualitative research, the researcher is the key-data collection instrument. To conduct the data, the researcher constructs a free interview by asking the Javanese societies. The research method is used from the researcher itself because for analysis the data use interpretation of own words. The data is taken three lyrics from kidung doa song by Sunan Kalijaga such as "Kidung Rumecko Ing Wengi", "Ilir- ilir" and "Kidung Lingsir Wengi". The research findings showed that there are many words, phrase, and sentences refer to the mandates of Islamic which contained song lyric.

The seventh research was conducted by Kamil (2014). The objective of this research is to analyze the quality of the translation in Twitter Web pages. This study applied a qualitative case study. This research only focus on some words or phrases on the Twitter Web pages. The data were obtained from the analysis of translation quality which is underpinned by the translation procedures as well as through an interview to five English students who are majoring Translation. The research findings showed that there are 170 phrases from 22 selected Twitter Web pages obtained from the interviewees' responses. From this research, the researcher suggests to the translators to produce and choose natural and clear translation as the characteristics of good translation in order to reach the goals to achieve the real message of the text

The eighth research was conducted by Yolanda and Yuliasri (2016). The objective of this study are to find out the kinds of translation techniques used and to assess the quality of English – Indonesian pun translation English – Indonesian Tolkien's *The Hobbit*. In collecting data, the researcher applied note taking, questionnaire, and interviews method. The research findings shows that there are 243 puns which were found in J.R.R Tolkien *The Hobbit*. Furthermore, there are three kinds of pun found in this novel, they are Paronymy which dominates in 231 data, Homonymy with 11 data, and Homophony with 1 datum. The analysis on translation techniques finds out that there are six techniques which are used. Pun to Non Pun technique, Punoid, Pun to Pun, Non Pun to Pun, then Pun in ST is copied to Pun in TT and Pun to Zero. The analysis on the translation quality finds out that there are 56 translations are considered as accurate, and 187 translations are assessed as less accurate. In acceptability level shows that there are 116 translations are categorized as acceptable, and 127 translations are categorized as less acceptable. In readability level shows that there are 133 translations belong to high readability, and 110 translations are belong to sufficient readability.

The ninth research was conducted by Yuliasri and Hartono (2014). The objective of this research is to find out the translation techniques which are used by the Indonesian translator in translating the novel and how they produce the equivalence of the humor. The research applied descriptive qualitative research. Furthermore, the analyses were done by three Indonesian lecturers and a native English professor collaboratively. In analyzing the texts, this research used Molina & Albir's classification of translation techniques (2002). In data

triangulation used a simple reader survey to see how Indonesian readers perceive the humor in the Indonesian translation. The results show that the dominant translation techniques which are used in translating humor are literal translation (35.5%), linguistic amplification (10.7%), modulation (9.9%), generalization (9.1%), and amplification (8.3%). The results of text analysis also show that some of the humor are successfully provided but some are lessen and/or even removed. Moreover, the reader survey shows that there was not much humor in the novel and that the novel belongs to be more mystical than humorous.

The tenth research was conducted by Farrokh (2011). The objective of the research is to find out the types of equivalence and shifts in the Persian translation of English complex sentences with *wh*-subordinate clauses. This study applied a qualitative descriptive method in conducting the research. The source of the data are English fictions and their Persian translations. The researcher categorizes the data into two main categories: the equivalence and shift. This research employs Nida's theory of equivalence which is divided into formal and dynamic equivalence. Meanwhile, in categories of shift, the researcher employs Catford's classification, which involve structure shifts, unit shifts, rank shifts and intra-system shifts. There are 160 data found in this study. The research findings show that in the Persian translation of these sentences, the shifts betide more than the equivalence, with the percentage of shifts (86.25%) and the percentage of equivalence (13.75%).

The eleventh research was conducted by Anggraeni (2015). The objective of this study are to explain the experiential meanings of participants' element

realized in the students' recounts, to explain the experiential meanings of processes' element realized in the students' recounts, and to explain the experiential meanings of circumstances' element realized in the students' recounts. The research applied a descriptive qualitative method of discourse analysis. The data were gained through 20 students' recounts of Writing 4 at English Education Study Program of Unissula. The study uses a clause as the unit of analysis. The research findings show that the participants' element is the dominant element of experiential meanings with percentage of (46.5%). From the research findings, it can be seen that the experiential meanings in students' recounts are realized by the specific participants of actor and goal, material process and circumstances of place and time.

The twelfth research was conducted by Windawati (2015). This study aimed to analyze the translation method and meaning equivalence that used in translating idiomatic phrasal verbs in *X-Men: First Class* movie. This study applied qualitative method to achieve the purpose of this research. Newmark's translation methods and Nida's equivalence theory were applied in analyzing the idiomatic phrasal verb. The study result shows that the commonly found methods there are idiomatic, communicative, faithful and semantic translation. In addition, The analysis explains that dynamic equivalence which was most collected in the *Xmen First Class* movie, as dynamic focuses more on the reader and target language.

The thirteenth research was conducted by Damayanti (2012). The objective of the study is to analyze types of themes, theme equivalence, theme shifts in the Indonesian English translation of thesis abstracts. The data were obtained from 10

thesis abstracts and their translation into English, which are taken from Postgraduate Program of Semarang State University in the last two years (2010-2011). The research findings show that topical theme dominates the whole texts with 98 data out of 247 data (80.16%) in ST and 222 data out of 279 data (79.56%) in TT. Meanwhile, there is not found interpersonal theme both in ST and TT. The most topical themes are in participants, followed by circumstance and process. The textual theme contains in both texts is adjunct conjunctive. Most of the themes (70.2%) are categorized as non shift or equivalent. The theme shift happens 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%). From the study, the researcher suggested for a translator to have full mastery over the grammatical structure of both the SL and TL and also be careful of the notions and application of shifts and equivalence. The study uses a clause as the unit of analysis.

The fourteenth research was conducted by Suharto and Subroto (2014). The objective of the study is to describe the equivalence of eclessial song lyrics include the content word, the meaning of the sentences and their effect on church songs. This study applied descriptive and qualitative method in conducting the study by using music, language, and interdiciline approach. The data collection method was done by using questionnaires technique, documents, interview, and content analysis. According to the data analysis, the research findings are in followings. Firstly, the translated content word which is located in the same bars and equivalent around is (27.07%), the translated content word which is located

in the same bars, but not equivalent is (18.34%), the translated content words which is located in the different bars, but equivalent was (11.79%), the translated content word which is located in the different bars and not equivalent is (2.62%), and the untranslated words are (4.17%). Secondly, the translation of equivalence of beautiful lyrics which are showed the beauty of the song is equivalent at (17.02%), the beauty of the song is less equivalent at (29.78%), the beauty of the song is not equivalent of (61.70%). Thirdly, the differences of structure cause the incorrect diction or choice of words as well as missing words in the translated lyrics.

The fifteenth research was conducted by Haryanti and Adityarini (2016). This study belongs to descriptive qualitative research method. This study aims to classify the types of words which have non equivalent meaning and to find the causal factors and translation strategies concerning with non equivalent meaning in the word level. The data were gained through the subtitle of the Frozen movie in English and its Indonesian translation. The interpretive methods were done to gather the data which used documentation as its technique. This study used investigator triangulation in order to warrant the data validity. There are 6 causal factors found categorized as the target language lacks specific terms (hyponyms); differences in forms; differences in frequency and purpose of using specific forms; the source-language concept is not lexicalized in the target language the source and target languages make different distinctions in meaning; and culture specific concepts. There are 5 translation strategies which are employed by the translator in translating the subtitle referring translation by using more general

words (superordinates); translation by using more neutral/less expressive words; translation by using loan words or loan words plus explanation; translation by using omission; and translation by using paraphrase using related words.

The sixteenth research was conducted by Mahmud, Bayusena and Mawarrani (2018). This study aims to identify techniques of translation tend to be applied; whether the same Islamic terms repeatedly applied in the text have the same translation technique and whether they use the same equivalence or not. A descriptive-comparative method was done in conducting this research. The data analysis applied in this research by comparing both kind of data written to see what translation phenomena occur, whether the terms repeatedly used are translated applying the same techniques, whether they use the same equivalences, whether they are viewed from different perspectives. The research findings find out the most dominant translation technique applied in the text is borrowing.

The seventeenth research was conducted by Hartono and Yuliasri (2018). The objective of the study is to explain translation techniques, non-equivalent problems, and grammatical equivalence in Indonesian English translation of “Central Java Visitor Guide”. A qualitative method was applied in conducting this research. The object used in this study consist of a word, phrase, clause or sentence in “Central Java Visitor Guide”. The reseracher <sup>only</sup> takes three towns as the sample which totally contain 464 sentences. The research findings show that nine of 18 translation techniques which are proposed by Molina & Albir (2002) are applied by the translator such as literal, borrowing, modulation, reduction, amplification, transposition, particularization, generalization, and description. The

most technique occur in text are literal translation (50.98 %) and borrowing (17.24 %). Besides that, description and generalization belong to the lowest ones (0.73 %). It can be seen that the translation techniques applied by the translator has resulted in 223 data use voice equivalent (45.60 %), 203 data use equivalent (41.51 %), and 63 data use number equivalent (12.88 %). In addition, the use of modulation and transposition techniques cause the non-equivalent on the category of voice. On the other hand, the common problems of non-equivalence occur in translating the text are culture specific term (75.67 %), TL lacks specific term (12.16 %), TL lacks superordinate (8.10 %), and the use of loan words in the ST (4.05 %).

The eighteenth research was conducted by Lyanwar (2018). The objective of this research is to find out the words experience meaning change and kind of meaning change on the Minangkabau traditional song lyrics. The researcher applied qualitative descriptive method. Then, the researcher applied the theory proposed by McMahon (1999) which are extension and restriction, amelioration and pejoration. The data in this research are the lyrics of Minangkabau traditional song which consist of 30 songs. The research findings showed that there are change of meaning and type of meaning change exist in traditional songs Minangkabau. There are 19 words belong to extension, 2 words belong to amelioration, and 3 words belong to pejoration.

The nineteenth research was conducted by Rupiah (2017). The objective of the study is to find shift and equivalence of noun phrases in English-Indonesian translation of Barbie short stories. This study applied descriptive qualitative



approach in conducting this study. The data were obtained from five stories from Barbie story book: *The Pearl Princess*, *A Mermaid Tale*, *Princess Charm School*, *Princess Popstar*, *Secret Door* and their translation, entitled *Putri Mutiara yang Cantik*, *Putri Peselancar*, *Sekolah Pesona Putri*, *Kekuatan Bintang*, *Teman-Teman Ajaib*. The unit of analysis of the research is the English noun phrases with Indonesian translation. The data was analyzed based on each subsystem of translation shift proposed by Catford (cited in Venuti, 2000) and equivalence proposed by Popovic and Nida in Bassnet (2002). The research findings show that translation shift is used higher than equivalence applied. The use of category shift of structural shift is the highest step in process of translating Barbie short stories. On the other hand, the highest equivalence occurs on textual equivalence which have the equivalence structuring of a text.

The twentieth research was conducted by Mujiyanto (2011). The objective of the research are to find out how such formal nonequivalence occurs in the translation of behavioral clauses and how to reach functional equivalence through the appearance of formal nonequivalence. The object for this study is J.K. Rowling's *Harry Potter* series and their Indonesian translation done by L. Srisanti. The data were clauses in Indonesian and their counterpart in English. The research findings show that formal nonequivalence may occur in word, phrase, and clause levels. However, such formal nonequivalence has facilitated the attempt of attaining functional equivalence at clause level. In order to realize functional equivalence at the clause level, the translation has been done by effort of

defending behavioral clauses or restructuring them to form mental clauses, verbal clauses or material clauses.

The twenty first research was conducted by Diati (2016). The objective of this research is identifying the word level equivalence strategy in translating the dialogues of *The Lightning Thief* from English into Indonesian and identifying its word level equivalence meaning. This research belongs to descriptive qualitative method. In collecting the data, content analysis were used while in analyzing were done based on Brown's theory. The result shows that: the strategies used by the translator to overcome the problems in translating the dialogue are translation by paraphrase using related word (24.11%), translation by a more specific word (18.43%), translation by paraphrase using unrelated word (14.89%), translation by a more general word (14.19%), translation by omission (13.48%), translation by more expressive or less neutral word (8.51%) and translation by using loan word or loan word plus explanation (6.39%). Word level equivalence meaning in the strategies: translation by using loan word (92.59%) was the strategy whose data were got higher result of score 3 (meaning is sufficiently rendered) by three raters, translation by a more general word (36.67%) was the strategy whose data were got higher result of score 2 (meaning is insufficiently), and translation by omission was the strategy whose data were got higher result of score 1 (59.65%).

The twenty second research was conducted by Nafisah (2018). The objectives of the study are (1) to identify the methods used by the translator in translating Tolstoy's *God Sees the Truth, But Waits*, (2) to describe the degree of equivalence between the English original version and the Indonesian translation of

the short story, and (3) to show the relation between the translation methods used and the degree of equivalence. The translation methods used in this study are proposed by Newmark while the degrees of equivalence are analyzed using Bell's. The primary data were written text in the form of words, phrases, clauses or sentences found in both English and Indonesian version of the short stories. Other sources such as books, e-journals, e-books, final projects and internet were used as secondary data. Findings of this study show the followings. First, six translation methods were used to translate *God Sees the Truth, But Waits* into Indonesian which are semantic translation, communicative translation, literal translation, adaptation, free translation and word-for-word translation. Second, mostly produce partly equivalent translation with increased meaning.

The twenty third research was conducted by Nurjannah (2012). This study aims to investigate the strategies applied by the translator and the meaning transfer in translating a series of bilingual children storybook entitled: *Monyet dan Pangeran, Tikus dan Burung Hantu, Kancil Jadi Raja and Kura-kura dan Katak* published by Dinar Media, Jakarta. This study applied a descriptive qualitative study design. The theory she applied based on Newmark's translation procedures. The microstructural analysis introduced by Leuven Zwart (1989) was applied in analyzing document. The result analysis shows that the translation strategies applied was in line with the skopos theory and Equivalent Based Theory. In addition, the meaning transfer of the bilingual children storybooks are categorized successful.

The twenty fourth research was conducted by Maryati (2016). The objective of this study is to describe the translation method and meaning equivalence used by the translator to translated the selected data in the song lyric “*Let It Go*” to song lyric “*Lepaskan*” sung by Demi Lovato and sung by The Artists of Indonesia, such as Anggun, Regina, Nowela, Chilla Kiana, and Cindy Bernadette. This study applied the qualitative method. The results of the study shows that: first, Peter Newmark’s theory can describe how the translation methods to classify the selected 23 data by using Peter Newmark’s theory, and secondly, the meaning equivalence to achieve the purpose of translation consist of dynamic equivalence and formal equivalence.

The twenty fifth research was conducted by Munir (2009). The objective of this study is to find the strategies used by the translaor in translating the abbreviataion found in the Jakarta Post during January – May 2007. There were 103 abbreviations as sample data from Indonesian into English. The study used word level equivalence classification of Baker (1992). The result of this study showed the following strategies: translation by more general word (*superordinate*) (12,62%), translation by more neutral/less expressive word (24,27%), translation using loan word or loan word plus explanation (3,88%), translation by paraphrase using related words (8,74%), translation by omission (11,66%), translation by more specific word (*subordinate*) (24,27%), some accurate translation (the closest equivalence) (14,56%).

The twenty sixth research was conducted by Septiani (2013). The objectives of this study are to describe: (1) the linguistic form of equivalence

strategy through addition, deletion and shift strategy in translation of the novel entitled *The Hunger Games*, (2) the dominant strategy used by the translator, (3) the equivalence and non—equivalence of the translation. The descriptive qualitative research design was applied in this study. The researcher used comparison method which compares source language and target language which consists of equivalence strategy through addition, deletion and shift strategy. The result analysis shows that from the entirely 702 data there are 642 data or 91,45% belong to equivalence while 60 data or 8,55% belong to non—equivalence. In conclusion, the translation of the novel entitled *The Hunger Games* into Indonesian is excellent with grade A.

The twenty seventh research was conducted by Rayendi (2017) in his study entitled *The Equivalence and Strategies in Translating Slang in American Movie 8 Mile*. The objective of the research are to analyze the equivalence type of the slang translation collected from the American movie *8 Mile* and the equivalence of the slang whether they are transferred equivalently or not and to identify which strategy is suitable to be applied in translating the slang found in American movie *8 Mile*. This research applied the library research as the method of the research. There are 2 data used by the researcher as the object. The first one is the data of the slang which are taken from the English subtitle of the original American movie *8 Mile* distributed by Universal Pictures. The second one is the data of the slang which are taken from the Indonesian subtitle of the original American movie *8 Mile* distributed in Indonesia by PT. Medialine Entertainment. Only the dialogues which contain slang are collected for the fact that slang is the main

object of the present research. After listing the whole slang, the researcher categorizes the slang based on the indicator of the both formal correspondence and dynamic equivalence. The first result of the analysis demonstrated that dynamic equivalence was the most used type of equivalence to translate the slang. There were 15 translations were considered as dynamic equivalence and 9 translations were considered as formal correspondence in the total of 24 slang translations. The second result of analysis showed that the translation strategy which was most frequently employed to translate the slang is communicative translation. There were 24 translations in total found from 5 slang categories which are 9 translations are considered as calque, 14 translations are considered as communicative translation, and 1 translation was considered as cultural transplantation.

## **2.2 Theoretical Review**

### **2.2.1 Definition of Translation**

Translation has various definitions from the experts who have experiences in translation studies for many years depending on how they view language and translation. It is also revealed by Larson (1984) that translation consist of transferring meaning of Source Language into the Receptor Language (p. 3). Besides, Tedy (2013) suggested that translation is a language that contains the meaning and information in source language which is transferred in other language by the text (p. 2). According to Nida and Taber (1982) said that translating consists in the reproducing in the receptor language the closest natural

equivalent of the source language message, firstly in terms of meaning and secondly in terms of style. (p. 12)

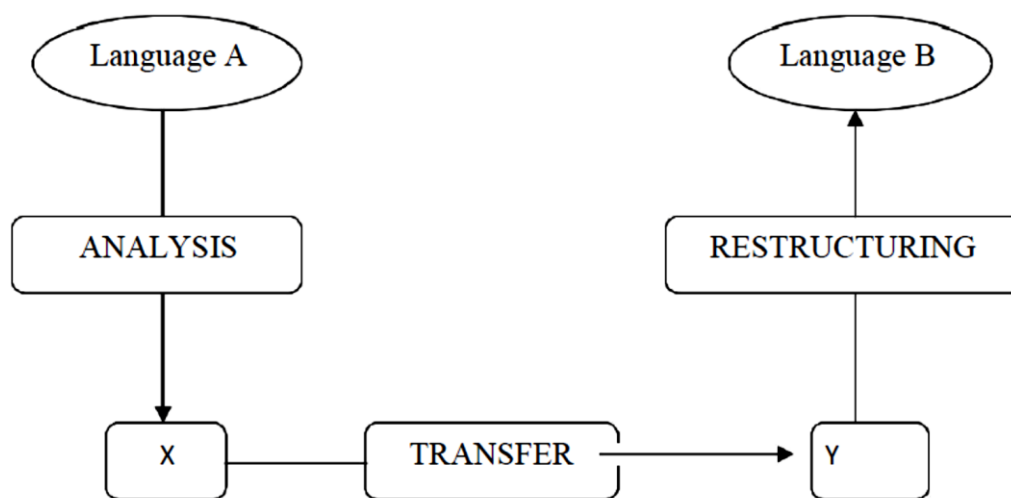
From the notions that have been stated by the experts above, it can be concluded that the translation is not only change the form from the source language into the target language, but also translation is a process of transferring meaning from source language into target language. In translating the text the translators must consider reproducing the message by finding the equivalence of the SL in order to keep the meaning in accordance with what the author intended.

### **2.2.2 Translation as a Process of Transferring Meaning**

Translation is not only about changing a SL to TL. It is not writing the translator's own thinking, how best it is, and it is not to re-write only. Besides understanding what the translation is and what should be produced in translation. The translation process should be understood by the translator genially to take steps in translating and in finding the best solution of the difficulties encountered. Based on Rosa's research, it was found that the Students and Professionals spent longer time duration in taking pauses than typing the text indicating the important role of pauses in translation process. This finding indicates that pauses are compulsory activities in translation process (Rosa et. al., 2018, p. 24)

Nababan (1999) defines that process is a sequence of activities that were done on purpose (p. 24). So a process of translation means as some activities that doing by translator while he transferring the messege from SL to TL. Translating the process of translation can be seen in a broader and narrow ponit of view. In

the broader point of view, it relates to the translation project, while in the narrow point of view, it relates to mental relations in the translation process. Nida and Taber (1989) also states that the process of translation can be divided into three; they are analysis, transfer, and restructuring (p. 14). Analysis used for knowing the message that will be translated and contain of grammatical analysis. Transfer discussed how the words, sentences, or even phrases transfer from SL to TL by a little fault of meaning and connotation, but by a same reaction like in the original. Restructuring, how the translator uses the word choice that suits to the texts and the readers.



#### 2.2.2.1 Analyzing Source Text

Analyzing SL is done by reading the SL in order to obtain and comprehend the ideas from the text. The ideas comprehension incoherence with the linguistics and extra-linguistics elements which exist in the text. The analysis of linguistics elements includes all level such as in the level of sentence, clause, phrase and word. By doing this, the translator can fully comprehend the ideas from the SL.



#### **2.2.2.2 Transferring Ideas**

After comprehending the ideas and the structure of the SL, then the translator can obtain the meaning from the SL. Afterwards, the translator transfers the meaning from the SL into TL. The translator must find the equivalent of the SL in TL in this step. This process occurs in the translator mind (Nababan called it as *proses batin*).

#### **2.2.2.3 Restructuring**

Restructuring is the last step. After finding the equivalent of ST, the translator has to reconstruct it in the form of SL becoming TL. The translator has to determine what style suits best to the text and the readers.

#### **2.2.2.4 Equivalence in Translation**

Some experts have their own notions about equivalence. Vinay and Darbelnet (2001) stated that equivalence refers to cases where languages describe the same situation by different stylistic or structural means (in Munday, p. 58). Nida and Taber (1964) explain that the closest natural equivalent as follows: (1) equivalent, which points toward the source language message; (2) natural, which points toward the receptor language; (3) closest, which binds the two orientations together on the basis of the highest degree of approximation (p. 166). Equivalence is not the same with the sameness or similarity, but it is referred to the rules in the target language but also the same value in the meaning of the translation product. A translator must look for the equivalence between the source text and target text, so that there is no missing information when he transfers the messages from ST to

TT. ( Venuti, 2000, p. 133). As defined by Halverson (1997), equivalence is the relationship existing between two entities, and the relationship is described as one of similarity in terms of any of a number of potential qualities.

J. C. Catford (1978) defines translation equivalence with his notable statement: “Translation equivalence occurs when an SL (source language) and TL (target language) text source items are related to (at least some of) the same relevant features of situation substance.” (as cited in Broek). Moreover, Catford in the Hatim and Munday’s book wrote texts in different languages can be equivalent in different degrees (fully or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis, etc), and at different ranks (word-for-word, phrase-for-phrase, sentence-for sentence).

#### **2.2.2.5 Grammatical Equivalence**

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

#### **2.2.4.1 Number**

English recognizes a distinction between one (singular) or more than one (plural). According to Betty Azar (1989) some rules are made to make a distinction of singular nouns, as follows: (1) may be preceded by a / an for countable nouns, for example: *a book* and *an apple*; (2) non-countable nouns are

not immediately preceded by a / an, for example: *a spoon of sugar, a cup of coffee* (p. 204). Nouns are regularly made plural by the addition of –s or -es. A number of nouns have other plural forms (Frank, 1972, p. 3-4), for example: *classes, ladies, werewolves* and *volcanoes*. There are some English plural nouns which have other types of plural form, for example: *children* from singular noun *child*, *criteria* from singular form *criterion*, etc. In English, singular and plural nouns require different verb forms. The verb must agree with the subject in number (Frank 1972, p. 13), for example: (1) *A new Kaligung express has been used for about a month*; (2) *Two kinds of Kaligung express have been used for many years ago*. English does not have any classifier of nouns followed the nouns like Bahasa Indonesia, for example: *dua orang kakak* in Bahasa Indonesia, meanwhile in English is only *two brothers*. It does not matter because the classifiers of noun do not influence the meaning.

#### **2.2.4.2 Gender**

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

- (1) The gender distinction nevertheless exists in some semantic areas and in the person system.
- (2) Different nouns are sometimes used to refer to female and male members of the same species: *cow/bull; doe/stag*; etc.

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

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

#### **2.2.4.3 Person**

Baker (1992) states that a large number of modern European languages, not including English, have a formality / politeness dimension in their person system term (p. 96). She adds that all languages have modes of address which can be used to express familiarity or deference in a similar way. According to Frank (1972) English has person category which the most common distinction is that between first, second, and third person (p. 96). The person category is usually called pronouns. English pronouns have different forms of each pronoun when they put in different position or function in a sentence. The functions are as subject, object, possessive adjective, possessive pronouns and reflexive. Here are the examples of how pronouns used in English: (3) *I don't like them*, (4) *They always make me sad*, (5) *My life is mess because of their behavior*, (6) *They think that mine is always better*, (7) *I myself never understand that*. From the example above, we could see that pronoun I as subject has different forms when it uses in different functions. Baker (1992) adds that in translating pronoun, decisions may have to be made along such dimensions as gender, degree of intimacy between participants, or whether reference includes or excludes the addressee (p. 96). There is no parameter used as measurement to use the categories above in English, for

example: (8) *I don't have it, sir*; (9) *I don't have it, Mirna*. It does not matter of whoever the addressee whether s/he someone should be respected or not, pronoun I is used. It is very different in Bahasa Indonesia.

#### **2.2.4.4 Tense**

English has two kinds of tense, they are past and present and two kinds of aspect; perfect and progressive. English involves some agreement of verb related to the time relations and aspectual differences. According to Azar (1989), tenses in English can be extended into some tenses that bring concept based on time of when an activity or situation begins or ends (p. 2-53). In this study, the writer groups the types of tense and aspect into two; past and non past. Past indicates that an activity or situation began and ended at a particular time in the past (Azar 1989, p. 24). Past marked by the use of second form of verb or usually called –ed form. Non past refers to not only present but also future which is usually included in present form. In Azar's opinion (1989) present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future (p. 11). Verbs that used in present form are the first form of verbs.

#### **2.2.4.5 Voice**

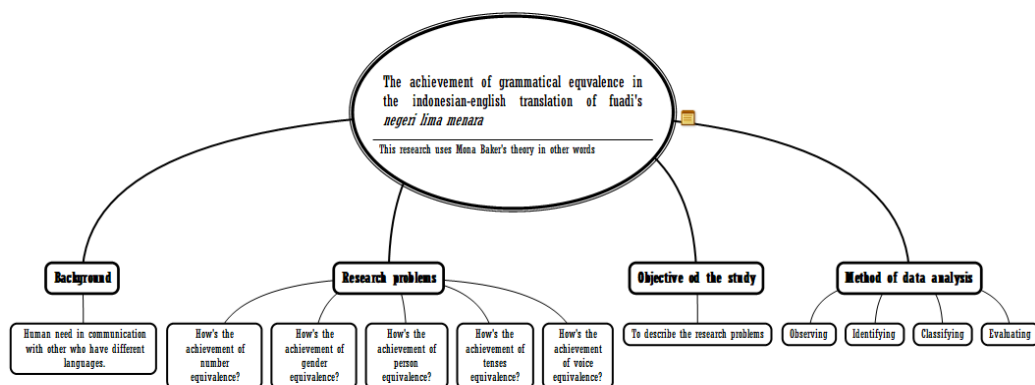
When we talk about voice, we will found two kinds of voice in language; that are active and passive (Baker, 1992, p. 102). Beckman and Callow (1974) states that: A passive is translated with a passive, an active with an active .....even when this is unnatural in the RL (receptor language) or results in wrong sense (p. 27). When

faced with a choice of categories in the RL, say active and passive, the literal approach to translation leads the translator to choose the form which corresponds to that used in the original, whereas the use of that category in the RL may be quite different from its use in the original.

Active voice is generally preferable to make a direct statement of an action. Voice of active divided into two groups, as follows: transitive and intransitive. Transitive is active voice which uses transitive verbs that are verbs followed by an object, such as: (10) *Joanna bought a book*. Active intransitive is active voice which uses intransitive verbs that are verbs are not followed by an object, for example: (11) *She is coming tomorrow*. Baker (1992) views that “in passive clauses, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language (p. 102). It relates to principles used to make a passive sentence from an active sentence in English as follows: (1) exchange S with O, (2) change the predicate form of V with be + V3, (2) add the word by in front of the former S. The example is (12) *John was helped by Mary*, from an active sentence *Mary helped John*. Based on the example, only transitive verbs (verbs that followed by an object) are used in the passive form (Azar, 1989, p. 120). Some languages use the passive more frequently than English in everyday contexts. The main function of the passive in English and in a number of other languages is, as already mentioned, to avoid specifying the agent and to give an impression of objectivity (Baker, 1992, p. 106).

### 2.3 Theoretical Framework

Based on KBBI in Hartono (2009) procedure is stages to solve an activity (p. 27). Machali in Hartono (2009) stated that translation procedures are stages to solve a translation (p. 27). The difference between methods and procedure is based on the application unit. The translation method related to the whole text, while translation procedure occurs in sentences and textual-micro units such as clause, phrase, words, and others. Based on the title of the study, the researcher applied the theory from Baker about translation procedures in analyzing the data to reach the grammatical equivalence. The researcher used comparison technique that compares between source language and target language in Fuadi's Novel *Negeri Lima Menara* in Indonesian and English versions into.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The fifth chapter presents the conclusions of the study that contains of the main points of this study which have been discussed in the previous chapter. This chapter also presents suggestions for the next study, especially for those who want to conduct similar researches.

#### **5.1 Conclusion**

Based on the scientific process of this research, the researcher concludes things that relate to the problem. There are five statements of research problem. They are about the achievement of number, gender, person, tense, and aspects in the Fuadi's Negeri Lima Menara. For the first research problem the findings showed us, that in the novel there are five classifications. They are SL singular – TL singular, SL singular – TL plural, SL plural – TL plural, SL plural – TL singular, SL uncountable – TL uncountable. The source language is translated into the target language is achieved. Although the structure of grammatical is not always the same, but it represents all of the meaning. For SL singular – TL plural and SL plural – TL singular, they are not in the same structure. But that still represents the meaning.

The gender is classified into three. They are SL masculine – TL masculine, SL masculine – TL general, and SL feminine – TL feminine. The source language is translated into the target language is achieved. Although the structure of grammatical is not always the same, but it represents all of the meaning. For SL



masculine – TL general, it is not in the same structure. But that is still represent the meaning.

The person classified into six. They are first person (singular) - first person (singular), first person (plural) - first person (plural), second person (singular) – second person (singular), second person (plural) – second person (plural), third person (singular) – third person (singular), third person (plural) – third person (plural). The source language is translated into the target language is achieved. The structure person in the target language and the source language is the same. There is no difference. In this novel, there is Minangkabau term for person to make the setting of the novel.

The tenses classified into two. They are past and non past. The past classified into three. They are simple past, past continuous(progressive), and past perfect. Then the non past classified into four. They are simple present, present continuous (progressive), present perfect, and simple future. The source language is translated into the target language is achieved. Although the structure of grammatical is different, because there is no tense in Bahasa Indonesia, just put the context and the time signal.

The voice classified into four. They are SL active - SL active, SL active - SL passive, SL passive - SL Active, and SL passive - SL passive. The source language is translated into the target language is achieved. Although the structure of grammatical is not always the same, but it represent all of the meaning. For SL

active – TL passive and SL passive – TL active, they are not in the same structure. But that is still represent the meaning.

## **5.2 Suggestions**

Based on the process and the result of this research entitled “The Achievement of Grammatical Equivalence in the Indonesian-English Translation of Fuadi’s Negeri Lima Menara”. For the future researchers who has the same field, in the next study, future researchers are suggested to see the equivalency based on the other aspects or find out something that still has correlation with translation. As we know from the background, translation is important because human just can communicate with language. It can’t be research about of body language and its translation in a movie. It will be good if we like the object of our research, because we have to stay connected with this object of the reseacrg through this research.

## REFERENCES

- Anggraeni, C. W, Hartono, & Warsono. (2015). The realization of experiential meanings in students writing of recounts. *English Education Journal*, 5(1). Retrieved from: <https://journal.unnes.ac.id/sju/index.php/eej/article/view/6847>
- Azar, S. B. (1989). *Understanding and Using English Grammar*. United States of America: Prentice Hall Regent.
- Baker, M. (1992). *In Other Words*. London: Routledge.
- Bell, R. T. (1991). *Translation and Translating: Theory and Practice*. London: Longman Group UK Limited.
- Catford, J. C. (1965). *A Linguistic Theory of Translation*. London: Oxford University Press.
- 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). Retrieved from: <https://journal.unnes.ac.id/nju/index.php/LC/article/view/2430/2483>
- Diati, D. M. (2016). Word level equivalence in the Indonesian translation of dialogues in Rick Riordan's "The Lightning Thief". *Journal of English Language Teaching*, 5(1). Retrieved from <https://journal.unnes.ac.id/sju/index.php/elt/article/view/9874/6314>
- Farrokh. (2011). The equivalence and shift in the Persian translation of English complex sentences with wh- subordinate clauses. *English Language and Literature Studies*, 1(2). Retrieved from: <http://www.ccsenet.org/journal/index.php/ells/article/view/13314>
- Fitri. (2016). Translation accuracy of English idiomatic expression into Indonesia in "Big Hero 6" film subtitled by www.lebahku.com. *Journal Buletin Al-*

*Turas*. 22(2). Retrieved from <http://journal.uinjkt.ac.id/index.php/al-turats/article/view/4051>

Frank, M. (1972). *Modern English; Exercises for Non-Native Speakers*. New Jersey: Prentice Hall.Inc.

Gile, D. (1984). *Benjamins Translation Library; Basic Concepts and models fro Interpreter and Translator Training*. Paris: INALCO and ISIT.

Hartono, R. (2009). *Teori Penerjemahan (A Handbook for Translators)*. Semarang: Cipta Prima Nusantara Semarang.

Hartono, R., & Yuliasri, I. (2018). Translation techniques and grammatical equivalence in Indonesian English translation of “Central Java Visitor Guide”. *English Education Journal*, 8(2), 254-264. Retrieved from: <https://journal.unnes.ac.id/sju/index.php/eej/article/view/22622>

Haryanti, D., Hum, M., & Adityarini, H. (2016). The study of non equivalent meaning in the translation of the movie Frozen. *Scientific Publication*. Universitas Muhammadiyah Surakarta. Available at <http://eprints.ums.ac.id/44166/37/NASKAH%20PUBLIKASI-darmanto.pdf>

Kamil, M.A. (2014). An analysis of English Indonesian translation quality on twitter web pages. *Journal of English and Education*, 2(1), 27-38. Retrieved from: <http://ejournal.upi.edu/index.php/LE/article/view/744/540>.

Kumaralalita & Jahnu, S. A. (2018). Accuracy of English-Indonesian idiom translation in The Dark Heroine. *Journal of Literature, Linguistics and Cultural Studies*. Retrieved from: <http://journal.unnes.ac.id/sju/index.php/rainbow>

- Larson, M. L. (1998). *Meaning – Based Interaction: A Guide to Cross – Language Equivalence 2nd Edition*. New York: University Press of America.
- Luong, N. (2016). Equivalence in the Vietnamese translation of Shakespeare's Romeo and Juliet. *International Journal of English Language & Translation Studies*, 4(1), 01-15. Retrieved from: <http://www.eltsjournal.org>
- Mahmud, E.Z., Bayusena, B., & Mawarrani, R.E. (2018). Translation equivalences of Islamic terms in the novel (The Land of Five Towers 'Negeri Lima Menara'). *International Journal of Applied Linguistics and Translation*, 4(2), 31-39. Retrieved from: <http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=340&doi=10.11648/j.ijalt.20180402.12>
- Miles, M. B., Huberman, M., & Saldafia, J. (1992). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia
- Mujiyanto, J. (2011). Nonequivalence in the English-to-Indonesian translation of behavioral clauses. *Language Circle Journal of Language and Literature*, 6(1). Available online at [https://journal.unnes.ac.id/artikel\\_nju/LC/2046](https://journal.unnes.ac.id/artikel_nju/LC/2046)
- Mustafani, R. (2017). The equivalents of English sociological terms in Bahasa Indonesia: A study of bilingual sociology text book. Retrieved from: <http://repositori.usu.ac.id/handle/123456789/6566>
- Nasrum & Sari, P. O. (2016). Indonesian and English Equivalence of slang language in "22 Jump Street Movie". *English and Literature Journal*, 3(1). Retrieved from <http://103.55.216.55/index.php/elite/article/view/3391/3198>
- Newmark, P. (1988). *A Textbook of Translation*. United Kingdom: Prentice Hall International (UK) Ltd.

- Nida, E. A. (1964). *Towards a science of translating*. Leiden: E. J. Brill.
- Nurjanah & Siti L. A. (2012). Analysis of translation strategies and meaning transfer in translating the four bilingual children storybooks: Indonesia – English. Universitas pendidikan indonesia. Retrieved from: <http://repository.upi.edu/9634/>
- Retnomurti, A. (2015). The equivalence and shift in the english translation of indonesian noun phrases. Retrieved from: [www.gunadarma.ac.id/library/.../Artikel\\_95107017.pdf](http://www.gunadarma.ac.id/library/.../Artikel_95107017.pdf)
- Robinson, D. (2005). *Menjadi Penerjemah Profesional; Becoming a Translator*. Yogyakarta: Pustaka Pelajar.
- Rupiah, S. N., & Hartono, R. (2017). Shift and equivalence of noun phrases in English-Indonesian translation of Barbie short stories. *English Education Journal*, 7(3), 227-236. Retrieved from: <https://journal.unnes.ac.id/sju/index.php/eej/article/view/20741>
- Sari, I. P. (2017). The analysis contextual equivalence in Indonesian – English translation on the text label in Museum Radya Pustaka. *Journal of Literature, Linguistics and Cultural Studies*, 3(1). Retrieved from: <http://journal.unnes.ac.id/sju/index.php/rainbow>
- Septiani, S. (2013). Equivalence strategy used in translating The Hunger Games novel into Indonesian. *Publication Article*. Universitas Muhammadiyah Surakarta. Retrieved from: <http://eprints.ums.ac.id/23177/>
- Simatupang, M. D. S. (2000). *Pengantar Teori Terjemahan*. Jakarta: Direktorat Jenderal Pendidikan Tinggi; Departemen Pendidikan Nasional.
- 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. Retrieved from: <https://journal.unnes.ac.id/nju/index.php/harmonia/article/view/3294>

- Utami, K. F., & Sumani, S. (2015). Word level equivalence of Indonesian-English translation of abbreviation found in the Jakarta post. *English Teaching Journal: A Journal of English Literature, Language and Education*, 2(2). Retrieved from: <http://e-journal.unipma.ac.id/index.php/ETJ/article/view/737/669>
- Venuti, L. (1998). *The Scandals of Translation; Towards An Ethics of Difference*.  
London and New York: Routledge.
- Windawati, Farkhan, M., & Sa'diyah, S. (2015). Translation methods and meaning equivalence of idiomatic phrasal verbs in X-Men first class movie. Retrieved from: <http://repository.uinjkt.ac.id/dspace/handle/123456789/28845>
- Yuliasri, I., & Hartono, R. (2014). Translation techniques and equivalence in the Indonesian translation of humor in Harry Potter and the Sorcerer's stone. *Translating Asia: Then and Now*. Retrieved from: <http://icts.utcc.ac.th/wp-content/uploads/2014/12/Translation-Techniques-and-Equivalence-in-the-Indonesian-Translation-of-Humor.pdf>
- Yolanda & Yuliasri, I. (2016). Technique and quality of English – Indonesian translation of Pun in Tolkien's the Hobbit. *English Education Journal*, 6(1). Retrieved from: <https://journal.unnes.ac.id/sju/index.php/eej/article/view/12801>