AN ANALYSIS OF TRANSLATION TECHNIQUES AND THE QUALITY OF NOUN PHRASE IN CHILDREN'S BOOK "CURIOUS GEORGE"

THESIS

Submitted as a Partial Fulfillment of the Requirement

For S1 Degree in English Letters Department

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Thank you for the attention.

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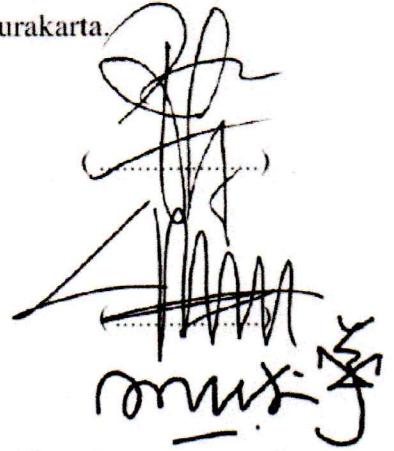
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iii

DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My family who always give me strength

MOTTO

A smooth sea never made a skilled sailor

(Franklin D. Roosevelt)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis of Translation Techniques of Noun Phrase and The Quality of The Translation in Children's Book "Curious George"" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 12 December 2020

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the reseacher in particular and the readers in general.

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The researcher

Masruratun Nadhirah

TABLE OF CONTENT

CHAPTER II: LITERATURE REVIEW

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

ABSTRACT

This research focuses on the analysis of translation techniques and the quality of the translation in terms of accuracy and acceptability of the message of the noun phrases in the children's book, Curious George which has been conveyed by the translator from the source language into the target language.

This is descriptive qualitative research. This research aims at describing the translation of noun phrases in the children's book, Curious George. There are two kinds of data in this research. The first data are all the noun phrases found in the children's book and their translation and the second are the scores collected from the informants or raters.

This research belongs to descriptive study and applies qualitative method. To collect the data, total sampling technique was applied. The result of the analysis shows that there are 90 noun phrases found in the children's book. In this research, the translator employs 11 techniques out of 18 of translation proposed by Molina and Albir (2002: 509). They are calque 31 (34.45%) data, literal translation 1 (1.11%) data, amplification 3 (3.34%) data, compensation 25 (27.78%) data, modulation 3 (3.34%) data, reduction 9 (10%) data, established equivalent 7 (7.78%) data, linguistic amplification 1 (1.11%) data, linguistic compression 1 (1.11%) data, generalization 1 (1.11%) data, and particularization 1 (1.11%) data. Meanwhile, there are 7 (7.78%) data translated by using deletion/ omission technique which is not proposed in the theory of Molina and Albir (2002: 509). The accuracy level of the translation is high. There are 71 data (78.89%) accurately translated, 14 data (15.56%) less accurately translated into the target language, and 5 data (5.56%) not accurately translated. In this research, most of the data apply calque as a translation technique. The number of data is 31 data. From the total data classified into this technique, most of data belong to accurate translation. The technique of translation by established equivalence is the technique which has high level of accuracy.

The degree of acceptability of the noun phrase translation in the children's book is also high. There are 83 data (92.23%) considered to be acceptable translation, and 2 data (2.23%) classified as less acceptable translation and 5 data (5.56%) are not acceptable translated. Most of the acceptable data in this research apply calque technique. The technique of translation by established equivalence is the technique which has high level of acceptability.

It is hoped that this thesis will be helpful for students in studying translation especially in translating children's book and can stimulate other researchers to conduct a further research related to translation techniques.

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Translation is an activity has been task which has been performed for centuries. This is an activity whose main concern to facilities the communication process. The professional of translation reaches this goal by translating the information received in foreign language into the language of the person who required his/her services, and vice versa. Translation as a tool a communication is very complicated since the translated text should transmit the same intentions as the original.

Various texts including literatures, scientific articles, economic texts, websites, and many other information sources have to be translated in another language. As the information is aimed for different types of readers with different range of ages, translation becomes greatly varied. The same text could be translated into several versions. This phenomenon also occurs in Indonesia, as many books have been translated and published in the market to respond high demand of Indonesian readers in enjoying foreign literature.

Larson defines translation as transferring the meaning of the source language into the receptor language (1984:2). Ginory and Scimone (1995:11) state that "translation is the process of transferring a text from a language into another in written form. The origin language is called source language (SL) while the language a text to be transferred is called target language (TL)".

Those statements explain that translation is needed to transfer a text and to deliver the meaning from a language into another in written form.

The function of translation is to make readers enjoy reading in the target language and in order to feel that they are reading an original text (Koller 1995:215). The difficulties of translation process are how to find the accuracy of equivalent from the source language (SL) into the target language (TL). The translator has to do comparison between two languages to find the equivalence of the meanings or the messages. Nababan (2004:32) states the concept of translation as the following:

Equivalence and quality are closely related concepts in translation. When translators are engaged in the translation process, they are trying to establish an equivalence relation between the source language text and the target language text. Such a relation characterizes a quality translation.

It is not easy to translate whether scientific or literary books. It deals with the process of rendering the message and finding the accuracy and equivalent message of Source Language (SL) into Target Language (TL). By enriching vocabulary, a translator hopes he can produce a good translation. Because translation is not an easy work, there are many requirements that must be fulfilled by a translator in order to make the translation good and understandable. According to Nida (1964:145) a translator has to have: (1) complete knowledge of the source language (SL), (2) complete knowledge of the target language (TL), (3) an intimate acquaintance with the subject matter, and (4) complete knowledge of translation.

This research aims at discussing issues related to translating for children since it becomes one of the challenging jobs for many translators. Translating for children shares one major problem with translating for adults, like other translation, it is anonymous, even invisible. Several scholars have pointed out that while people acknowledge "original" literature written for child readers, people do not acknowledge translating for children. People do not hegemonically think of translators as human beings with their own child images. Yet translators cannot escape their own ideologies, which here mean their child images.

Oittinen defines children's literature as 'literature produced and intended for children or as literature read by children (2000:61). Hunt (1990: 1), however, says that the boundaries of children's literature are not clear-cut and that children's literature cannot be defined by textual characteristics either of style or content, while its primary audience is equally elusive. He adds that children's literature, as an outsider to the academic world, does not fit neatly into any of the established subject categories and has been positively snubbed by some of those categories. For him, children's literature is a species of literature which has mainly been defined in terms of reader rather than the author's intentions or the texts themselves.

For Klingberg, Swedish educator and children's literature scholar, professor at the University of Lund (2008:197), children's literature is literature produced specifically for children. This author excludes all other writing and pictures that children may read and specifies that a distinction

should be made between literature read by children and literature produced for children. This is to mean that all that children read cannot be said to be part of children's literature (Oittinen, 2000: 61-2).

Defining literature from a sociological and psychological angle, Hellsing, a Swedish children's author in Lydia Kokkola (2012:52), says that children's literature is anything the child reads or hears, covering anything from newspapers, series, TV shows, and radio presentations to what we call books. Taking this into account, children's literature could include not only literature produced for children but also literature produced by children themselves, as well as the oral tradition (Oittinen, 2000:62). From the discussion above, children's literature may be understood as literature meant for children. As such, it has its own characteristics and generally contains values which those who design it want it to convey.

Curious George, a children's book written and illustrated by Margret Rey and H. A. Rey, is one of the products of English children literary works which are completed with text in English and Indonesia. Since the foreign language is unfamiliar for common people and children in Indonesia, the text which is written in the foreign language should be translated to Indonesian in order to make it easier to read.The book was published by Houghton Mifflin in 1941, and for seventy-five years these books have been capturing the hearts and minds of readers throughout the world. All the Curious George books, including the seven original stories by Margret and Hans, have sold more than twenty-five million copies. So popular that his original story has never been

out of print. The researcher chose this movie as the source of data with the consideration that the movie is has become one of the most beloved and recognizable characters in children's literature. His adventures have been translated into many languages, including Japanese, French, Afrikaans, Portuguese, Swedish, German, Chinese, Danish, Norwegian, and Indonesian. Besides, this book also contains complex language for children and a large number of noun phrases.

The ideal translation will be as accurate and natural as the meaning to the receptor language forms if it used the right form on the target langauge. Since translating ficion books or novel, particularly children book is not an easy work, there are many requirements that translator should fulfill in order to be able to make a good and understandable translation (Oittinen, 2000: 62). In translating words, the translator will face some problems, hence the translator must use some translation techniques to solve the problem, and as a result the message of the target text will be the same as the source text. Therefore, the translator must be able to determine the technique which is appropriate with the problem. This technique is used to make the reader understand more about the message that the writer wants to say.

One particular linguistic feature, which is noun phrase is one of the important matters to consider in translating the children book, since noun phrase is a quintessential part of every sentence (even if it doesn't appear in the surface structure of a sentence as in "stop!"), it is potentially infinite in

length, and it can include any number of other phrases (e.g. noun, adjective, adverb) within its structure.

A noun phrase is either a single noun or pronoun or a group of words containing a noun or a pronoun that function together as a noun or pronoun, as the subject or object of a verb. A noun phrase or nominal phrase (abbreviated NP) is a phrase which has a noun (or indefinite pronoun) as its head word, or which performs the same grammatical function as such a phrase. Noun phrases are very common cross linguistically, and they may be the most frequently occurring phrase type.

A phrase is a group of words acting as a single part of speech and not containing both a subject and a verb. It is a part of a sentence, and does not express a complete thought Prahi (2006:1). Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions. Noun phrases can be embedded inside each other; for instance, the noun phrase some of his constituents contains the shorter noun phrase his constituents. To do Translation, a translator has to master the relevant language, both the source language and the target language. It is done to make a good translation, which is able to transfer the message from source language (SL) into target language (TL). In other hand, translation plays an important role to solve the problem of Interlingua communication (Molina and Albir, 2002: 509-511).

In accordance, this research is therefore conducted to find out the techniques employed by a translator in translating noun phrase. Besides, it is

also conducted to assess the quality of translation in terms of accuracy and acceptability related to noun phrase. In this case, the researcher is interested to analyze noun phrase contained in the children's book of Curious George, a series of popular children's books by the same name, written by H. A. Rey and Margret Rey. The books feature a brown monkey named George, who is brought from his home in Africa by "The Man with The Yellow Hat" to live with him in a giant city.

Here are the examples of noun phrase occur in the book.

(1) Curious George (Datum 01)
- (SL)   This is George. He lived in Africa. He was a good *little monkey* and always very curious.
- (TL)   Ini George. Dia hidup di Afrika. Dia *monyet kecil* yang baik hati dan selalu ingin tau.

The example (1) demonstrates that there is a noun phrase in source language that is *little monkey*, the phrase *little monkey* is translated into *monyet kecil*. The phrase *little monkey* included to noun phrase with noun + adjective structure, because it is formed by the word *little* as pre-modifier and the word *monkey* as head noun. The noun phrase *little monkey* is translated into *monyet kecil* in Indonesian. The word *monyet kecil* included to noun phrase. *Monyet* is classified into noun and adjective "*kecil*" This level shift translation is from noun phrase in source language into noun phrase in target language.

(2) Curious George (Datum 12 and 13)
- (SL)   After a *good meal* and a *good pipe* George felt very tired.
- (TL)   Setelah *makan enak* dan *merokok*. George merasa lelah.

7

In the example (2) above, there is a noun phrase in source language that is **good meal** and **a good pipe**, the phrase **good meal** and **a good pipe** is translated into **makan enak** dan **merokok**. The phrase **good meal** included into noun phrase with noun + adjective structure, because it is formed by the word **good** as adjective structure and the word **meal** as head noun. The noun phrase **good meal** is translated into **makan enak** in Indonesian. The word **makan enak** is not included to noun phrase since **makan** categorized as verb, whereas enak caegorized as adjective in Indonesian language, therefore, there is a different form of word used by the translator in translating the source text. In this translation, the translator considered applied modulation. Meanwhile, the translator reduce the noun phrase **good pipe** into **merokok** in the target language.

Based on the examples above, surely, translating noun phrase in the chidren's book is not an easy matter, since situation and purpose are an intrinsic part of all translation. Translators never translate words in isolation,but whole situations. They bring to the translation their cultural heritage, their reading experience, and, in the case of children's books, their image of childhood and their own child image. In so doing, they enter into a dialogic relationship that ultimately involves readers, the author, the illustrator, the translator, and the publisher.

In this case the ability to transfer the message is very important. The original message should be transferred accurately to the target language in terms of generating the same reader's response of source language. It means

that the translator should be able to deliver the message from source language to the target language in correct manner. Furthermore, the translator also should know the cultural background from the SL and TL well.

The qualified subtitling may also give contribution to the booming of the children's book. Therefore, the researcher is interested in analyzing the techniques toward the quality translation of noun phrase in the children's book, Curious George, so the researcher chooses the title of this research as **(An Analysis of Translation Techniques of Noun Phrase and The Quality of The Translation in Children's Book "Curious George")**

B. Research Limitation

In this research, the researcher limits on the analysis of noun phrase in the children's book, Curious Georgeby H.A Rey from Houghton Miffin Company, Boston 1993 translated into *George Yang Ingin Tau*. The researcher will only focus on the translation of noun phrase, and equivalence of noun phrase that change on the children's book, Curious George. To obtain adequate data of noun phrase as a theory for analysis, the researcher uses the theory of translation analysis as a theoretical approach to research. This research copes with the translation techniques applied by the translator in translating noun phrase contained in the book. Besides, the researcher also analyses the accuracy and acceptability values of the translation. This is particularly designed in order to get the best result of the research with

effective time and energy. It is also to make specific focus of the research Nababan (2010:2).

C. Problem Statements

Considering the research background, the writer proposes the following problems:

1. What are the techniques used in translating noun phrase in the children's book Curious George ?

2. How is the quality of the translation of the children's book Curious Georgein terms of accuracy and acceptability?

D. The Objectives of the Study

Based on the problem statements, the research objectives are arranged as follows:

1. To identify the techniques used in translating noun phrase in the children's book Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 translated into *George Yang Ingin Tau.*

2. To analyze the quality of the translation of the children's book Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 translated into *George Yang Ingin Tau* in terms of accuracy and acceptability.

E. The Benefits of the Study

By doing this research, the researcher may have expectations that the research will give some benefits. Those benefits include practical and theoretical benefits.

1. Theoretically

   a. This research will enrich study on linguistics especially about translation of noun phrase.

   b. This research will give more information about the translation of noun phrase.

2. Practically

The result of this research will add the researcher's and the reader's knowledge about noun phrase translation.

   a. Students

This research will make students more understand about translation and noun phrase. And it will also append their knowledge about part of speech in English and Indonesian.

   b. Lecturers

It enables lecturers to utilize this research as an additional reference in the teaching learning process of translation. It facilitates lecture in

improving the examples relate to the equivalent, translation shift, and also noun phrase.

c. Other researchers

The result of this research may become additional reference in conducting research based on translation study especially on noun phrase. This research is also significant for stimulating to the other researcher in conducting such kind of research in the future.

d. Readers

It can enrich the reader's knowledge about translation technique, equivalent, and noun phrase

F. The Definition of Key Term

1. Translation Technique

Technique describes the translation product and it can be used to clarify the types of translation solution (Nababan 2007:8). Translation technique is often used by researchers studying on translation products or the result as a re-observation.

2. Accuracy

Accuracy deals with the transfer of the content from source language to target language. It must be easy to understand by readers. Accuracy in the Oxford dictionary (1989:92) is "the state of being accurate, precision or

exactness resulting from care, hence, precision, nicety, exactness, correctness".

3. Acceptability

Acceptability covers the natural feeling of the text as an original of target reader. It deals with the target language system and culture. Acceptability in the Oxford dictionary (1989:70) refers to the quality of being acceptable.

4. Noun Phrase

A noun phrase is a group of related words that can act as a single noun – like unity within a sentence. Prahi (2006 : 1) mentions " A noun phrase is a group of words that does the work of a noun.

5. Curious George

Curious George is a children's book written and illustrated by Marget Rey and H.A Rey, and published by Houghton Miffin in 1941. It is the first book in the Curious George series tells the story of an orphaned monkey called George and his adventures with the man with the yellow hat.

CHAPTER II

LITERATURE REVIEW

The understanding of some crucial translation theories is essential in the framework of this study, as these translations theories provide the basic foundations and guidelines for translation to follow. In this literature review chapter, the writer discusses several kinds of theories related to the research. They have function as the basic foundation in analyzing the data of the research.

A.   Definition of Translation

Some experts have provided definitions concerning translation, and each of them has his/her own definition of translation. Generally, translation is defined as a process of transferring the message from source language into the target language. Nida and Taber (1975:33) define that "translating consists in reproducing in the receptor language message, first in term of meaning and secondly in terms of style." The definition made by Nida explains that translator has to be able to preserve the meaning of the source text and the style.

In addition, Newmark (1981: 5) states that "A translation is rendering the meaning of a text into another language in the way that the author intended the text" It means when a text is translated from the source language to the target language, there must be a constant meaning from the source language into the target language. A text is not simply translated

since there are some important matters that need to be considered; the source language, the target language and the subject matter. Therefore, a translator is needed to deliver information from source language to target language. Newmark (1981: 7) also clarifies that "Translation is a craft consisting in the attempt to replace a written message or a statement in one language by the same message or statement in another language".

Translation consists of changing from one state or form to another to turn into one's own or another's language. In translation, the form of the surface structure of language is replaced by the form of the target language. It is done by going from the form of the first language to the form of the second language by way of semantic structure (Larson, 1984: 3).

Moreover, Bell (1991: 13) states that if confined to a written language, translation is a cover term with three distinguishable meanings. The first meaning is the word "translating", which concerns on the process (to translate; the activity rather than the tangible object). The second meaning is carried by "a translation", concerns on the product of the process of translating (e.g. the translated text). The last meaning carried by translation is "translation" as the abstract concept which encompasses both the process of translating and the product of that process.

Considering the statements above, it can be concluded that translation is a process of transferring message from source language to the target language, which should consider the content of the messages, the language structures, and the style as well. To a large extent, the different

linguistic and cultural systems between source and target languages can cause the problem of equivalence.

Overall the process of translating a source text, a translator is exceptionally required to understand the content of the text then to produce the equivalence in the target text, as natural and close as possible.

B. Problems in Translation

This section surveys information about problems in translation, viewing the term "problems in translation" in terms of both linguistic and cultural problems.

1. The Term "Problem in Translation"

As the following scholars observe, it is unavoidable that translators will encounter problems when there is non-correspondence between two languages. J.C. Catford (1965: 32) explained that the problems in translation arise when there are no substitutes or replacements in the target language for the source language items. The cases where this happens can be divided into two fields: linguistic and cultural. Likewise, Eugene A, Nida (1964: 130) also confirmed that the differences between language and culture create translation problems for a translator whose duty is transmission of meaning from one language into another. The translator thus has to be constantly conscious in the entire range of language and culture.

2. Linguistic Problems

Atchara Laisattruklai cited in Weng Min Ya (2012: 12) categorized linguistic problems into two groups as follow: problem of grammar and language structure; and problems of vocabulary and idiom. The former involves passive voice, tense, connectives, indefinite pronouns and dummy subjects. The latter frequently occurs concerning polysemous vocabulary, words with similar spelling, phrasal verbs, proverbs, sayings and idioms.

According to Deungta Supol cited in Weng Min Ya (2012: 13), linguistic problems arising from lack of equivalence at language structure level and semantics level can be explained as follows:

1. Language Structure Level

The drawbacks appear are cases where the structure of the target language has no correspondence with the source language: For example:

- The order of words

The translator has to perceive the difference in the two languages structure and determine how to render them into natural structure in the target language. This can be exemplified as follows:

He never comes here

Dia tidak pernah datang kemari

She put the plate on the dining table

Dia meletakkan piring di atas meja makan

17

As shown above, word for word translation can be used for the first sentence; nevertheless, the noun phrase "the dining table" in the second sentence is adjusted when translating to Indonesian language as "*meja makan*" (table + dining).

- The position of words

This factor often causes problems of ambiguous structure for translator. Misinterpretations can occur when the translator does not give much more attention to the position of a word. Accordingly, the translator must be careful to get the actual meaning of the sentence. Consider the following example.

"John talked about the murder last night"

For this sentence, "last night" may describe either the verb "talked" or the noun "the murder". The translator has to determine the overall meaning before translation begins.

2. Semantic Level

The language features which must be realized in translating are nouns (uncountable and countable nouns, number, and articles), verbs, pronouns, adverbs, punctuation marks, and the choice of words. Furthermore, technical terms, dialects, slang, and polysemous words can cause common types of translation difficulties. To achieve this, the translator must try to understand the meaning of words very accurately so as to translate them into another language.

In Nida's (1964: 47) view, translation from one language to another involves, in addition to the other cultural problems, the special characteristics of respective languages. The linguistic differences which occur between languages may best be treated as phonological, morphological, syntactic, and lexical factors as follows:

a. Phonological Factor

The translator must compare the phonological systems involved in the two languages-when they have to transliterate proper names.

b. Morphological Factor

The morphological structures of two languages often seem quite irreconcilable. For example: the category of voice.

c. Syntactic Factor

Translation difficulties also stem from the variety of syntactic differences in languages. The special structure of Indonesian which permits long sentences made up several clauses is an example of this phenomenon.

d. Lexical Factor

Problem of non-equivalence between languages are grater inlexical area. The area of meaning of a word in one language is never exactly the same in another language.

3. Cultural Problems

As Nida (1964: 132) stated, the translator coming from a different culture is constantly faced with many cultural problems. In his view, words are basically symbols for features of culture. He identifies four areas of culture which can cause translator difficulties.

a. Ecological Culture

The ecological variation from territory to territory is seldom anticipated. Examples include climate, season, forest, geographical features. These features are found to be problems in translating. It is frequently impossible to present exactly the feature of one region to another region. For example, it is difficult to translate "river" or "lake" by "flowing water" or "large expanse of water" to people who have never seen such things nor heard of them.

b. Material Culture

There are considerable differences between modern world and developed world. For instance, dibble-stick for planting may be unknown among certain farmers in developed country, so that explanation or illustration is important to render the meaning of the tool.

c. Social Culture

Problems occur when material in one particular language represents its own society and this material does not exist in another society. The complex vocabularies of social organization and social control

including kinship terms, caste or social class or marriage status are example of this case.

d. Religious Culture

Religious culture is perhaps the most complicated translation area. It is because there are many religious exist in the world, each has its own term to refer to something that may have the same meaning, and for example, Christian Protestants would translate the word *priest* into *pendeta* while Catholic would translate it into pastor. Actually, the word *pendeta* and pastor refer to the same meaning, but due to their religion culture each has its own term.

C. Translation Techniques

Translation techniques according to Molina and Albir (2002: 509) were procedures to analyze and classify how translation equivalence works. Translation techniques affect the result of the translation and micro unit of text. Those techniques are classified by comparison with the original and by nature discursive. The contextual translation technique is the specific textual procedure used by the translator when transferring the message of the source language into the target language, including the choice of equivalents. There are several techniques used in translation. The following definitions are based on a journal of Molina and Albir (2002: 509):

1. **Adaptation**

   Adaptation according to Molina and Albir (2002:509) is a technique that replace a source text element with one from the target culture. In some case, a cultural or social element from the source text is replaced with a different one, but corresponding element in the translation. It is usually something that is more familiar to the intended audience.

   > Example:
   >
   > ST: Alvin and friends play <u>baseball</u> in the school yard.
   >
   > TT: *Alvin dan teman-teman bermain <u>sepak bola</u> di halaman sekolah.*

   'Baseball' is not a common sport in Indonesian and the term cannot be found in the target language, so the translator replaces with *sepak bola* that is well known for the target readers.

2. **Amplification**

   Amplification technique according to Molina and Albir (2002:510) is a technique that introduces details that are not formulated in the source text. It can be written directly or type in the footnote. This technique gives an explanation about the source language term, so it can be understood by the target reader.

   > Example:
   >
   > ST: Mary gives me a <u>pizza.</u>
   >
   > TT: *Mary memberiku sepotong <u>pizza</u> (roti bundar yang terdapat irisan daging dan sayuran diatasnya).*

22

For the readers who are not familiar with any foreign word or term in this case is the word **'pizza'**, the translator gives a brief explanation about it as *roti bundar yang terdapat irisan daging dan sayuran diatasnya*.

3. **Borrowing**

Borrowing technique according to Molina and Albir (2002:510) is a translation technique that takes word or expression straight from another language. The translator makes a conscious choice to use the same word in the target text as it is found in the source text. This is particularly the case when there is no equivalent term in the target language. It also allows the translator to put a text clearly within a particular cultural context through the register of used vocabulary.

(Pure Borrowing)

Example:

ST: Pair cellphone and computer through <u>Bluetooth.</u>

TT: *Hubungkan telepon genggam dan computer dengan <u>Bluetooth.</u>*

The term **"Bluetooth"** is written directly because there is no equivalence in Indonesian.

(Naturalized Borrowing)

Naturalization technique according to Molina and Albir (2002:510) issimilar to the borrowing technique, but with any changes to fit the spelling rules in target language. According to Newmark (1988), naturalization technique transferred and adapted the source language

word to the normal pronunciation, then to the normal morphology (word-forms) of the target language.

> Example:
>
> ST: John is a <u>taxy</u> driver.
>
> TT: *John adalah seorang sopir <u>taksi.</u>*

The word **'taxy'** is borrowed and modified into *taksi* where consonant **–x-**is changed into **–ks-** and consonant **–y** is changed into vowel *-i* to fit on Indonesian spelling rules.

4. **Calque**

Calque technique according to Molina and Albir (2002:510) is a literal translation of foreign word or phrase. It can be lexical or structural. Calques are special kind of borrowing where a language borrows a word or an expression from another language and translates literally each of its elements.

> Example:
>
> ST: The rescue team is looking for the <u>black box</u> of the plane.
>
> TT: *Team penyelamat sedang mencari <u>kotak hitam</u> pesawat<u>.</u>*

The term **'black box'** in the source text means on board data-recording device used in various forms of transport is borrowed and translated literally into target text becomes ***kotak hitam***.

5. **Description**

Description technique according to Molina and Albir (2002:510) is a technique that replaces a term or expression with a description of its

form or/and function. This technique is similar to amplification technique, but in here the source text element is removed.

Example:

ST: I will make you a cup of cappuccino.

TT: *Aku akan membuatkanmu secangkir kopi dengan susu yang ditaburi bubuk coklat.*

The translator deletes the word **'cappuccino'**, and replaces it with the description of cappuccino itself in the target text.

6. **Generalization**

Generalization technique according to Molina and Albir (2002:510) is a technique that uses more general or neutral term. It happens when there is no equivalence word in the target text, so the translator generates it into super ordinate or general term.

Example:

ST: Some <u>flake</u> in the morning.
TT: <u>*Salju di pagi hari.*</u>

'Flake' is a small piece of snow. It is translated inton *salju* because there is no subordinate of the word *salju* in the target language.

7. **Modulation**

Modulation technique according to Molina and Albir (2002:510) is a technique that changes the point of view, focus or cognitive category in the source text; it can be lexical or structural. Although the main characteristic of modulation is a change of point of view, it may also involve a change of grammatical categories. It is used when the other

techniques would generate a text that is grammatically correct, but unsuitable, not idiomatic, or awkward.

Example:

ST: Barack Obama <u>will rule</u> the US country.

TT: *Barack Obama <u>akan menjadi presiden</u> Amerika serikat.*

The words **'will rule'** is translated into ***akan menjadi presiden*** that changes the point of views that also involves the change in the grammatical category.

8. **Particularization**

Particularization technique according to Molina and Albir (2002:510) is a technique that uses more precisely or concern term. It opposes the generalization technique. In some case, the element in the source language is general and when transferred into target text, it replaced with a more specific term to make acceptable to the target reader.

Example:

ST: I enjoy <u>rain</u> in the morning.

TT: *Aku menikmati <u>gerimis</u> di pagi hari ini.*

'Rain' in here is translated into sub-ordinate of *hujan:**gerimis*** to make it acceptable. Sparingly most of the people do not enjoy the rain, but in any case, few people enjoy a situation of the little rain with their partner.

9. Reduction

Reduction technique according to Molina and Albir (2002:510) is a technique that suppresses the information item in the target language. It opposes to amplification. It happens when the addition element of the source text is familiar to the target reader.

Example:

ST: I will back to Indonesia in Ramadan (the month of fasting)

TT: *Aku akan pulang ke Indonesia saat Ramadhan.*

The information added in the source text is deleted because the target readers have been familiar with the term **Ramadhan**.

10. Compensation

Compensation technique according to Molina and Albir (2002:510) is a technique that introduces a source text element of information, or stylistic effect in another place in the target text because it cannot be reflected in the same place as in the source text. It allows the translator to transfer a stylistic difficulty into another section of the text.

Example:

ST: Kill two birds with one stone.

TT: *Sekali mendayung, dua tiga pulau terlampaui.*

The element in the source text cannot be reflected into the target text, so it is replaced with element in the target text having similar meaning.

11. Discursive Creation

Discursive creation technique according to Molina and Albir (2002:510) is a technique that technique establishes a temporary equivalence that totally unpredictable out of context. This technique is usually used in translating book, or film title.

Example:

ST: Tears of the sun (Antoine Fuqua)

TT: *Perang sipil Afrika barat*

The movie entitled **'Tears of the Sun'** transferred freely into ***Perang Sipil-Afrika Barat***. It is based on the story of the movie.

12. Established Equivalent

Established equivalent technique according to Molina and Albir (2002:510) is a technique that uses a term or expression recognized by dictionaries or language in use as an equivalent in the target language.

Example:

ST: Black rose

TT: *Mawar Hitam*

The word **'black rose'** is translated into ***mawar hitam*** and that is listed in the dictionary.

13. Linguistic Amplification

Linguistic amplification technique according to Molina and Albir (2002:510) is a technique that adds the linguistic elements in the target text. This is often used in consecutive interpreting and dubbing.

Example:

ST: Let me see.

TT: *Biar aku saja yang membukakan pintunya.*

In the example above, a target language element *yang membukakan pintu* added that has correlation with the context.

14. Linguistic Compression

Linguistic compression technique according to Molina and Albir (2002:510) is a technique that reduces the linguistic elements in the target text. It is often used in simultaneous interpreting and in subtitling.

Example:

ST: You can eat all the meal.

TT: *makanlah.*

The target text is reduced linguistically by deleting subject **'You'** and objects **'all the meal'**, and then translated into **_makanlah_**.

15. Literal translation

Literal translation technique according to Molina and Albir (2002:510) is a technique that translates a word or an expression word for word. Literal translation occurs when there is an exact structural,

lexical, even morphological equivalence between two languages. This is only possible when the two languages are very close to each other.

Example:

ST: He reads a book.

TT: *Dia membaca sebuah buku.*

The source text can be translated literally because it is equivalent with the target text.

16. Substitution

Substitution technique according to Molina and Albir (2002:511) is a technique that changes the linguistic elements into paralinguistic element (intonation, gestures) or vice versa. It is used above all interpreting.

Example:

ST: I cross my finger for your successful English test.

TT: *Aku mendoakanmu semoga berhasil dalam ujian Bahasa Inggris.*

The paralinguistic element in the source text **'cross my finger'** transferred into linguistic element to the target text ***mendoakan***.

17. Variation

Variation technique according to Molina and Albir (2002:511) is a technique that changes linguistic or paralinguistic elements (intonation, gestures) that affect aspect of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc.

Example:

ST: He cuts the head of enemy with his sword.

TT: *Dia membunuh musuhnya dengan pedang.*

The element of the source text **'cut the head'** is changed into *membunuh* to make it acceptable for the target reader when adapting text for the children.

18. Transposition

Transposition technique according to Molina and Albir (2002:511) is a technique that changes a grammatical category; the semantics elements are transferred to grammatically different groups of words. This technique is used in order to overcome the problem related to different language systems.

Example:

ST: My sister brings the book.

TT: *Buku itu dibawa adikku.*

The element category in the source text is changed grammatically. **'my sister'** as subject in the source text become object in the target text and so does **'book'** as object in the source text becomes subject in the target text. Verb isalso changed into V3/ passive in the target text.

D. Translation Quality Assessment

Translation quality is an important aspect to assess the final product of translation. Wills (1982: 220) explains that to assess the quality of

translation, the translation critics must first compare the source language text and target language text. Second, he/she must reconstruct the psycholinguistic process leading to the target language text and third he/she must try to work out a formula for measuring intertextual adequacy.

Nababan (2008: 85-92) states that the purpose in the assessment was to analyze the strength and weakness point of translation product. Translation assessment focuses on three aspects; accuracy, clarity, and naturalness. Nababan also explained that quality of translation associated with accuracy and readability level in common. Larson (1984: 485) underlines that "There were three main reasons for translation assessment. The translator wants to be sure his translation is accurate, clear and natural". From the statements, it can be concluded that translation quality assessment involves three components; accuracy, acceptability, and readability.

Nababan in his journal (2010: 4) presented that every aspect of quality assessment has different scale of grade.

Table 2.1. *Grade scale of quality assessment aspect*

No	Graded quality aspect	Scale
1.	Accuracy	3
2.	Acceptability	2
3.	Readability	1

Taken from Nababan (2010: 4)

Based on the above grade scale of quality assessment aspect by Nababan, it is concluded that accuracy has the highest scale (three) because the basic concept of translation is a message transfer from source text to target text accurately. Acceptability has scale two relating to norm, and

culture in target text. In some cases, acceptability influences in accuracy. In other words, if a translation is less acceptable, it will be less accurate too. Readability has the lowest scale (one) because the problem is not related whether the text is easy to understand or not forthe target reader. The target reader has no access to the source text. They only expect the target text to be much readable for them.

In this research the translation quality is only assesed in terms of accuracy and acceptability.

1. **Accuracy in Translation**

Accuracy is a measurement of correctness. Accuracy in assessment of translated text is correctness in transferring message from the source text to the target text. Shuttleworth and Cowie in their Dictionary of Translation (1997: 44) put into words:

> "Accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original. While it is usually refers to preservation of the information content of source text in target text, with an accurate translation being generally literal rather than free, its actual meaning in the context of a given translation must depend of the type of equivalence."

Shuttleworth and Cowie explained that accuracy deals with the content orthe message of the text. Referring to the definition, it can be said that there are two things considered in accuracy. The first thing is the degree, and the second one is correctness.

2. **Acceptability in Translation**

Accept means agree to take. Acceptability in translation quality assessment is the ability of the transferred information to be

recognized by the readers based on knowledge and environment surroundings in their language. It relates to the naturalness of translation text to the target reader. Acceptability deals with the linguistic and the cultural bounds of the target reader.

A translator needs to comprehend the norms of the source language and the target reader before he/she translates a text. The translation text will consider acceptable if it is to read as an original written in target language and sound natural to the target readers. Nida and Taber state *"the best translation does not sound like a translation"* (1974: 4). The major factor of the acceptability is the culture and the awareness of the reader. Acceptability is closely related to culture and mindset of target reader.

Another statement about acceptability is defined by Toury (1980: 80):

> "Translations which lean towards acceptability can thus be thought of as fulfilling the requirement of 'reading as an original' rather than 'reading as the original' and consequently generally have a more natural 'feel'".

Toury was using the term "acceptability" to criticize the traditional theory of translation, which is oriented to the source text. He suggested the target-text-oriented approach, and recommends the translation belongs primarily to the targetliterary system.

E.   Translating for Children

a.   Children Literature

Children literature as defined by Oittinen (2000: 61) is that 'literature produced and intended for children or as literature read by children'. Hunt (1990: 1), however, says that the boundaries of children's literature are not clear-cut and that children's literature cannot be defined by textual characteristics either of style or content, while its primary audience is equally elusive. He adds that children's literature, as an outsider to the academic world, does not fit neatly into any of the established subject categories and has been positively snubbed by some of those categories. For him, children's literature is a species of literature which has mainly been defined in terms of reader rather than the author's intentions or the texts themselves.

For Klingberg, children's literature is literature produced specifically for children. This author excludes all other writing and pictures that children may read and specifies that a distinction should be made between literature read by children and literature produced for children. This is to mean that all that children read cannot be said to be part of children's literature (Oittinen, 2000: 61-2).

Defining literature from a sociological and psychological angle, Hellsing, a Swedish children's author, says that children's literature is anything the child reads or hears, covering anything from newspapers, series, TV shows, and radio presentations to what we call books. Taking this into account, children's literature could include not only literature produced for children but also literature produced by children

themselves, as well as the oral tradition (Oittinen, 2000: 62). Therefore, it can be concluded that children's literature may be understood as literature meant for children. As such, it has its own characteristics and generally contains values which those who design it want it to convey.

Broadly speaking, children's literature has characteristics that make it part of literature as a whole. However, it does also have some elements that distinguish it from adult literature, despite the lack of consensus regarding what makes it different. Egoff (1981: 1) says that children's literature has two basic characteristics: it is writing for children (that is people up to early teens) and it is intended to be read as literature and not only for information and guidance. For Oittinen (2000: 4-5), children's literature is mainly characterised by the fact that children's books are often illustrated and often meant to be read aloud. To my mind, one can add to these the point that children's literature is characterised by the fact it is adapted to its audience and its audience's needs. For children's literature to be appropriate and to fulfil the functions that it should fulfil in a child's development, it should be designed according to certain requirements. Norton (1987: 85-104) discusses some characteristics of children's literature with regard to plot, characterisation, setting, theme, style and point of view.

As far as plot (plan of action) in children's literature is concerned, Norton (1987: 85-6) says that children like a book (and hence a story) which has a good plot, characterised by action, excitement, some

suspense and enough conflict to develop interest. A good plot is one which allows children to become involved in the action, feel the conflict developing, and recognise the climax when it occurs. Norton also says that children's expectations and enjoyment of conflict vary according to their ages. Young children like simple plots dealing with everyday happenings but as they grow older, they prefer more complex plots. Children, like adults, also like stories which have a good beginning that introduces the action and characters in an enticing way, a good middle section that develops the conflict, a recognisable climax, and an appropriate ending. In children's literature, events usually happen in chronological order.

Excitement in a story occurs when the main characters experience a struggle or overcome conflict, which is the usual source of plots in literature. Lukens (cited in Norton, 1987: 86) distinguishes four kinds of conflict: person-against-person, person-against-society, person-against-nature, and person-against-self. Usually, stories written for young children have plots that develop one kind of conflict. However, older children enjoy stories which contain plots that use several conflicting situations.

As to characterisation, it should also be conceived of in such a way that it satisfies children's needs. It should make the story believable and enjoyable. To achieve this purpose, children's book writers should make the main characters seem lifelike and develop throughout the

story. For Bond (cited in Norton, 1987: 90), children's literature usually contains three-dimensional characters, i.e. characters with pasts, futures, parents, siblings, hopes, fears, sorrows, and happiness, which the child reader may identify with and feel moved by the situation he is in.

As far as setting (location in time and place) is concerned, Norton (1987: 91) argues that it 'helps the reader to share what a story's characters see, smell, hear, and touch, as well as making characters' values, actions, and conflicts more understandable.' According to her (1987: 91-2),

> In some books, setting is such an important part of the story that the characters and plot cannot be developed without understanding time and place. In other stories, however, the setting provides only a background. In fact, some settings are so well known that just a few words place the reader immediately into the expected location. "Once upon a time", for example, is a mythical time in days of yore when it was possible for magical spells to transform princes into beasts or to change pumpkins into glittering carriages.

She goes on to say that details of the story should be accurate and both plot and characterisation should be consistent with what actually occurred or could have occurred at that time and place. It would sound quite absurd to tell a story in Rwanda set in the 18th century, for instance, in which a character is using a computer when it is known that Rwandan society, even the world, knew nothing about computers at that time.

As regards theme, i.e. the underlying idea that ties the plot, characterisation and setting together into a meaningful whole, writers of children's literature should make sure that it is worth while for children,

by making sure that the content of their writings is in agreement with the values of the society in which the child reader lives. Most authors of children's books prefer to state a book's theme directly, rather than imply it, as is common in books for adults. In other words, they mention in plain words what they want to convey about life or society. As literature offers children an opportunity to identify with other people's experiences and thus better understand their own process of growing up, the themes of many children's books involve the development of self-understanding (Norton, 1987: 95).

Concerning style, which is the way an author arranges words to create plots, settings, and characterisation, Norton (1987: 105) says that language should bring the characters to life, enhance plot development and create the mood of the setting. As to point of view, i.e. the view point through which the author chooses to tell the story, the author can choose a first person point of view (telling the story through 'I'), an objective view point of view (letting actions speak for themselves: the author describes only the characters' actions, and the reader must infer the characters' thoughts and feelings), an omniscient point of view (telling the story in the third person) or a limited omniscient point of view (the author concentrating on the experience of one character, but having the option to be all-knowing about other characters) (Norton, 1987: 105). According to Norton (1987: 97), there is no preferred point of view for children's literature but an author's choice can affect how

much children of certain ages believe and enjoy a story. Contemporary realistic fiction for children aged eight and older often use a first-person point of view or a limited omniscient point of view focusing on one child's experience. Finally, readability is another important characteristic of literature for children. Children's books should conform to children's reading levels so that they can read them independently and understand them.

All this amounts to the fact that children's interests should be taken into account when selecting and/or writing their literature. Those who write and those who select books for children should bear in mind that children should read the books they like. In addition, they should take into consideration values that children should learn through reading.

b. Objectives and Method of Translating for Children

Translating offers a lot of challenges of different kinds, whether translating for adults or for children. Moreover, it is not always easy to define a clear boundary between the problems of translating a book for children and a book for adults (Klingberg, 1986: 10). Generally speaking, translating for children offers the same challenges as translating for adults and the methods used to solve translation problems encountered when translating for adults are also used when translating for children. To solve them when translating for children, the translator

should, from a personal point of view, bear in mind, among other things, the objectives of translating for children.

Children's literature has a particular purpose that should be carried on in its translation. Klingberg (1986: 10) distinguishes two main aims of translating children's literature. These are to make more literature available to children and to further the international outlook and understanding of the young readers. He also says that there are two pedagogical reasons that can cause the revision of the original text in order to suit it to the children's needs. The first is to give the readers a text that is within the level of their understanding and the second is to give the readers a text that contributes to the development of the readers' set of values.

Because of these specific aims of, and reasons for, translating for children, particular challenges arise when the translator embarks on translating children's literature. For that reason, he needs to use specific methods to overcome such challenges. Before looking at challenges presented by translating for children and the methods applied when translating for children, let us have a general look at methods used in translation.

To overcome translation problems, translators use different methods and/or techniques. Vinay and Darbelnet (1995: 31) distinguish two broad methods, namely direct translation and oblique translation, each of which comprises a set of methods. Direct translation is the

method used when it is possible to transpose the source language message element by element into the target language because it is based on either parallel categories or on parallel concepts. Oblique translation is the method that is used when there are gaps between the SL and TL and certain stylistic effects cannot be transposed. Direct translation comprises three methods, namely borrowing, calque and literal translation, while oblique translation consists of four methods, namely transposition, modulation, equivalence and adaptation.

Borrowing is a method of translation that consists in taking a foreign word from the SL and using it in the TL. As Hervey and Higgins (1992:31) put it, a SL word or expression is transferred into the TT verbatim. This is used in order to overcome a lacuna, usually a metalinguistic one, for instance a new technical process or an unknown concept (Vinay and Darbelnet, 1995: 31). Because borrowing is used to solve a cultural gap, Hervey and Higgins (1992:31) call it "cultural borrowing". Calque is, according to Vinay and Darbelnet (1995: 32), 'a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements.' It may be a lexical calque (one that respects the syntactic structure of the TL) or structural calque (one that introduces a new construction into the TL). In this case, the expression consists of TL words and respects TL syntax but is unidiomatic in the TL because it is modelled on the structure of a SL expression (Hervey and Higgins, 1992:33). Literal, or word-for-

word, translation is the method used when it is possible to transfer directly the SL text into a grammatically and idiomatically appropriate TL text without having recourse to any oblique methods. All that the translator has to do is to observe the adherence to the linguistic servitudes of the TL.

Transposition is the method that consists in replacing one word class with another without changing the meaning of message. As to modulation, it is a method of translation that consists in the variation of the form of the message, obtained by a change of view. Modulation can be resorted to when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL (Vinay and Darbelnet, 1995: 36). Changing a negative into an affirmative or a passive into an active and vice versa are examples of modulation. The third oblique translation method discussed by Vinay and Darbelnet (1995: 38), namely equivalence, is the method that is used when the same situation is rendered by two texts using completely different stylistic and structural methods. It consists, actually, in rendering an expression used in a ST situation by its equivalent in the TL situation. This method is the common method used in translating fixed expressions like proverbs, clichés, idioms, and so on (Vinay and Darbelnet, 1995: 38). As to the fourth method, namely adaptation, it is the method used when the type of situation referred to by the SL message is unknown in the TL culture.

Translators are required to create a new situation that can be considered as being equivalent. According to these authors (1995: 38), adaptation can be characterised as a special kind of equivalence, a situational equivalence (Vinay and Darbelnet, 1995: 39).

Moreover, Hervey and Higgins (1992) also discuss techniques used to deal with translation losses and come up with two techniques that they term 'compromise' and 'compensation'. To my mind, these techniques are particularly useful to solve linguistic problems. Compromise means, for Hervey and Higgins (1992:34), "reconciling one self to the fact that, while one would like to do full justice to the 'richness of the ST, one's final TT inevitably suffers from various translation losses.' Sometimes, the translator finds it necessary to allow these losses unhesitatingly. Some properties of the ST may be sacrificed in order to give priority to others. These authors illustrate this by giving an example where a translator of prose may sacrifice the phonic and prosodic properties of a ST in order to make its literal meaning perfectly clear while a translator of verse may sacrifice much of the ST's literal meaning in order to achieve desired metric and phonic effects.

Hervey and Higgins (1992) hold the view that compromise is a technique that can be used in translation and prove its merit in the following terms:

> Compromise should be the result of deliberate decisions taken in the light not only of what latitudes are allowed by the SL and TL respectively, but also of all the factors that can play a determining role in translation: the nature of the ST, its relationship to the SL

audiences, the purpose of the TT, its putative audience, and so forth. (Hervey and Higgins, 1992:34).

With regard to compensation, Hervey and Higgins (1992: 35) argue that it consists in 'techniques of making up for the loss of important ST features through replicating ST effects approximately in the TT by means other than those used in the ST.' They then distinguish four types of compensation: compensation in kind, compensation in place, compensation by merging and compensation by splitting.

Compensation in kind refers to making up for one type of textual effect in the ST by another type in the TT. Compensation in kind may be used, for instance, to settle the differences between French and English narrative tenses. Concerning compensation in place, it consists in making up for the loss of a particular effect found at a given place in the ST by recreating a corresponding effect at an earlier or later place in the TT. For instance, an untranslatable pun in the ST may be compensated for by means of a pun on another word at a different place in the TT (Hervey and Higgins 1992:37). As for compensation by merging, it is concerned with condensing ST features carried over a relatively long stretch of text into a relatively short stretch of the TT. What is expressed in many words is thus rendered in fewer words (Hervey and Higgins, 1992: 38). And finally, compensation by splitting is the technique that is the opposite of compensation by merging. It, thus, consists in translating one SL word by using two or more words or a short SL expression by means of a longer TL expression. Compensation by splitting can be

used, for instance, in cases where there is no single TL word that covers the same range of meaning as a given ST word (Hervey and Higgins, 1992: 39).

As can be seen, these methods can be used to solve translation problems whether one is translating for adults or for children. However, translating for children has some particularities, which give rise to particular challenges, for example is that translator should consider the taste of children in translation with the purpose of fulfilling their needs thoroughly.

F.   Noun Phrase

1.   Definition of Noun Phrase

A noun phrase is a group of related words that can act as a single noun-like unity within a sentence. Prahi (2006:1) mentions, "A noun phrase is a group ofwords that does the work of a noun. A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun." Nordquist (2009:1) mentions that a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Swan (1980:22) stated that noun phrase (NP) is a group (e.g article + adjective + noun) which acts as the subject, object, or complement of a sentence.

2.   The Formation of Noun Phrase

According to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers. Here are the formations of noun phrase:

a. Determiners + noun
   1) **The** book; **These** books
   2) **My** book; **Some** books
b. Determiner (+modifiers) + noun
   1) Some **extremely interesting, really beautiful used** books
   2) Some interesting, really beautiful used **grammar** book with red covers.
c. Determiner (+modifier) +noun +(modifying phrases and clauses)
   1) Some interesting, really beautiful used grammar books **with red covers.**
   2) Some interesting, really beautiful used grammar books **printed in China** with red covers.
   3) Some interesting, really beautiful used grammar books printed in China with red covers that **we studied last semester.**

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. They indicate how much or how many, whose, which one,and similar information about noun that follows.

There are eight types of determiners:

a. Articles (a, an, the)

   • Indefinite articles a or an signal reference that is non specific or general.

- The definite article the signals the reference that is specific

b. Possesive pronouns (my, our, your, his, her, its, their).

c. Relative pronouns (whose, which, whichever, what, whatever)

d. Demostrative (this, these, that, those).
  - Singular : *this* and *that*
  - Plural   : *these* and *those*

e. Indefinite pronouns (any, each, few, other, some, etc.)

f. Cardinal Numbers (one, two, three, etc.)

g. Ordinal Numbers (last, first, second, etc)

h. Possessive proper nouns (Bob's, Sarah's)

Thomson & Martinent (1986) give six formations of noun phrases as follows:

a. *a/an (Indefinite Article) + Noun*
   The form **a** is used before a word begins with a consonant, or a vowel with a consonant sound:

   e.g   **a** man

   The form **an** is used before words begins with a vowel (a, i, u, e, o) or words beginning with a mute **h**:

   e.g   **an** apple

   or individual letter spoken with **a** vowel sound:

   e.g   **an** L-plate

b. *the Definite Article + Noun*
   The is the same for singular and plural and for all genders.

48

e.g   **the** boy / **the** boys

The definite article is used when the object or group of objects is unique or considered to be unique:

e.g   **the** earth

Before a noun which has become definite as a result of being mentioned a second time:

e.g   His car strucks a tree; you can still see the mark on the tree.

Before a noun which is needed definite by the addition of a phrase or clause:

e.g   the girl in blue

Before a noun which by reason of locality can represent only one particular thing:

e.g   the newspaper (the one we read)

Before superlatives and first, second etc, used as adjectives or pronouns, and the only:

e.g   the first (week)

c. *This/ these, that/ those (Demonstrative Adjective) +Noun. This/that are used for singular nouns, these/ those are used for plural nouns.*
e.g   **This** beach was quite empty last year.

d. *Possessive Adjective + Noun*
Possesive adjectives in English refer to the possessor and not to the thing possessed, **my, your, its, our**, and **their** are possessive adjectives.

e.g   **my** book

49

The form of the possesive /genitive case of nouns. **'s** is used with singular nouns and plural nouns not endings in s:

  e.g a man**'s** job

A simple apostrophe (**'**) is used with plural noun ending in s:

  e.g the Smiths**'** bag

Classical names ending in s usually add only the apostrophe:

  e.g Phythagoras' Theorem

Other names ending in s and take s or the apostrophe alone:

  e.g Mr. Jones's house or Mr Jones' house

e. *Numeral*

 1) Cardinal numbers (adjectives and pronouns).

   e.g **two** girls

 2) Ordinal numbers (adjectives and pronouns).

   e.g **second** chance

f. *Quantitative Adjectives*

 It is intended to explain the number of things , they are : some, any, much, many, a lot of, a little, few, etc. Some and any mean "a certain number or amount". They are used with or instead of plural or uncountable nouns.

   e.g **some** biscuits (countable)

any apple juice (uncountable)

"much" is used to explain uncountable noun, then **"many"** is used to explain countable noun

> e.g   **much** time   **many** things

a lot of is used to explain plural and uncountable noun.

> e.g   **a lot of** luck

few is used to explain plural noun; little is used to explain uncountable noun in negatives idea (without 'a'). Whereas **a few** and **a little** are more positive.

> e.g   He has **few** friends   (not enough friends)
>
> There is **little** time   (not enough time)

Furthermore, Mustadi (2005: 4) gives twelve formations as follows:

a. *[determiner-Headword]*
- a   book
- the   country
- this   child
- our   house
- some   equipment

b. *[(det)-adjectives-H]*
- A luxurious big house
- Many white Chinese cars
- Long straight black hair
- Smooth/soft brown skin
- This big square building

c. *[(det)-verb+ing-H]*
- The opening ceremony
- A developing country
- A reading book

- A slowly moving train

d. *[(det)-verb3-H]*
- A revised edition
- The estimated cost
- That fallen tree
- This corned beef
- This equipment plane

e. *[(det)-noun-H]*
- The bus station
- A call paper
- World Health organization

f. *[(det)-H-prepositional phase]*
- the people in Java
- the colour of the sea

g. *[(det)-H-verb+ing]*
- The man sitting at the corner
- The people traveling long distances

h. *[(det)-H-verb3]*
- The things made in Japan
- Some novels written by Kristy
-

i. *[(det)-H-to infinitive]*
- Much work to do
- Many experts to assist us

j. *[(det)-H-adjective]*
- Something important
- Parents interested in the program

k. *[(det)-H-adv/number/NP]*
- Youth today
- Page 16
- Alexander the Great

l. *[(det)-H-relative clause]*
- The man who is sitting at the corner
- Things which are made in Japan

- Many experts who are to assist us
- Parents who are interested in the program

G. *Curious George* by Margret Rey and H. A. Rey

Curious George is a children's book written and illustrated by Margret Rey and H. A. Rey, and published by Houghton Mifflin in 1941. It is the first book in the Curious George series and tells the story of a orphaned monkey called George and his adventures with the Man with the Yellow Hat.

The idea for Curious George came from an earlier Rey work, *Cecily G. and the Nine Monkeys*. One of the characters in that story is Curious George. Margret and Rey then decided to create a book entirely focused on Curious George, which was an instant success. However, Margret Rey's name did not appear on early copies of *Curious George* because the publisher felt that children's literature was too dominated by women.

The story opens with George, a little orphaned brown monkey, in the jungle. An unnamed man in a large yellow straw hat spots him through his binoculars and decides he would like to take the monkey home with him. He puts his hat on the ground and hides behind a tree. George, ever curious, comes down from the tree "*to look at the large yellow hat.*" He puts the hat on but it is so large that he can't see and that gives the Man in

the Yellow hat the opportunity to capture him and put him in a bag. The Man takes George to his cruise ship where he tells him that he is taking him to stay at the zoo in a big city and that he will like it there. He then gives George the run of the ship and tells him not to get into trouble. On deck, George sees some seagulls, tries to fly with them and falls overboard. Luckily, the crew notices that George is missing, and spot him in the Atlantic Ocean. They throw him a lifesaver and pull him aboard.

When they arrive in America, George is taken to the Man's house, has a meal, smokes a pipe, then goes to bed. The next day, having watched the Man make a telephone call before leaving, George plays with the telephone and inadvertently calls the fire station. The firemen rush to the house, only to discover Curious George and no fire. They arrest him for the false alarm and put him in jail.

Curious George tries to climb through the window, but there are bars. At that moment, the guard comes in and climbs up on a wooden bed to reach George. The guard is so heavy that the bed tips over and pins him against the wall, stalling him long enough for George to run out the open door to escape jail. He then climbs over the guard in front of the jail, using the telephone wires. Out in the street, he spots a balloon vendor and tries to grab a balloon, but ends up grabbing the entire bunch and flying off into the air. He's carried by the breeze until it stops, leaving George on the top of a traffic signal. The Man finds him there, buys all the balloons from the

street vendor and finally takes George to his new home at the zoo, where each animal gets its own balloon.

Margret Elizabeth Rey (May 16, 1906 – December 21, 1996) and her husband Hans Augusto "H.A." Rey (September 16, 1898 – August 26, 1977) met each other in Brazil and then moved to Paris. After moving several places to escape the Nazis, they settled down in New York.It was here that they wrote *Curious George* and seven other books about him including *Curious George Takes a Job*, which won the Lewis Carroll Shelf Award in 1960. The Reys then moved to Cambridge, Massachusetts during 1963, in a house near Harvard Square, and lived there until Hans's death in 1977. A children's bookstore named Curious George & Friends (formerly Curious George Goes to Wordsworth) was started in the 1990s by friends of the Reys, and operated in the Square until 2011.A new store opened in 2012 at the same address, called The World's Only Curious George Store - Harvard Square (Taken from https://en.wikipedia.org/wiki/Curious_George_(book), July 14, 2017 at 01.00 am).

H. Previous Related Studies

Analysis of translation techniques have been conducted by several researchers. The first previous study is a research done by Roswita Silalahi (2009). In her research, entitled*"The Impact of the Translation Techniques, Methods, and Ideologies on the Quality of the Translated Text*

Medical-Surgical Nursing in Bahasa Indonesia". The objectives ofher study are to formulate translation techniques applied to translate *Medical-Surgical Nursing* text into Bahasa Indonesia, to describe the translation methods chosen, to interpret translation ideologies adopted, and to assess the impact of the translation techniques, methods, and ideologies on the quality of the translated text into Bahasa Indonesia. The result of her study, she finds 338 data are accurate, 136 less accurate, and 48 inaccurate. Meanwhile, 396 data are acceptable, 91 are less acceptable, and 35 are unacceptable. It is also found that 493 data have a high readability level and other 19 have an adequate readability level. Therefore, it is concluded that the result of the study show that the translation technique chosen by the transaltor provide good quality of translation.

The second study is research entitled *"Teknik Penerjemahan Wordplay dan Kualitas Terjemahannya dalam Novel Charlie and the Great Glass Elevator karya Roald Dahl"* conducted by Andy Bayu Nugroho (2011). The purposes of his study are to describe the forms and functions of wordplay realize in Roald Dahl"s *Charlie and the Great Glass Elevator* as the source text, identify the translation techniques to the wordplay apply in the target text, identify the translation techniques realizing the forms and functions of the original wordplay, and discover the effects of the applied translation techniques of the wordplay towards the quality of the target text in general.

The result found 12 types of wordplay and 1 modified type of wordplay. It is found 3 basic functions of wordplay and 1 multiple function of wordplay. The techniques apply in translating wordplay in the novel vary from single techniques to multiple techniques. Single techniques included literal, adaptation, borrowing, linguistic compression, omission, modulation, amplification, description, and generalization. While the multiple techniques included combination of two, three, four, five, six, and seven techniques at once. Techniques which successfully realize the messages, forms, and functions of the wordplay are literal (23 cases), combination of two techniques (20 cases), combination of three techniques (17 cases), borrowing and combination of four techniques (14 cases each), combination of five techniques and adaptation (7 cases each), combination of six techniques (4 cases), compression, modulation, and combination of seven techniques (1 case each). Fully equivalent translation of the wordplay becomes the major result of the translation of the wordplay. It implies that generally the translation is good.

The third study is research by Anam Sutopo (2012) entitled "*Teknik Penerjemahan Naskah Pidato Kenegaraan Presiden RepublikIndonesia dari bahasa Indonesia ke dalam bahasa Inggris*". The objectiveof his study is to describe the translation techniques applied by the translator in the translation text of the state address of the President of the Republic of Indonesia. The result of his research shows that: There are 11 techniques applied by the translator. They are amplification (64 data),

pure borrowing (63 data), natural borrowing (43 data), calque (67 data), description (11 data), generalization (56 data), literal translation (263 data), modulation (35 data), reduction (4 data), transposition (58 data), and addition (19 data). The technique of translation applied by the translator is dominated by literal translation.

Another research with the same topic is done by Ikma Qurrota A'yun (2013) entitled *"Translation Techniques of the Complex Sentencesin Bilingual Textbook BIOLOGY 1 for Senior High School Year X Published by Yudhistira (A Descriptive Qualitative Study)"*. The objectiveof her the study isto discuss the translation techniques use in bilingual textbook and how the meanings of complex sentence toward the readers. From the data result, literal translation occur in a great number with the frequency 109 times (42.25 %). The second is borrowing with the frequency 94 times (36.43 %), the third is adaptation with the frequency 22 times (8.53 %), the fourth is reduction with the frequency 10 times (3.87 %), the fifth is particularization with the frequency 9 times (3.49 %), the sixth is amplification with the frequency 8 times (3.10 %), the seventh is generalization with the frequency 3 times (1.16 %), the next is transposition with the frequency 2 times (0.78 %), and the smallest number is description with the frequency 1 times (0.39 %). The whole sentences can be understood by the readers easily because there are no deviated meaning.

The next research is conducted by Zadar (2016) entitled "*Translating Children's Literature: The Gruffalo, the Gruffalo's Child, Room on the Broom, and the Smartest Giant in Town*". This paper discusses the problems of translating children's literature, which is primarily associated with the age factor. Other topics include the position of children's literature, the specific readership, and the translator's aims. The focus is also on the importance of illustrations, readability, and rhyme and rhythm. Lastly, a case study of four translated picture books, *The Gruffalo, The Gruffalo's Child, Room on the Broom, and The Smartest Giant in Town,* is presented at the end.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology of the research, including the research design, setting, population, sample and data-collection instrument.

A. Research Type and Design

This research belongs to the qualitative research. As stated by Creswell (1998: 15), "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting."

This research also applies a descriptive qualitative method. By using descriptive qualitative method, the researcher only collects, classifies, analyzes the data and then draws a conclusion. According to Sutopo, in qualitative research, the data collected are in the forms of words, sentences or pictures, which have meaning rather than numbers or frequencies (2002: 35).

B. Data and Source of Data

Data source is an object from which the data are obtained for the research. This research has two types of data. They are the source of data and the data analysis. The source data of this research are the noun phrase and also the

Indonesian translation found in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993. To obtain adequate data of noun phrase, the researcher uses one series of children's book, Curious George to be analyzed.

The book was published by Houghton Mifflin in 1941, and for seventy-five years these books have been enjoyed by the readers all over the world. All the Curious George books, including the seven original stories by Margret and Hans, have sold more than twenty-five million copies. So popular that his original story has never been out of print. The researcher chose this children book as the source of data with the consideration that Curious George has become one of the most beloved and recognizable characters in children's literature. His adventures have been translated into many languages, including Japanese, French, Afrikans, Portuguese, Swedish, German, Chinese, Danish, Norwegian, and Indonesian. Besides, this book also contains complex language for children and a large number of noun phrases.

The data analyses are the results of the questionnaires gained from the informants. This research involved three informants who evaluate the accuracy and acceptability. They called as raters. The criteria of the raters are:

1. Mastering English and Indonesian language.

2. Having adequate knowledge about translation.

3. Having competency and experiences as a translator.

4. Willing to take part in the research.

The raters in this research consists of three people who come from the same background, which is translation study, meanwhile, two of them was taken from the academic discipline of study or lecturer, another is practitioner or called as translator.

C. Method of Data Collection

This research applied two kinds of method of data collection; content analysis and interview by using questionnaire as the instrument to get the data from the informants. The method of data collection in this research is as follow:

1. Content Analysis

In the content analysis, the researcher collected the data which are the sentences that contain noun phrase in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 and its Indonesian translation. The researcher collected the data from the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 that has been released and published in Indonesia.

1) Reading the sentences transcription and translation from the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 in both English and Indonesian language.

2) Selecting the data which is only the English language containing noun phrase translated into Indonesian as appeared in the book to be analyzed.

3) Writing down the noun phrase appears in the book.

4) Classifying the noun phrase into type.

5) Describing the technique used by the translator to translate the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993.

6) Describing the accuracy and the acceptability of the book translation.

7) Classifying and encode the data.

8) Analyzing the data.

9) Drawing conclusion.

2. Interview

Besides content analysis, researcher also used interview method. Interview is used to gain information from the informants about the translation accuracy and acceptability. The raters also used questionnaire as the instrument of interview.

This research applied 2 types of questionnaire, close format and open ended format. The close format questionnaire means that the questionnaire is in form of scaled questionnaire. The researcher distributed questionnaires containing scale of the subtitle translation accuracy and

acceptability to the raters. Meanwhile, in open ended format, the raters are allowed to give their comments dealing with the translation accuracy and acceptability.

The informants or the raters were asked to assess the accuracy and acceptability below.

Scale of Accuracy

Scale	Description
1	Accurate The meaning of the noun phrase of the source language is completely conveyed into the target language. The message in target language is the same as that of the source language.
2	Less Accurate The meaning of the noun phrase of the source language is less accurately conveyed into the target language. There is a deviation on the message of the source language that carries ambiguous meaning.
3	Inaccurate The meaning of the noun phrase of the translation is completely different from that of the source language. The meaning of the whole idiom is not communicated adequately in the translation or not translated (deleted).

Taken from Nababan (2010: 4)

The above table shows the grade scale of the quality assesment aspect of translation in the term of accuracy. Accurate is the meaning of the source language sentence is accurately conveyed into the target language text, there is no meaning distortion. Accurate is the meaning of the source language sentence is less accurately conveyed into the target language. There are some meaning distortions. Inaccurate is the meaning of the source language sentence is definitely not accurately conveyed into the target language. It is omitted or deleted. Whereas, acceptable is the source language sentences are translated naturally. It does not feel like a translation

product. There is no grammatical mistake. The terms of the source language are suitable with the culture of target language. Less Acceptable is the translation sound natural enough but it feels like translation. It is rather clumsy and not in accordance with the language sysytem and culture of target language. Unacceptable is the translation extremely sunds like translation, unnatural, and clumsy. It is not grammatically and culturally accepted. The grade scale for the quality assesment aspect of translation in the term of acceptability can be seen in the following table.

Scale of Acceptability

Scale	Description
1	Acceptable The translation of noun phrase sounds natural, does not feel like translation and is familiar to the target language
2	Less Accurate The translation of noun phrase sounds few clumsy and feels like translation
3	Not Acceptable The translation sounds unnatural. The noun phrase words used in the translation is never used as noun phrase in Indonesia.

Taken from Nababan (2010: 4)

D. Technique of Data Analysis

The data which had been collected were analyzed as follow:

1. Determining the object of the research

The object of the research is the noun phrase in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993.

2. Collecting the data

   The data are the noun phrase found in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 and the questionnaire from the 3 raters.

3. Identifying the types of the noun phrase.

   The researcher employed theory of formation of noun phrase according to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers.

4. Validating the data

   The researcher consults the dictionary and also informant who have a good competency in English and Indonesian language and also have knowledge in linguistic to check whether the data are really noun phrase or not.

5. Describing the techniques used by the translator in translating the noun phrase in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993. The researcher determines to use the technique according to Molina and Albir (2002: 509) were procedures to analyze and classify how translation equivalence works.

6. Encoding the data

   Each of the data collected was given a code, which shows the number of the datum, the part from which the noun phrase and its translation taken.

   For example:

   (01/p.6) means the data is datum taken from the bookseries01, page 6.

7. Analyzing the data

In this research, the data were analyzed to observe:

a. The types of the noun phrase and the percentage of each type.

b. The techniques employed by the translator in translating the noun phrase and the percentage of each technique.

c. The accuracy and acceptability of the idiomatic translation.

The following table is the instrument the researcher used to analyzed the translation techniques used in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993.

Table 3.1 Data Analysis Form

NO.	Page	Source Language (SL)	Target Language (TL)	Translation Technique
1.				
2.				
3.				

In table 3.1, there are five columns. From the left side, the first column is the number of the data. The second column is pages which describe where the data were found. Then, the next side contains the English version of the text; whereas the fourth column contains the Indonesian version. The last column describes the translation technique of each datum.

Afterwards, the researcher would see the dominant translation techniques used in delivering the materials. The data extrapolation would be presented in the following table:

Table 3.2 Data Tabulation Form

No.	Translation	Frequency	Percentage
1.			
2.			
3.			
Total:			

8. Drawing a conclusion

Based on the data analysis and research findings, some conclusions were
drawn and some suggestions were made.

E. The Trustworthiness of the data

To get the validity and reliability of the research, the researcher used
triangulation. Setiyadi (2006: 31) defines triangulation as the combination of
two methods or more in collecting the data, to enrich the data and to make
conclusion accurately.

According Lexy, (2000: 178), triangulation is a technique of
examining the trustworthiness of data by using something excluding the data
to check or to compare the data. Denzin in Lexy (2000: 178) divides
triangulation into four kinds, they are; triangulation by using sources,
triangulation by using methods, triangulation by using investigator, and
triangulation by using theories. The explanations will be present below:

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.

2. Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.

3. What means triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.

4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation by using investigator is that the researcher will recheck the credibility of the data by her own research or other researcher (previous study) and triangulation by using theories to get a valid evidence of the research result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Description of Research Subjects

The source data of this research are the noun phrase and also the Indonesian translation found in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993. To obtain adequate data of noun phrase, the researcher uses one series of children's book, Curious Georgeto be analyzed.

The book was published by Houghton Mifflin in 1941, and for seventy-five years these books have been enjoyed by the readers all over the world. All the Curious George books, including the seven original stories by Margret and Hans, have sold more than twenty-five million copies. So popular that his original story has never been out of print. The researcher chose this children book as the source of data with the consideration that Curious George has become one of the most beloved and recognizable characters in children's literature. His adventures have been translated into many languages, including Japanese, French, Afrikans, Portuguese, Swedish, German, Chinese, Danish, Norwegian, and Indonesian. Besides, this book also contains complex language for children and a large number of noun phrases. (Taken from http://pbskids.org/curiousgeorge/ on December 11, 2017 At 11.20 PM)

In this research, the researcher limits on the analysis of noun phrase in the children's book, Curious George by H.A Rey from Houghton Miffin Company, Boston 1993 translated into *George Yang Ingin Tau*. The researcher will only focus on the translation of noun phrase, and equivalence of noun phrase that change on the children's book, Curious George. To obtain adequate data of noun phrase, as a theory for analysis, the researcher applied the theory of translation analysis as a theoretical approach to research. This research copes with the translation techniques applied by the translator in translating noun phrase contained in the book. Besides, the researcher also analyses the accuracy and acceptability values of the translation. This is particularly designed in order to get the best result of the research with effective time and energy. It is also to make specific focus of the research Nababan (2010: 2).

2. **Data Analysis of Translation Tecniques found in the children's book, Curious George**

In translating the children's book, Curious George, the translator applies certain techniques. The techniques are applied to produce a good quality of the translation product. After analyzing the data, both the English version of the children book and its Indonesian translation, the researcher found 10 techniques out of 18 techniques proposed by Molina and Albir (2002: 509) that was used by the translator in translating the children's book, Curious George.

In addition, there are 7 data out of 90 data of noun phrase is considered not translated by the translator or translated by using deletion. The technique of deletion is not proposed in Molina and Albir (2002: 509) theory. In any case, the translator applies this strategy because the omitted parts do not give the important meaning to the text and it is hard to understand. On the other hand, this strategy often produces inaccurate translation. It is better for the translator to omit those parts rather than to produce confusing translation product. Deletion is a strategy where the translator omits or deletes word or other parts of the source language in the target language. In other words, the translator does not translate some parts of the source language (Suryawinata and Hariyanto, 2000: 75).

Below are the details of each translation technique found based on the analysis:

a. **Calque**

Calque technique according to Molina and Albir (2002: 510) is a literal translation of foreign word or phrase. It can be lexical or structural. Calques are special kind of borrowing where a language borrows a word or an expression from another language and translates literally each of its elements. This technique is mostly applied by the translator to translate the noun phrase in the children's book, Curious George. This technique is used by the translator since it is appropriate to be used in translating the noun prhrase as noun phrase is a group of related words that can act as a single noun-likeunity within a sentence.

The number of data contain calque in this translation is 31 of 90 data.

Example 1
Datum 1
SL : A good little monkey
TL : *Monyet kecil yang baik hati*

From the above example, it can be seen that the translator translated the noun phrase of "A good little monkey" into "*Monyet kecil yang baik hati*". In this data, the word "A good little monkey" in the source text means a little monkey which is good or having a good manner is borrowed and translated literally into target text becomes "*Monyet kecil yang baik hati*".

Example 2
Datum 19
SL : A big ship
TL : *Kapal yang besar*

From the above example, it can be seen that the translator translate the noun phrase of "A big ship" into "*Kapal yang besar*". In this data, the word "A big ship" in the source text means a ship which is a large or a big size is borrowed and translated literally into target text becomes "*Kapal yang besar*".

Example 3
Datum 55
SL : A fat firemen
TL : *Petugas yang gemuk*

From the above example, it can be seen that the translator translated the noun phrase of "A fat firemen" into "*Petugas yang gemuk*". In this data, the word "A fat firemen" in the source text means a

73

ship which is a large or a big size is borrowed and translated literally

into target text becomes "*Petugas yang gemuk*".

Table 4.1 Calque

Technique	Data Numbers	Total
Calque	1,5,6,13,19,20,22,23,25,31,32,33,40,46,47,51,52,53,54,55,63,66,67,69,70,71,73,81,82,84,90	31

b. Literal Translation

Literal translation technique according to Molina and Albir

(2002: 510) is a technique that translates a word or an expression word

for word. Literal translation occurs when there is an exact structural,

lexical, even morphological equivalence between two languages. This

is only possible when the two languages are very close to each other.

Only 1 of 90 data found to be translated by using literal translation in

the children's book, Curious George. It indicated that literal translation

is not commonly use by the translator in translating noun phrase of the

children's book, Curious George.

> Example 1
> **Datum 2**
> **SL :** A man
> **TL :** *Seorang pria*

From the above example, it can be seen that the translator

translated the noun phrase of "A man" into "*Seorang pria*". The source

text can be translated literally because it is equivalent with the target

text.

Table 4.2 Literal Translation

Technique	Data Numbers	Total
Literal Translation	2	1

c. **Amplification**

Amplification technique according to Molina and Albir (2002:510) is a technique that introduces details that are not formulated in the source text. It can be written directly or type in the footnote. This technique gives an explanation about the source language term, so it can be understood by the target reader. There are 3 of 90 data translated by using amplification technique in the children's book, Curious George.

> Example 1
> **Datum 3**
> **SL :** A large yellow straw hat
> **TL :** *Topi kerucut besar berwarna kuning*

From the above example, it can be seen that the translator translated the noun phrase of "A large yellow straw hat" into "*Topi kerucut besar berwarna kuning*". For the readers who are not familiar with any foreign word or term in this case is the word **'straw hat'**, the translator gives a brief explanation about it as ***topi kerucut***.

Table 4.3 Amplification

Technique	Data Numbers	Total
Amplification	3,34,37	3

d. Compensation

Compensation technique according to Molina and Albir (2002: 510) is a technique that introduces a source text element of information, or stylistic effect in another place in the target text because it cannot be reflected in the same place as in the source text. It allows the translator to transfer a stylistic difficulty into another section of the text. There are 25 of 90 data translated by using compensation in the children's book, Curious George.

Example 1
Datum 4
SL : The hat
TL : *Topi*

From the above example, it can be seen that the translator translated the noun phrase of "The hat" into "*Topi*". The element in the source text cannot be reflected into the target text, so it is replaced with element in the target text having similar meaning.

Example 2
Datum 41
SL : The zoo
TL : *Kebun binatang*

From the above example, it can be seen that the translator translated the noun phrase of "The zoo" into "*Kebun binatang*". The element in the source text cannot be reflected into the target text, so it is replaced with element in the target text having similar meaning.

Table 4.4 Compensation

Technique	Data Numbers	Total
Compensation	4,7,10,21,26,28,29,35,36,38,41,45,50,58,59,65, 68,76,77,78,80,83,87,88,89	25

e. Modulation

Modulation technique according to Molina and Albir (2002: 510) is a technique that changes the point of view, focus or cognitive category in the source text; it can be lexical or structural. Although the main characteristic of modulation is a change of point of view, it may also involve a change of grammatical categories. It is used when the other techniques would generate a text that is grammatically correct, but unsuitable, not idiomatic, or awkward. There are 3 of 90 data translated by using modulation in the children's book, Curious George.

> Example 1
> **Datum 11**
> **SL :** The man's head
> **TL :** *Dipakai pria itu*

From the above example, it can be seen that the translator translated the noun phrase of "The man's head" into "*Dipakai pria itu*". The words **"The man's head"** is translated into "*Dipakai pria itu"* that changes the point of views that also involves the change in the grammatical category.

> Example 2
> **Datum 12**
> **SL :** His own head
> **TL :** Dia yang memakainya

From the above example, it can be seen that the translator translate the noun phrase of "His own head" into "*Dia yang memakainya*". The words **"His own head"** is translated into "*Dia yang*

memakainya" that changes the point of views that also involves the change in the grammatical category.

Technique	Data Numbers	Total
Modulation	11,12,44	3

Table 4.5 Modulation

f. Reduction

Reduction technique according to Molina and Albir (2002: 510) is atechnique that suppresses the information item in the target language. It opposes to amplification. It happens when the addition element of the source text is familiar to the target reader. There are 9 of 90 data translated by using reduction in the children's book, Curious George.

> Example 1
> **Datum 24**
> **SL :** A big city
> **TL :** *Kota*

From the above example, it can be seen that the translator translated the noun phrase of "A big city" into "*Kota*". The information added in the source text is deleted because the target readers have been familiar with the term ***Big***.

> Example 2
> **Datum 16**
> **SL :** A little boat
> **TL :** Kapal

From the above example, it can be seen that the translator translate the noun phrase of "A little boat" into "Kapal". The

information added in the source text is deleted because the target

readers have been familiar with the term *little boat*.

Table 4.6 Reduction

Technique	Data Numbers	Total
Reduction	14,15,16,17,24,27,57,74	9

g. Establish Equivalent

Established equivalent technique according to Molina and

Albir (2002: 510) is a technique that uses a term or expression

recognized by dictionaries or language in use as an equivalent in the

target language. There are 7 of 90 data translated by using establish

equivalent in the children's book, Curious George.

> Example 1
> **Datum 30**
> **SL :** A lifebelt
> **TL :** *Pelampung*

From the above example, it can be seen that the translator

translated the noun phrase of "A lifebelt" into "*Pelampung*". The word

"A lifebelt" is translated into **pelampung** and that is listed in the

dictionary.

> Example 1
> **Datum 79**
> **SL :** Toy houses
> **TL :** *Rumah mainan*

From the above example, it can be seen that the translator

translate the noun phrase of "toy houses" into "*Rumah mainan*". The

word **"toy houses"** is translated into **rumah mainan** and that is listed

in the dictionary.

79

Table 4.7 Reduction

Technique	Data Numbers	Total
Establish equivalent	30,39,43,48,56,61,79	7

h. Linguistic Amplification

Linguistic amplification technique according to Molina and Albir (2002: 510) is a technique that adds the linguistic elements in the target text. This is often used in consecutive interpreting and dubbing. There is only 1 data of 90 translated by using linguistic amplification in the children's book, Curious George.

> Example 1
> **Datum 42**
> **SL :** The fire station
> **TL :** *Petugas pemadam kebakaran*

From the above example, it can be seen that the translator translated the noun phrase of "The fire station" into "*Petugas pemadam kebakaran*". In this data, a target language element ***petugas*** added that has correlation with the context.

Table 4.8 Linguistic Amplification

Technique	Data Numbers	Total
Linguistic Amplification	42	1

i. Linguistic Compression

Linguistic compression technique according to Molina and Albir (2002:510) is a technique that reduces the linguistic elements in the target text. It is often used in simultaneous interpreting and in subtitling.

There is only 1 data of 90 translated by using linguistic compression in the children's book, Curious George.

Example 1
Datum 49
SL : The hook-and-ladders
TL : *Mobil tangga*

From the above example, it can be seen that the translator translated the noun phrase of "The hook-and-ladders" into "*Mobil tangga*". The target text is reduced linguistically by deleting the word **the hook** and conjunction **and**, and then translated into ***mobil tangga***.

Table 4.9 Linguistic Amplification

Technique	Data Numbers	Total
Linguistic Compression	49	1

j. **Generalization**

Generalization technique according to Molina and Albir (2002: 510) is atechnique that uses more general or neutral term. It happens when there is no equivalence word in the target text, so the translator generates it into super ordinate or general term.

There is only 1 data of 90 translated by using generalization in the children's book, Curious George.

Example 1
Datum 60
SL : The watchman
TL : *Petugas*

From the above example, it can be seen that the translator translated the noun phrase of "The watchman" into "*Petugas*". **"The**

watchman" is someone who has duty in managing the situation in some places, such as road or beach. It is translated into *petugas* because there is no subordinate of the word *petugas* in the target language.

Table 4.11 Generalization

Technique	Data Numbers	Total
Generalization	60	1

k. Particularization

Particularization technique according to Molina and Albir (2002: 510) is a technique that uses more precisely or concern term. It opposes the generalization technique. In some case, the element in the source language is general and when transferred into target text, it replaced with a more specific term to make acceptable to the target reader.

There is only 1 data of 90 translated by using particularization in the children's book, Curious George.

Example 1
Datum 64
SL : The building
TL : *Penjara*

From the above example, it can be seen that the translator translated the noun phrase of "The building" into "*Penjara*". **The building** in here is translated into sub-ordinate of *gedung:**penjara*** to make it acceptable. This is done by the translator by considering that in the book provide specific picture of building, which is a prison.

82

Therefore, the reader, who are related to children already find the illustration of the building from the picture in the book.

Table 4.11 Particularization

Technique	Data Numbers	Total
Particularization	64	1

l. **Deletion**

Deletion is a strategy where the translator omits or deletes word or other parts of the source language in the target language. In other words, the translator does not translate some parts of the source language (Suryawinata and Hariyanto, 2000: 75). Sometimes the translator applies this strategy because the omitted parts do not give the important meaning to the text and it is hard to understand. On the other hand, this strategy often produces inaccurate translation. It is better for the translator to omit those parts rather than to produce confusing translation product. Although, this technique of translation is not proposed in the theory of translation technique by Molina and Albir (2002: 509), there are 7 of 90 data found in this research that consider to be translated by using deletion technique.

Example 1
Datum 7
SL : The tree
TL : -

From the above example, it can be seen that the translator did not translated the noun phrase of "The building" into the target language.

83

Example 1
Datum 18
SL : The water
TL : -

From the above example, it can be seen that the translator did

not translated the noun phrase of "The water" into the target language.

Perhaps this is done by the translator by consideering that the reader,

who are related to childern can get the illustration of the word in the

picture provided in the book.

Table 4.12 Deletion

Technique	Data Numbers	Total
Deletion	8,9,18,6275,85,86	7

3. **Data Analysis of Translation Quality of the children's book, Curious George**

For the next analysis, the researcher involved three raters who have

certain qualifications to access the accuracy and the acceptability of the

translation. They were asked to complete questionnaires in order to rate

the accuracy and acceptability in content of the translation. The raters

determine the accuracy and acceptability of the translation by giving mark

to the translation, and then they may give their comments or suggestions

related to the accuracy and acceptability of message transfer of the

translation.

a. Accuracy

The accuracy of message transfer of the translation is measured

based on the following table:

Table 4.13 The Score of Accuracy

SCORE	CATEGORY	DESCRIPTION
3	Accurate	The message of the noun phrase in the source text is accurately conveyed into the target text and no rewriting is needed.
2	Less Accurate	The message of the noun phrase in the source text is conveyed into the target text of noun phrase, but some rewriting and some changing are needed.
1	Inaccurate	The message of the noun phrase in the source text is not translated at all into the target text, i.e. it is omitted or deleted.

The data can be classified into three groups as follow:

1) Classification A : Accurate. It includes the data with score mean

2.6 – 3.0

2) Classification B : Less accurate. It includes the data with score

mean 1.6 – 2.5

3) Classification C : Inaccurate. It includes the data with score mean

1.0 – 1.5

Classification A

The data included in this classification are the data of which the

mean's score ranges from 2.6 to 3.0. The definition of an accurate data

in this classification is that the message of the source of noun phrase is

accurately conveyed into the target of noun phrase. The translated term

is accurate to the evaluator and no rewriting is needed. For the example are:

> Example 1
> **Datum 5**
> **SL :** A nice little monkey
> **TL :** *Monyet kecil yang lucu*

From the above example, it can be seen that the message of the noun phrase **A nice little monkey** has been transferred well into the target language, ***Monyet kecil yang lucu***. All raters give score 3 for the datum. The mean of this datum is 3 and it is classified into accurate translation.

> Example 2
> **Datum 15**
> **SL :** The man with the big yellow hat
> **TL :** *Pria bertopi kuning*

From the above example, it can be seen that the message of the noun phrase The man with the big yellow hat has been transferred well into the target language, *Pria bertopi kuning*. All raters give score 3 for the datum. The mean of this datum is 3 and it is classified into accurate translation.

> Example 3
> **Datum 16**
> **SL :** A little boat
> **TL :** *Kapal*

Kapal. (datum 16) For this datum, rater 2 and rater 3 give score 3, they do not give comment on the translation since they consider it as accurate translation. Meanwhile rater 1 gives score 2 because he considers the word **A little boat** should be translated into **perahu or**

kapal kecil, there is a reduction in the target language. The mean of this datum is 2.67 and it is classified into accurate translation.

Classification B

The data included in this classification are the data of which the mean's score ranges from 1.6 to 2.5. The definition of less accurate data is that the message of the source of noun phrase is accurately conveyed into the target of noun phrase. The translated term can be understood by the evaluator, but some rewriting and some changing are needed. For the example are:

Example 1
Datum 11
SL : The man's head
TL : *Dipakai pria itu*

For this datum, rater 1 and rater 3 give score 2 but rater 2 gives score 3. Rater 3 does not give comment on the translation since he considers it as accurate translation. Meanwhile rater 1 and rater 3 consider it as less accurate translation because they consider the word **The man's head** should be translated into **di kepala pria itu** not **dipakai pria itu**. The mean of this datum is 2.33 and it is classified into less accurate translation.

Example 2
Datum 51
SL : A naughty little monkey
TL : *Seekor monyet nakal*

This datum has the same mean score, 2,33. Rater 2 and 3 give score 2 for it and they consider that the datum is less accurate. Rater 2

and rater 3 consider the word **little** is not translated by the translator. Meanwhile rater 1 give score 3 in which that he considers the word **little** should not be translated by the translator since the reader of the book can get illustration from the picture of the book that the monkey is a little monkey. The mean of this datum is 2,33 and it is classified into less accurate translation.

Classification C

The data included in this classification are the data of which the mean's score ranges from 1.0 – 2.5. The definition of inaccurate is that the message of noun phrase is not translated at all into the target of noun phrase, for example, it is omitted or deleted.

Example 1
Datum 9
SL : The large yellow hat
TL : -

For this datum, all raters give score 1 the word The large yellow hat is not translated by the translator or deleted. Here, the translator has not transfer the source language of **The large yellow hat** into the target language or deleted and it makes the translation becomes innacurate since there is no information convey in the target language. The mean of this datum is 1.00 and it is classified into classification C, not accurate.

Table 4.14 Table of Accuracy

No	Classification	Data Number	Number	Percentage
1	Accurate	1,2,3,4,5,6,7,10,13,14,15,16,17,19,20,21,22, 23,24,25,26,27,29,30,31,32,33,34,35,36,37, 38,39,41,42,43,44,45,52,53,54,55,56,57,58, 59,60,61,63,64,65,66,70,71,72,73,74,76,78, 79,80,81,83,87,88,89,90	67	74.4%
2	Less Accurate	11,28,40,46,47,48,49,50,51,67,68,69,77,82, 84	15	16.8%
3	Not Accurate	8,9,18,62,75,85,86	7	7.8%
TOTAL			90	100%

b. Acceptability

The acceptability of message transfer of the translation is measured based on the following scale:

Table 4.15 The Score of Acceptable

SCORE	CATEGORY	DESCRIPTION
3	Acceptable	The translation of the noun phrase is natural, does not sound like a translation work and compatible with Indonesian language.
2	Less Acceptable	The translation of the noun phrase is less natural, sounds like a translation work and is still influenced by English language.
1	Not Acceptable	The translation of the noun phrase does not sound natural at all and have many influences of English language.

The data are classified into three groups as follow:

1) Classification A : Acceptable. It includes the data with score mean

2.6 – 3.0

89

2) Classification B : Less acceptable. It includes the data with score mean 1.6 – 2.5

3) Classification C : Not acceptable. It includes the data with score mean 1.0 – 1.5

Classification A

The data included in this classification are the data of which the mean's score ranges from 2.6–3.0. The definition of acceptable is that the message of noun phrase is natural. It does not sound like a translation work and compatible with Indonesian language.

Example 1
Datum 34
SL : The man with the yellow hat
TL : *Pria bertopi kuning*

For this datum, rater 1, 2, and 3 give score 3. They do not give the comment on the datum since they consider that the translation is acceptable translation. The source language **The man with the yellow hat** is translated into into **pria bertopi kuning** in order to make the translation more acceptable and natural for the target readers. The mean of this datum is 3.00 and classified into classification A, acceptable translation.

Example 2
Datum 53
SL : A thin firemen
TL : *Seorang petugas yang kurus*

From the above example, the source text contains a noun phrase **A thin firemen** which is translated into *Seorang petugas yang*

kurus. All raters give score 3 for this datum. This means that the translation is classified into acceptable one. The message of noun phrase is natural. It does not sound like a translation work and compatible with Indonesian language.

Example 3
Datum 66
SL : The telephone wires
TL : Kabel telepon

For this datum, rater 1 and rater 3 give score 3, and rater 2 gives score 2. Rater 1 and rater 3 do not give the comment on the datum since they consider that the translation is acceptable translation. Meanwhile rater 2 considers **The telephone wires** should be changed into **saluran telepon** in order to make the translation more acceptable and natural for the target readers. The mean of this datum is 2.6 and classified into classification A, acceptable translation.

Classification B

The data included in this classification are the data of which the mean's score ranges from 1.6 to 2.5. The definition of the less acceptable is that the message of noun phrase is close natural; it sounds like a translation work and it is still influenced by English culture or language.

Example 1
Datum 48
SL : The fire engines
TL : *Mobil pemadam*

On this datum, rater 2 and rater 3 give score 2, while rater 1

gives score 3. Rater 2 and rater 3 consider that the word *Mobil*

pemadam in Indonesian language does not sound natural and not

familiar for the target readers. Therefore, it should be translated into

mobil pemadam kebakaran. The mean of this translation is 2.33 and it

is classified into less acceptable translation.

> Example 2
> **Datum 28**
> **SL :** The sailors
> **TL :** *Nahkoda*

On this datum, rater 1 gives score 2, rater 2 gives score 3, while

rater 3 gives score 1. Rater 1 and rater 3 consider that the word

Nahkoda in Indonesian language does not sound natural and not

familiar for the target readers. Therefore, it should be translated into

pelaut. The mean of this translation is 2.00 and it is classified into less

acceptable translation.

> Classification C

The data included in this classification are the data of which the

mean's score ranges from 1.0 to 1.5. The definition of the less

acceptable is that the message of noun phrase does not sound natural

and it has many influences of English language. According to the

raters there are 7 data which are classified into not acceptable

translation.

> Example 1
> **Datum 18**
> **SL :** The water
> **TL : -**

On this datum, all rater give score 1 since the source language

is not translated into the target language or deleted. Therefore, it

should be translated into *airnya*. The mean of this translation is 1.00

and it is classified into not acceptable translation.

> Example 2
> **Datum 86**
> **SL :** His arm
> **TL : -**

On this datum, all rater give score 1 since the source language

is not translated into the target language or deleted. Therefore, it

should be translated into *lengannya*. The mean of this translation is

1.00 and it is classified into not acceptable translation.

Table 4.11 Table of Acceptable

No	Classification	Data Number	Number	Percentage
1	Acceptable	1,2,3,4,5,6,7,10,12,13,14,15,16,17,19,20,21, 22,23,24,25,26,27,29,30,31,32,33,34,35,36, 37,38,39,41,42,43,44,45,53,54,55,57,58,59, 60,61,63,64,65,66,70,71,72,73,74,76,78,79, 80,81,83,87,88,89,90	66	73.3%
2	Less Acceptable	11,28,40,46,47,48,49,50,51,52,67,68,69,77, 82,84	16	17.8%
3	Not Acceptable	8,9,18,62,75,85,86	7	7.8%
TOTAL				100%

93

The researcher also do the research to the children to get the validation of the accuracy and acceptability of the translation. The researcher tells the story using the target language to the children in range 3 to 11 years old. The Curious George book which contain the Source Text, the Target Text and also the pictures makes children easier to understand the whole story.

NO	NAME	AGE
1	Haybatul Maalika Hidayat	4
2	Nabila Putri Ramadhani	9
3	Tsalisa Qoulan Sayyillan	11
4	Diandra Syarafina P S	3
5	Arimbi Syarifatul Zauqi A	3
6	Bazi Zakhwan Bahris	7

According to Hall (in Suyanto, 2005: 163) states the ability to read and write is a cognitive and social ability that involves a broad strategic way of obtaining meaning. Reading and writing is not only a child's visual and perceptual ability in connecting what is written with what is read, but children are also able to understand what is read.

Three over six children can retell the story fluently make this translation acceptable and accurate, they are Bazi Zakhwan Bahris, Nabila Putri Ramadhani and Tsalisa Qoulan Sayyillan. They all in the range of age Elementary School which they have already can read and write. For Haybatul Maalika Hidayat, Diandra Syarafina P S, Arimbi Syarifatul Zauqi A they enjoy and enthusiastic

94

listening the story from the first untill the last part. This is make the translation acceptable and accurate.

This audio can access here

https://drive.google.com/drive/folders/10M_0pExI7v8q5-ZHjY_1rnW566n2uPVQ?usp=sharing

B. Discussion

In this sub chapter, the researcher will discuss about the problem statements and how they are answered. As stated in Chapter I, there are two problem statements in this research. The first problem is the techniques used by the translator in translating the children's book, Curious George. The second one is the quality of the translation in terms of accuracy and acceptability.

From the analysis, the researcher found eleven techniques out of eighteen techniques used by the translator in translating the children's book, Curious George in acoordance to the theory proposed by Molina and Albir (2002: 510). Meanwhile, there is 1 technique which is not proposed in the theory of translation technique by Molina and Albir (2002: 510). This translation is called as deletion or omission technique. There are 7 (7,8%) data is translated by using deletion or ommision technique. In this technique, the translator may decide to delete some source language information. Baker (1992: 40) stated that 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 lengthy explanations, translator can and often do simply omit translating the word or expression in question. Deletion is properly used since it does not change the message of the source language. In some data, the use of this technique ruins the message of the translation because the words deleted are important enough to the development of the text.

The first technique found based on the theory of translation technique of Molina and Albir (2002: 510) is calque. From 90 data, the researcher categorized 31 (34.4%) data belong to this technique. In this technique, according to Molina and Albir (2002: 510) is a literal translation of foreign word or phrase. It can be lexical or structural. Calques are special kind of borrowing where a language borrows a word or an expression from another language and translates literally each of its elements.

The second technique is literal translation. From 90 data, only 1 (0.1%) data use this technique. In this technique, the target language is translated in a word or an expression word for word into the target language. Literal translation occurs when there is an exact structural, lexical, even morphological equivalence between two languages. This is only possible when the two languages are very close to each other. Amplification is the third technique in the translation. The researcher found 3 (3.3%) data is translated by using this technique. This technique gives an explanation about the source language term, so it can be understood by the target reader.

The fourth technique in the translation is compensation. There are 25

(27.8%) data found to be translated by using this technique. According to Molina and Albir (2002: 510) is a technique that introduces a source text element of information, or stylistic effect in another place in the target text because it cannot be reflected in the same place as in the source text. It allows the translator to transfer a stylistic difficulty into another section of the text.

The next technique found in the translation is modulation. There are 3 (3.3) data found by the researcher to be translated in this technique. According to Molina and Albir (2002: 510) modulation is a technique that changes the point of view, focus or cognitive category in the source text; it can be lexical or structural. Although the main characteristic of modulation is a change of point of view, it may also involve a change of grammatical categories. It is used when the other techniques would generate a text that is grammatically correct, but unsuitable, not idiomatic, or awkward.

Moreover, the translator in translating the children's book, Curious George also use reduction technique to translate the nounphrase. There are 9 (10%) of 90 data is translated by using the technique of reduction. according to Molina and Albir (2002: 510) reduction is a technique that suppresses the information item in the target language. It opposes to amplification. It happens when the addition element of the source text is familiar to the target reader.

The next technique applied by the translator is established equivalent. There are 7 (7.8) data translated by using this technique. Established equivalence is a translation technique where a translator uses the appropriate recognized terms in the target language.

In addition to those techniques, the translator in translating the children's book, Curious George applies the techniques of linguistic amplification 1 (0.1%), linguistic compression 1 (0.1%), generalization 1 (0.1%), and particularization 1 (0.1%). These are the least technique that used by the translator to translate the children's book.

From the descriptions above, in brief, it can be said that the most of data employs calque. Most of data in this research uses this technique because the children's book contains many noun phrases which consist of many elements that form them. Therefore, calque becomes the main technique used by the translator in translating this children's book.

In addition, Klingberg (1986: 10) distinguishes two main aims of translating children's literature. These are to make more literature available to children and to further the international outlook and understanding of the young readers. He also says that there are two pedagogical reasons that can cause the revision of the original text in order to suit it to the children's needs. The first is to give the readers a text that is within the level of their understanding and the second is to give the readers a text that contributes to the development of the readers' set of values.

From Oittinen's point of view, literature for children is mainly delineated by the fact that children's book is often illustrated and meant to be read aloud (2000: 4-5). Therefore, it would be clear that children's literature is described in terms of fulfilling its audience's need. This suggests that children's interest should be considered when selecting or writing their

literature. Those who write, select or translate books for children should keep in mind those children have their own taste which is represented in their values. Therefore, the consideration of children's values is indispensable.

Calque is, according to Vinay and Darbelnet (1995: 32), 'a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements.' It may be a lexical calque (one that respects the syntactic structure of the TL) or structural calque (one that introduces a new construction into the TL). In this case, the expression consists of TL words and respects TL syntax but is unidiomatic in the TL because it is modelled on the structure of a SL expression (Hervey and Higgins, 1992: 33). Literal, or word-for-word, translation is the method used when it is possible to transfer directly the SL text into a grammatically and idiomatically appropriate TL text without having recourse to any oblique methods. All that the translator has to do is to observe the adherence to the linguistic servitudes of the TL.

The second problem statement is concerning with the quality of the translation in terms of accuracy and acceptability of the translation. In some data, the raters give different score. It occurs because each rater has his/her opinion. Besides, the raters have different knowledge about translation of the children's book. In several data, one datum is accurate for Rater 1 and Rater 2, but not for Rater 3. Therefore, it affects the mean score of accuracy.

In term of acceptability is the same as accuracy. Sometimes, in one datum Rater 1 gave score 3 since he/she thinks that the translation is natural

and it does not sound like translation. On the other hand, Rater 2 and Rater 3 feel that the translation is unnatural, so that they consider the translation as unacceptable one.

Oittinen defines children's literature as "literature produced and intended for children or as literature read by children" (2000: 61). However, Hunt (1990: 1) accounts for boundaries of children's literature that are not in such a clear manner and the literature for children cannot be clarified by textual characteristic, either of style or content, while a distinctive audience is not defined for it. For him, children literature is a part of literature which has primarily been described in terms of audience, reader, rather than the author's attention or the text itself. Klingberg defines children's literature as literature which is specifically belonging to children. This author excludes all the other pictures and writings and distinguishes between literature by children and literature produced for children (Oittinen, 2000: 61). Defining this literature from a sociological and psychological respect, Hellsing, a Swedish author, asserts that children literature is everything the child reads or hears, including newspapers, series, TV shows and presentations and books (cited in Oittinen, 2000: 61-2). Considering these all into account, children's literature has some features which make it as a part of literature. And there also exists some distinguishing qualities, elements, making it apart from adult literature, though there is lack of consensus over such elements. Egoff expresses that children's literature has two basic characteristics: it is written for children, up to early teens, and it is supposed to be read as literature not just for information or

guidance. Those who write, select or translate books for children should keep in mind that children have their own taste which is represented in their values. Therefore, the consideration of children's values is indispensable.

After giving the translation to the children they enjoy and can retell the story makes this translation acceptable and accurate. The techniques used in this translation produce a good translation.

In conclusion, from the researcher's point of view, the translation of the children's book, Curious George is good. Most of the data in this research are clearly conveyed into the target language. However, the several data still need to be reconstructed. The translation also sounds natural and it does not seem like a translation product. In addition, the text is completed with some pictures. The pictures are very useful for the readers in understanding the message of the translation. The techniques applied by the translator affect the quality of the translation in term of accuracy and acceptability of the translation. The appropriate technique used by the translator produce a good quality of the translation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis result in previous chapter, the conclusion is drawn as follows:

1. Analysis of Translation Tecniques found in the children's book, Curious George

Based on the analysis, the researcher concludes that there are eleven techniques out of eighteen techniques used by the translator in translating the children's book, Curious George which is in accordance to the theory of translation technique proposed by Molina and Albir (2002: 509). They are calque 31 (34.45%) data, literal translation 1 (1.11%) data, amplification 3 (3.34%) data, compensation 25 (27.78%) data, modulation 3 (3.34%) data, reduction 9 (10%) data, established equivalent 7 (7.78%) data, linguistic amplification 1 (1.11%) data, linguistic compression 1 (1.11%) data, generalization 1 (1.11%) data, and particularization 1 (1.11%) data. Meanwhile, there are 7 (7.78%) data translated by using deletion/ omission technique which is not proposed in the theory of Molina and Albir (2002: 509).

Regardless to the above techniques, the translator has chosen the right technique in translating the children's book. The children's book of Curious George is a little monkey with an insatiable curiosity. Like

George, children are intrigued by new things. They're natural explorers and scientists, and they're anxious to know how things work.

2. **Analysis of Translation Quality of the children's book, Curious George in terms of Accuracy and Acceptability**

   a. The analysis on the accuracy of the translations shows the high degree of accuracy of the noun phrase translation in the children's book, Curious George. There are 71 data (78.89%) accurately translated (classification A), 14 data (15.56%) less accurately translated into the target language (classification B) and 5 data (5.56%) not accurately translated (classification C). In this research, most of the data apply calque as a translation technique. The number of data is 31 data. From the total data classified into this technique, most of data belong to accurate translation. It means the most of data which are translated by using calque technique are accurate. This technique can convey the message of the translation accurately. Although some of the source language words are written in the target language, the translations are accurate because there are no equivalents in the target language.

   b. The analysis on the translation acceptability reveals that the degree of acceptability of the noun phrase translation in the children's book, Curious George is high. There are 83 data (92.23%) considered to be acceptable translation, and 2 data (2.23%) classified as less acceptable translation. Most of the acceptable data in this research apply calque

technique. There 5 (5.56%) data which is considered into unacceptable translation since the data are not translated by the translator. They are deleted or not conveyed into the target language.

B. Recommendation

After analyzing the data and drawing some conclusions, the researcher proposes some recommendations.

1. The students

The researcher hopes that more students will be interested in studying translation. Studying translation is not only interesting, but also important. The researcher suggests that students who are interested in studying about translation can focus more on the translation techniques because this aspect is one of the most significant parts in translating. By studying translation techniques, one can know more deeply about how to produce good translation and how to get equivalent effect. Moreover, stuying the translation technique is a challenging area that need to be studied.

2. The translator

The research may open the translator's mind in producing a good quality of novel translation, especially if there are many words that have no equivalence in the target language. The messages contained in the translated children's book should be conveyed clearly and naturally. Besides, the translated children's book should be easy to understand by the

target readers, particularly the children who mostly consume the book. In addition, translator should consider the taste of children in translation with the purpose of fulfilling their needs thoroughly when translating children's book.

3. Other researcher

It is very useful for the researcher to learn more about translation. Furthermore, it can also provide the researcher with more skills in becoming a professional translator. The researcher realizes that translation is not easy at all. It is important to know about translation theories and translation text books. It is also important to be familiar with various translation techniques. However, those who want to be translators should also have a lot of exercises, for example translating many kinds of texts, since different texts require different translation techniques. By doing a lot of exercises, translators will increase their skill and knowledge. Thus, to become good translators, we should both study about translation theories and do a lot of exercises.

Masruratun Nadhirah

133211004

An Analysis of Translation Techniques of Noun Phrase

and the Quality of the Translation in Children's Book "Curious George"

The researcher focuses on the translation technique used by the translator in translating English to Indonesia. The unit analysis is noun phrase and the data taken from the book Curious George. The theory using Molina & Albir 2002. The following are the problems statement's researcher.

1. What are the techniques used in translating noun phrase in the children's book Curious George?

2. How is the quality of the translation of children's book Curious George in terms of accuracy and acceptability?

No	NP	Source Language	Target Language	Techniques
1.	2	A good little monkey	Monyet kecil yang baik hati	Calque
2.	3	A man	Seorang pria	Literal Translation
3.		A large yellow straw hat	Topi kerucut besar berwarna kuning	Amplification
4.		The man	Pria itu	Compensation
5.		A nice little monkey	Monyet kecil yang lucu	Calque
6.		His hat	Topinya	Calque
7.		The ground	Tanah	Compensation
8.		The tree	-	Deletion
9.		The large yellow hat	-	Deletion
10.	4	The hat	Topi	Compensation
11.		The man's head	Dipakai pria itu	Modulation
12.		His own head	Dia yang memakainya	Modulation
13.	5	George's head	Kepala George	Calque
14.		A bag	Tas	Reduction

107

15.	6	The man with the big yellow hat	Pria bertopi kuning	Reduction
16.		A little boat	Kapal	Reduction
17.		A sailor	Pelaut	Reduction
18.		The water	-	Deletion
19.		A big ship	Kapal yang besar	Calque
20.	7	The big ship	Kapal yang besar	Calque
21.		The bag	Tas	Compensation
22.		A little stool	Kursi kecil	Calque
23.		A big zoo	Kebun binatang besar	Calque
24.		A big city	Kota	Reduction
25.		Little monkeys	Monyet kecil	Calque
26.	8	The deck	Geladak	Compensation
27.		Some Sea gulls	Burung camar	Reduction
28.	10	The sailors	Nahkoda	Compensation
29.		The water	Air	Compensation
30.	11	A lifebelt	Pelampung	Establish Equivalent
31.	12	A good monkey	Monyet baik	Calque
32.		The long trip	Perjalanan jauh	Calque
33.		The kind sailors	Pelaut yang baik	Calque
34.		The man with the yellow hat	Pria bertopi kuning	Amplification
35.		The shore	Pelabuhan	Compensation
36.		The city	Kota	Compensation
37.		The man's house	Rumah pria bertopi kuning	Amplification
38.	13	A good meal	Makan enak	Compensation
39.		A good pipe	Merokok	Establish Equivalent
40.	15	The next morning	Keesokan paginya	Calque
41.		The zoo	Kebun Binatang	Compensation
42.	16	The fire station	Petugas pemadam kebakaran	Linguistic amplification
43.		The firemen	Petugas pemadam	Establish equivalent
44.		The telephone	Menjawab	Modulation
45.		The signal	Tanda	Compensation
46.		The big map	Peta besar	Calque
47.		A real fire	Kebakaran sungguhan	Calque
48.	17	The fire engines	Mobil pemadam	Establish Equivalent
49.		The hook-and-ladders	Mobil tangga	Linguistic Compression
50.	18	The door	Pintu	Compensation
51.		A naughty little monkey	Seekor monyet nakal	Calque
52.		The telephone wire	Kabel telepon	Calque

53.	19	A thin firemen	Seorang petugas yang kurus	Calque
54.		One arm	Satu tangan	Calque
55.		A fat firemen	Petugas yang gemuk	Calque
56.		The fire department	Petugas pemadam	Establish Equivalent
57.		A prison	Penjara	Reduction
58.	20	The window	Jendela	Compensation
59.		The bars	Palang	Compensation
60.		The watchman	Petugas	Generalization
61.		The wooden bed	Tempat tidur	Establish Equivalent
62.		The bed	-	Deletion
63.		The open door	Pintu yang terbuka	Calque
64.	21	The building	Penjara	Particularization
65.		The roof	Atap	Compensation
66.		The telephone wires	Kabel telepon	Calque
67.		The guard's head	Kepala penjaga	Calque
68.	22	The street	Jalan	Compensation
69.		The prison wall	Gedung penjara	Calque
70.		A ballon man	Penjual balon	Calque
71.		A little girl	Seorang gadis kecil	Calque
72.		A ballon	Balon	Reduction
73.		Her brother	Adiknya	Calque
74.		A bright red ballon	Balon merah	Reduction
75.	23	One ballon	-	Deletion
76.		The whole bunch	Semua balon	Compensation
77.		The wind	Angin	Compensation
78.	24	The houses	Rumah-rumah	Compensation
79.		Toy houses	Rumah mainan	Establish equivalent
80.		The people	Orang-orang	Compensation
81.	25	Great gust	Berhembus kencang	Calque
82.		The top of a traffic light	Di atas lampu merah	Calque
83.		The traffic	Lalu lintas	Compensation
84.		His friend	Temannya	Calque
85.	26	The post	-	Deletion
86.		His arm	-	Deletion
87.		The ballon man	Penjualbalon	Compensation
88.		The ballons	Balon-balon	Compensation
89.		The car	Mobil	Compensation
90.		A nice place	Tempat terbaik	Calque

SCRIPT OF CURIOUS GEORGE

NO	SOURCE LANGUAGE	TARGET LANGUAGE
1.	Curious George	George yang ingin tau
2.	This is George. He lived in Africa. He was **a good little monkey** and always very curious.	Ini George. Dia hidup di Afrika. Dia monyet kecil yang baik hati dan selalu ingin tau.
3.	One day George saw **a man**. He had on **a large yellow straw hat**. **The man** saw George too. "What **a nice little monkey**," he thought. "I would like to take him home with me." He put **his hat** on **the ground** and, of course, George was curious. He came down from **the tree** to look **at the large yellow hat**.	Suatu hari George melihat seorang pria. Dia memakai topi kerucut besar berwarna kuning. Pria itu juga melihat George. "Monyet kecil yang lucu," pikir dia. "Aku ingin membawanya pulang." Dia meletakkan topinya di tanah dan George semakin ingin tau.
4.	**The hat** had been on **the man's head**. George thought it would be nice to have it on **his own head**. He picked it up and put in on.	George berfikir topi yang dipakai pria itu bagus apabila dia yang memakainya. Dia mengambil dan memakainya.
5.	The hat covered **George's head**. He couldn't see. The man picked him up quickly and popped him into **a bag**. George was caught.	Topi itu menutupi kepala George. Dia tidak dapat melihat. Pria itu menangkap dan segera memasukkan George ke dalam tas. Dan dia tertangkap.
6.	**The man with the big yellow hat** put George into **a little boat**, and **a sailor** rowed them both across **the water** to a **big ship**. George was sad, but he was still a little curious.	Pria bertopi kuning membawa George naik kapal, dan pelaut segera mendayung kapal menuju kapal yang besar. George merasa sedih, tetapi dia tetap ingin tau.
7.	On **the big ship**, things began to happen. The man took off **the bag**. George sat on **a little stool** and the man said, "George, I am going to take you to **a big Zoo** in **a big city**. You will like it there. Now run along and play, but don't get in trouble." George promised to be good. But it is easy for **little monkeys** to forget.	Di dalam kapal yang besar itu terjadi sesuatu. Pria itu melatakkan tas. George duduk di kursi kecil dan pria itu berkata, "George aku akan membawa mu ke kebun binatang besar di kota. Kamu akan senang berada disana. Sekarang pergilah bermain, tapi ingat jangan membuat masalah." George berjanji untuk tidak membuat masalah. Tapi monyet kecil itu mudah lupa.
8.	On **the deck** he found **some sea gulls**. He wondered how they could fly. He was very curious. Finally he had to try. It looked east. But -	Di geladak dia melihat burung camar. Dia ingin tau bagaimana cara terbang. Dia sangat ingin tau. Akhirnya dia ingin mencoba.
9.	Oh, what happened! First this – and then this!	Oh, apa yang terjadi. Pertama ini. Dan kemudian itu.

10.	"WHERE IS GEORGE?" **The sailors** looked and looked. At last they saw him struggling in **the water**, and almost all tired out.	"DIMANAKAH GEORGE?" nahkoda mencari dan terus mencari. Akhirnya dia menemukan George berenang di air dan hampir tenggelam.
11.	"Man overboard!" the sailors cried as they threw him **a lifebelt**. George caught it and held on. At last he was safe on board.	"Ada yang tenggelam!" teriak nahkoda kemudian mereka melemparkan pelampung. George menangkap dan memegangnya. Akhirnya dia selamat.
12.	After that George was more careful to be **a good monkey**, until, at last, **the long trip** was over. George said good-bye to **the kind sailors**, and he and **the man with the yellow hat** walked off the ship on to **the shore** and on into **the city** to **the man's house**.	Setelah kejadian itu George lebih berhati-hati dan menjadi monyet baik, hingga akhirnya, perjalanan jauh itu berakhir. George mengucapkan selamat tinggal kepada pelaut yang baik lalu George dan pria bertopi kuning berjalan meninggalkan kapal menuju pelabuhan dan ke kota menuju rumah pria bertopi kuning.
13.	After **a good meal** and **a good pipe** George felt very tired.	Setelah makan enak dan merokok. George merasa lelah.
14.	He crawled into bed and fell asleep at once.	Dia naik ke tempat tidur. Dan terlelap.
15.	**The next morning** the man telephoned **the Zoo**. George watched him. He was fascinated. Then the man went away. George was curious. He wanted to telephone, too. One, two, three, four, five, six, seven. What fun!	Keesokan paginya pria bertopi kuning menelpon kebun binatang. George menyaksikannya. Dia tertarik. Lalu pria itu pergi. George ingin tau. Dia juga ingin menelpon. Satu, dua, tiga, empat, lima, enam, tujuh. Ini menyenangkan!
16.	DING-A-LING-A-LING! GEORGE HAD TELEPHONED THE **FIRE STATION! The firemen** rushed to **the telephone**. "Hello! Hello!" they said. But there was no answer. Then they looked for **the signal** on **the big map** that showed where the telephone call had come from. They didn't know it was GEORGE. They thought it was **a real fire**.	Ding-a-ling-a-ling! George menelpon petugas pemadam kebakaran! Petugas pemadam segera menjawab "Halo! Halo" ucapnya. Tapi tak ada jawaban. Kemudian dia melihat tanda pada peta besar yang menunjukkan darimana panggilan itu berasal. Mereka tidak mengetahui bahwa itu GEORGE. Mereka fikir itu kebakaran sungguhan.
17.	HURRY! HURRY! HURRY! The firemen jumped on to **the fire engines** and on to **the hook-and-ladders**. Ding-dong-ding-dong. Everyone out of the way! Hurry! Hurry Hurry!	Cepat! Cepat!Cepat! Petugas menaiki mobil pemadam dan mobil tangga. Ding-dong-ding-dong. Semua orang menepi! Cepat! Cepat! Cepat!
18.	The firemen rushed into the house. They opened **the door**. NO FIRE! Only **a naughty little monkey**. "Oh, catch him, catch him," they cried. George tried to run away. He almost	Pemadam kebakaran segera masuk ke dalam rumah. Mereka membuka pintu. Tidak ada api. Hanya seekor monyet nakal. "Tangkap dia, tangkap dia" mereka berteriak. George hampir berhasil, tapi dia

	did, but he got caught in **the telephone wire**, and	tersangkut kabel telephone, dan
19.	**A thin firemen** caught **one arm** and **a fat firemen** caught the other. "You fooled **the fire department**," they said. "We will have to shut you up where you can't do any more harm." They took him away and shut him **a prison.**	Seorang petugas yang kurus memegang satu tangan dan petugas yang gemuk memegang tangan satunya. "Kamu membohongi petugas pemadam" ucapnya. Kami harus menghentikanmu agar kamu tak mengganggu lagi". Mereka membawa George pergi dan meninggalkannya di penjara.
20.	George wanted to get out. He climbed up to **the window** to try **the bars**. Just then **the watchman** came in. He got on **the wooden bed** to catch George. But he was too big and heavy. **The bed** tipped up, the watchman fell over, and, quick as lighting, George ran out through **the open door**.	George ingin keluar. Dia memanjat keluar lewat jendela. Mencoba melewati palang. Kemudian penjaga datang. Dia naik ke tempat tidur untuk menangkap George. Petugas itu sangat besar dan berat sehingga terjatuh dan terjepit, dan dengan cepat George lari melewati pintu yang terbuka.
21.	He hurried through **the building** and out on to **the roof**. And then he was lucky to be a monkey: out he walked on to **the telephone wires**. Quickly and quietly over **the guard's head**, George walked away. He was free!	George denga cepat keluar dari penjara melewati atap. Dia sangat beruntung menjadi monyet. Dia berjalan melewati kabel telephone. George berjalan dengan cepat dan tenang di atas kepala penjaga. Dia bebas!
22.	Down in **the street** outside **the prison wall**. Stood **a ballon man**. **A little girl** bought **a ballon** for **her brother**. George watched. He was curious again. He felt he must have **a bright red ballon**. He reached over and tried to help himself, but	Di jalan, di luar gedung penjara, ada penjual balon. Seorang gadis kecil membeli balon untuk adiknya. George melihatnya. Dia ingin tahu agi. Dia harus mempunyai balon merah. George telah menyentuh balon dan mencoba menarik, tetapi
23.	Instead of **one ballon**, **the whole bunch** broke loose. In a instant **the wind** whisked them all away and, with them, went George, holding tight with both hands.	George mendapatkan semua ballon. Dengan cepat angin berhembus dan menerbangkan balon. Bersama George yang memegang erat semua balon.
24.	Up, up he sailed, higher and higher. **The houses** looked like toy houses and **the people** like dolls. George was frightened. He held on very tight.	George terbang tinggi dan semakin tinggi. Rumah-rumah terlihat seperti rumah mainan dan orang-orang seperti boneka. George sangat takut. Dia berpegangan sangat erat.
25.	At first the wind blew in **great gust**. Then it quited. Finally it stopped blowing altogether. George was very tired. Down, down he went-bump, on **the top of a traffic light**. Everyone	Awalnya angin berhembus kencang. Kemudian angin berhembus sangat tenang. Akhirnya angin berhenti berhembus. George sangat lelah. Dia ingin turun dan mendarat di atas lampu merah. Semua

Data Kuesioner

NO	TEXT	JAWABAN	
		A (Accuracy)	B (Acceptability)
1.	SL: This is George. He lived in Africa. He was *a good little monkey* and always very curious.		
	TL: Ini George. Dia hidup di Afrika. Dia *monyet kecil yang baik hati* dan selalu ingin tau.		
	Komentar A:		
	Komentar B:		
2.	SL: Oneday George saw *a man*.	A (Accuracy)	B (Acceptability)
	TL: Suatu hari George melihat *seorang pria*.		
	Komentar A:		
	Komentar B:		
3.	SL: He had on *a large yellow straw hat*.	A (Accuracy)	B (Acceptability)
	TL: Dia memakai *topi kerucut besar berwarna kuning*.		
	Komentar A:		
	Komentar B:		
4.	SL: *The man* saw George too.	A (Accuracy)	B (Acceptability)
	TL: *Pria itu* juga melihat George.		
	Komentar A:		
	Komentar B:		
5.	SL: "What *a nice little monkey*," he thought. "I would like to take him home with me.	A (Accuracy)	B (Acceptability)
	TL: "*Monyetkecil yang lucu*,"pikir dia. "Aku ingin membawanya pulang."		
	Komentar A:		
	Komentar B:		

114

			A (Accuracy)	B (Acceptability)
6.	SL:	He put *his hat*		
	TL:	Dia meletakkan *topinya*		
Komentar A:			Komentar B:	
7.	SL:	on *the ground* and, of course, George was curious.		
	TL:	di *tanah* dan George semakin ingin tau.		
Komentar A:			Komentar B:	
8.	SL:	He came down from *the tree.*		
	TL:	-		
Komentar A:			Komentar B:	
9.	SL:	to look at *the large yellow hat.*		
	TL:			
Komentar A:			Komentar B:	
10.	SL:	*The hat* had been		
	TL:	George berfikir *topi*		
Komentar A:			Komentar B:	
11.	SL:	on *the man's head.*		
	TL:	yang *dipakai pria itu.*		
Komentar A:			Komentar B:	

No.			A (Accuracy)	B (Acceptability)
12.	SL:	George thought it would be nice to have it on *his own head*. He picked it up and put in on.		
	TL:	bagus apabila *dia yang memakainya*. Dia mengambil dan memakainya.		
	Komentar A:		Komentar B:	
13.	SL:	The hat covered *George's head*.		
	TL:	Topi itu menutupi *kepala George*.		
	Komentar A:		Komentar B:	
14.	SL:	He couldn't see. The man picked him up quickly and popped him into *a bag*. George was caught.		
	TL:	Pria itu menangkap dan segera memasukkan George kedalam *tas*. Dan dia tertangkap.		
	Komentar A:		Komentar B:	
15.	SL:	*The man with the big yellow hat* put George		
	TL:	*Pria bertopi kuning* membawa George		
	Komentar A:		Komentar B:	
16.	SL:	into *a little boat,*		
	TL:	naik *kapal,*		
	Komentar A:		Komentar B:	
17.	SL:	and *a sailor* rowed them both		
	TL:	dan *pelaut* segera mendayung kapal		

116

No.		Text	A (Accuracy)	B (Acceptability)
	Komentar A:		Komentar B:	
18.	SL:	across *the water*	A (Accuracy)	B (Acceptability)
	TL:	-		
	Komentar A:		Komentar B:	
19.	SL:	to *a big ship*. George was sad, but he was still a little curious.	A (Accuracy)	B (Acceptability)
	TL:	menuju *kapal yang besar*. George merasa sedih, tetapi dia tetap ingin tau.		
	Komentar A:		Komentar B:	
20.	SL:	On *the big ship*, things began to happen.	A (Accuracy)	B (Acceptability)
	TL:	Di dalam *kapal yang besar* itu terjadi sesuatu.		
	Komentar A:		Komentar B:	
21.	SL:	The man took off *the bag.*	A (Accuracy)	B (Acceptability)
	TL:	Pria itu melatakkan *tas.*		
	Komentar A:		Komentar B:	
22.	SL:	George sat on *a little stool* and the man said,	A (Accuracy)	B (Acceptability)
	TL:	George duduk di *kursi kecil* dan pria itu berkata,		
	Komentar A:		Komentar B:	
23.	SL:	"George, I am going to take you to *a big Zoo*	A (Accuracy)	B (Acceptability)
	TL:	"George aku akan membawa mu ke *kebun binatang besar*		

Komentar A:

Komentar B:

			A (Accuracy)	B (Acceptability)
24.	SL:	in *a big city*.		
	TL:	di *kota*.		

Komentar A:

Komentar B:

			A (Accuracy)	B (Acceptability)
25.	SL:	You will like it there. Now run along and play, but don't get in trouble." George promised to be good. But it is easy for *little monkeys* to forget.		
	TL:	Kamu akan senang berada disana. Sekarang pergilah bermain, tapi ingat jangan membuat masalah." George berjanji untuk tidak membuat masalah. Tapi *monyet kecil* itu mudah lupa.		

Komentar A:

Komentar B:

			A (Accuracy)	B (Acceptability)
26.	SL:	On *the deck*		
	TL:	Di *geladak*		

Komentar A:

Komentar B:

			A (Accuracy)	B (Acceptability)
27.	SL:	he found *some sea gulls*. He wondered how they could fly. He was very curious. Finally, he had to try. It looked east. But -Oh, what happened! First this – and this!		
	TL:	dia melihat *burung camar*. Dia ingin tau bagaimana cara terbang. Dia sangat ingin tau. Akhirnya dia ingin mencoba.Oh, apa yang terjadi. Pertama ini. Dan kemudian itu.		

Komentar A:

No.		Text	A (Accuracy)	B (Acceptability)
28.	SL:	"WHERE IS GEORGE?" *The sailors* looked and looked.		
	TL:	"DIMANAKAH GEORGE?" *nahkoda* mencari dan terus mencari.		

Komentar B:

Komentar A:

No.		Text	A (Accuracy)	B (Acceptability)
29.	SL:	At last they saw him struggling in *the water*, and almost all tired out.		
	TL:	. Akhirnya dia menemukan George berenang di *air* dan hamper tenggelam.		

Komentar B:

Komentar A:

No.		Text	A (Accuracy)	B (Acceptability)
30.	SL:	"Man overboard!" the sailors cried as they threw him *a lifebelt*. George caught it and held on. At last he was safe on board.		
	TL:	"Ada yang tenggelam!" teriak nahkoda kemudian mereka melemparkan *pelampung*. George menangkap dan memegangnya. Akhirnya dia selamat.		

Komentar B:

Komentar A:

No.		Text	A (Accuracy)	B (Acceptability)
31.	SL:	After that George was more careful to be *a good monkey*,		
	TL:	Setelah kejadian itu George lebih berhati-hati dan menjadi *monyet baik*,		

			A (Accuracy)		B (Acceptability)
Komentar A:		Komentar B:			
32.	SL:	until, at last, *the long trip* was over.			
	TL:	*perjalanan jauh* itu berakhir.	A (Accuracy)		B (Acceptability)
Komentar A:		Komentar B:			
33.	SL:	George said good-bye to *the kind sailors,*			
	TL:	George mengucapkan selamat tinggal kepada *pelaut yang baik,*	A (Accuracy)		B (Acceptability)
Komentar A:		Komentar B:			
34.	SL:	and he and *the man with the yellow hat* walked off the ship			
	TL:	lalu George dan *pria bertopi kuning* berjalan meninggalkan kapal	A (Accuracy)		B (Acceptability)
Komentar A:		Komentar B:			
35.	SL:	on to *the shore*			
	TL:	menuju *pelabuhan*	A (Accuracy)		B (Acceptability)
Komentar A:		Komentar B:			
36.	SL:	and on into *the city*			
	TL:	dan ke *kota*	A (Accuracy)		B (Acceptability)
Komentar A:		Komentar B:			
37.	SL:	to *the man's house.*			
	TL:	menuju *rumah pria bertopi kuning.*	A (Accuracy)		B (Acceptability)

120

Komentar A:				Komentar B:
38.	SL:	After *a good meal*	A (Accuracy)	B (Acceptability)
	TL:	Setelah *makan enak*		
Komentar A:				Komentar B:
39.	SL:	and *a good pipe* George felt very tired.He crawled into bed and fell asleep at once.	A (Accuracy)	B (Acceptability)
	TL:	dan *merokok*. George merasa lelah.Dia naik ketempat tidur. Dan terlelap		
Komentar A:				Komentar B:
40.	SL:	*The next morning* the man	A (Accuracy)	B (Acceptability)
	TL:	*Keesokan paginya* pria bertopi kuning		
Komentar A:				Komentar B:
41.	SL:	telephoned *the Zoo*. George watched him. He was fascinated. Then the man went away. George was curious. He wanted to telephone, too. One, two, three, four, five, six, seven. What fun!	A (Accuracy)	B (Accepiability)
	TL:	menelpon *kebun binatang*. George menyaksikannya. Dia tertarik. Lalu pria itu pergi. George ingin tau. Dia juga ingin menelpon. Satu, dua, tiga, empat, lima, enam, tujuh. Ini menyenangkan!		
Komentar A:				Komentar B:

No.			A (Accuracy)	B (Acceptability)
42.	SL:	DING-A-LING-A-LING! GEORGE HAD TELEPHONED *THE FIRE STATION!*		
	TL:	Ding-a-ling-a-ling! George menelpon *petugas pemadam kebakaran!*		
	Komentar A:		Komentar B:	
43.	SL:	*The firemen* rushed	A (Accuracy)	B (Acceptability)
	TL:	*Petugas pemadam* segera		
	Komentar A:		Komentar B:	
44.	SL:	to *the telephone.* "Hello! Hello!" they said. But there was no answer.	A (Accuracy)	B (Acceptability)
	TL:	*menjawab* "Halo! Halo" ucapnya. Tapi tak ada jawaban.		
	Komentar A:		Komentar B:	
45.	SL:	Then they looked for *the signal*	A (Accuracy)	B (Acceptability)
	TL:	Kemudian dia melihat *tanda*		
	Komentar A:		Komentar B:	
46.	SL:	on *the big map* that showed where the telephone call had come from. They didn't know it was GEORGE.	A (Accuracy)	B (Acceptability)
	TL:	pada *peta besar* yang menunjukkan dari mana panggilan itu berasal. Mereka tidak mengetahui bahwa itu GEORGE.		

No.			A (Accuracy)	B (Acceptability)
		Komentar A:		Komentar B:
47.	SL:	They thought it was *a real fire.*		
	TL:	Mereka fikir itu *kebakaran sungguhan.*		
		Komentar A:		Komentar B:
48.	SL:	HURRY! HURRY! HURRY! The firemen jumped on to *the fire engines*		
	TL:	Cepat! Cepat!Cepat! Petugas menaiki *mobil pemadam*		
		Komentar A:		Komentar B:
49.	SL:	and on to *the hook-and-ladders.* Ding-dong-ding-dong. Everyone out of the way! Hurry! Hurry! Hurry!The firemen rushed into the house.		
	TL:	dan *mobil tangga.* Ding-dong-ding-dong. Semua orang menepi! Cepat! Cepat! Cepat!Pemadam kebakaran segera masuk kedalam rumah.		
		Komentar A:		Komentar B:
50.	SL:	They opened *the door.*		
	TL:	Mereka membuka *pintu.*		
		Komentar A:		Komentar B:
51.	SL:	NO FIRE! Only *a naughty little monkey.* "Oh, catch him, catch him," they cried. George tried to run away.		

123

No.		A (Accuracy)	B (Acceptability)
	TL: Tidak ada api! Hanya *seekor monyet nakal.* "Tangkap dia, tangkap dia" mereka berteriak.		
	Komentar A:		Komentar B:
52.	SL: He almost did, but he got caught in *the telephone wire,* and	A (Accuracy)	B (Acceptability)
	TL: George hamper berhasil, tapi dia tersangkut *kabel telephone,* dan		
	Komentar A:		Komentar B:
53.	SL: *A thin firemen* caught	A (Accuracy)	B (Acceptability)
	TL: *Seorang petugas yang kurus* memegang		
	Komentar A:		Komentar B:
54.	SL: *one arm*	A (Accuracy)	B (Acceptability)
	TL: *satu tangan*		
	Komentar A:		Komentar B:
55.	SL: and *a fat firemen* caught the other.	A (Accuracy)	B (Acceptability)
	TL: dan *petugas yang gemuk* memegang tangan satunya.		
	Komentar A:		Komentar B:
56.	SL: "You fooled *the fire department,*" they said.	A (Accuracy)	B (Acceptability)
	TL: "Kamu membohongi *petugas pemadam*" ucapnya		

124

		A (Accuracy)	B (Acceptability)
Komentar A:			**Komentar B:**
57.	SL:	"We will have to shut you up where you can't do any more harm." They took him away and shut him *a prison.*	
	TL:	Kami harus menghentikanmu agar kamu tak mengganggulagi". Mereka membawa George pergi dan meninggalkannya di *penjara.*	
Komentar A:			**Komentar B:**
58.	SL:	George wanted to get out. He climbed up to *the window*	
	TL:	George ingin keluar. Dia memanjat keluar lewat *jendela*	
Komentar A:			**Komentar B:**
59.	SL:	to try *the bars.*	
	TL:	mencoba melewati *palang.*	
Komentar A:			**Komentar B:**
60.	SL:	Just then *the watchman* came in.	
	TL:	Kemudian *penjaga* datang.	
Komentar A:			**Komentar B:**
61.	SL:	He got on *the wooden bed* to catch George. But he was too big and heavy.	

No.		Source/Target	Komentar A	Komentar B	A (Accuracy)	B (Acceptability)
	TL:	Dia naik ke *tempat tidur* untuk menangkap George. Petugas itu sangat besar dan berat	Komentar A:	Komentar B:	A (Accuracy)	B (Acceptability)
62.	SL:	*The bed* tipped up, the watchman fell over,				
	TL:	sehingga terjatuh dan terjepit,	Komentar A:	Komentar B:	A (Accuracy)	B (Acceptability)
63.	SL:	and, quick as lighting, George ran out through *the open door.*			A (Accuracy)	B (Acceptability)
	TL:	dan dengan cepat George lari melewati *pintu yang terbuka.*	Komentar A:	Komentar B:		
64.	SL:	He hurried through *the building*			A (Accuracy)	B (Acceptability)
	TL:	George dengan cepat keluar dari *penjara*	Komentar A:	Komentar B:		
65.	SL:	and out on to *the roof.*			A (Accuracy)	B (Acceptability)
	TL:	melewati *atap.*	Komentar A:	Komentar B:		
66.	SL:	And then he was lucky to be a monkey: out he walked on to *the telephone wires.*			A (Accuracy)	B (Acceptability)
	TL:	Dia sangat beruntung menjadi monyet. Dia berjalan melewati *kabel telephone.*				

126

Komentar A:

		A (Accuracy)	B (Acceptability)
	Komentar B:		
67.	SL: Quickly and quietly over **the guard's head**, George walked away. He was free!	A (Accuracy)	B (Acceptability)
	TL: George berjalan dengan cepat dan tenang di atas **kepala penjaga**. Dia bebas!		
	Komentar A:		
	Komentar B:		
68.	SL: Down in **the street**	A (Accuracy)	B (Acceptability)
	TL: **Di jalan,**		
	Komentar A:		
	Komentar B:		
69.	SL: outside **the prison wall.**	A (Accuracy)	B (Acceptability)
	TL: di luar **gedung penjara,**		
	Komentar A:		
	Komentar B:		
70.	SL: Stood **a ballon man.**	A (Accuracy)	B (Acceptability)
	TL: ada **penjual balon.**		
	Komentar A:		
	Komentar B:		
71.	SL: **A little girl**	A (Accuracy)	B (Acceptability)
	TL: **Seorang gadis kecil**		
	Komentar A:		
	Komentar B:		

127

		A (Accuracy)	B (Acceptability)
72.	SL: bought *a ballon*		
	TL: membeli *balon*		
Komentar A:		Komentar B:	
73.	SL: for *her brother*. George watched.	A (Accuracy)	B (Acceptability)
	TL: untuk *adiknya*. George melihatnya.		
Komentar A:		Komentar B:	
74.	SL: He was curious again. He felt he must have a *bright red ballon*. He reached over and tried to help himself, but	A (Accuracy)	B (Acceptability)
	TL: Dia ingin tahu lagi. Dia harus mempunyai *balon merah*. George telah menyentuh balon dan mencoba menarik, tetapi		
Komentar A:		Komentar B:	
75.	SL: Instead of *one ballon*,	A (Accuracy)	B (Acceptability)
	TL: -		
Komentar A:		Komentar B:	
76.	SL: *the whole bunch* broke loose.	A (Accuracy)	B (Acceptability)
	TL: George mendapatkan *semua ballon*.		
Komentar A:		Komentar B:	

128

		A (Accuracy)	B (Acceptability)
77.	SL: In an instant *the wind* whisked them all away and, with them, went George, holding tight with both hands.		
	TL: Dengan cepat *angin* berhembus dan menerbangkan balon. Bersama George yang memegang erat semua balon.		
Komentar A:		Komentar B:	
78.	SL: Up, up he sailed, higher and higher. *The houses* looked like	A (Accuracy)	B (Acceptability)
	TL: George terbang tinggi dan semakin tinggi. *Rumah-rumah* terlihat seperti		
Komentar A:		Komentar B:	
79.	SL: *toy houses*	A (Accuracy)	B (Acceptability)
	TL: *rumah mainan*		
Komentar A:		Komentar B:	
80.	SL: and *the people* like dolls. George was frightened. He held on very tight.	A (Accuracy)	B (Acceptability)
	TL: dan *orang-orang* seperti boneka. George sangat takut. Dia berpegangan sangat erat.		
Komentar A:		Komentar B:	
81.	SL: At first the wind blew in *great gust*. Then it quitted. Finally, it stopped blowing altogether. George was very tired.	A (Accuracy)	B (Acceptability)

			A (Accuracy)		B (Acceptability)
	TL:	Awalnya angin **berhembus kencang**. Kemudian angin berhembus sangat tenang. Akhirnya angin berhenti berhembus. George sangat lelah.			

Komentar A:

Komentar B:

			A (Accuracy)		B (Acceptability)
82.	SL:	Down, down he went-bump, on **the top of a traffic light.**			
	TL:	Dia ingin turun dan mendarat di **atas lampu merah.**			

Komentar A:

Komentar B:

			A (Accuracy)		B (Acceptability)
83.	SL:	Everyone was surprised. **The traffic** got all mixed up. George didn't know what to do, and then he heard someone call, "GEORGE!"			
	TL:	**Lalu lintas** macet. George tidak tau apa yang harus dilakukan, sampai seseorang memanggilnya "George!"			

Komentar A:

Komentar B:

			A (Accuracy)		B (Acceptability)
84.	SL:	He looked down and saw **his friend,**			
	TL:	Dia melihat kebawah dan melihat **temannya**			

Komentar A:

Komentar B:

			A (Accuracy)		B (Acceptability)
85.	SL:	George was very happy. The man was happy too. George slid down **the post**			

		A (Accuracy)	B (Acceptability)
	TL: George sangat senang dan pria itu juga, George turun.		
Komentar A:		Komentar B:	
86.	SL: and the man with the big yellow hat put him under *his arm.*	A (Accuracy)	B (Acceptability)
	TL: Dan pria bertopi kuning menggendongnya.		
Komentar A:		Komentar B:	
87.	SL: Then he paid *the ballon man*	A (Accuracy)	B (Acceptability)
	TL: Kemudian dia membayar *penjual balon*		
Komentar A:		Komentar B:	
88.	SL: for all *the ballons.*	A (Accuracy)	B (Acceptability)
	TL: untuk semua *balon-balon.*		
Komentar A:		Komentar B:	
89.	SL: And then George and the man climbed into *the car* and at last, away they went. To the Zoo!	A (Accuracy)	B (Acceptability)
	TL: Kemudian George dan pria bertopi kuning naik *mobil* dan pergi. Kebun binatang!		
Komentar A:		Komentar B:	
90.	SL: What *a nice place* for George to live!	A (Accuracy)	B (Acceptability)
	TL: *Tempat terbaik* untuk George tinggal!		
Komentar A:		Komentar E:	

131

48	3	2	2	7	2,33
49	3	2	2	7	2,33
50	3	2	2	7	2,33
51	3	2	2	7	2,33
52	3	2	2	7	2,33
53	3	2	3	8	2,67
54	3	2	3	8	2,67
55	3	2	3	8	2,67
56	3	2	3	8	2,67
57	3	2	3	8	2,67
58	3	2	3	8	2,67
59	3	2	3	8	2,67
60	3	2	3	8	2,67
61	3	2	3	8	2,67
62	1	1	1	3	1,00
63	3	2	3	8	2,67
64	3	2	3	8	2,67
65	3	2	3	8	2,67
66	3	2	3	8	2,67
67	2	2	3	7	2,33
68	2	2	3	7	2,33
69	2	2	3	7	2,33
70	3	2	3	8	2,67
71	3	2	3	8	2,67
72	3	2	3	8	2,67
73	3	2	3	8	2,67
74	3	2	3	8	2,67
75	1	1	1	3	1,00
76	3	2	3	8	2,67
77	3	2	2	7	2,33
78	3	2	3	8	2,67
79	3	2	3	8	2,67
80	3	2	3	8	2,67
81	3	2	3	8	2,67
82	2	2	3	7	2,33
83	3	2	3	8	2,67
84	2	2	3	7	2,33
85	1	1	1	3	1,00
86	1	1	1	3	1,00
87	2	3	3	8	2,67
88	3	3	2	8	2,67
89	3	3	2	8	2,67
90	3	3	2	8	2,67

A : 2 —
B :
C : 1 —

Table Of Acceptability Scores

Data Number	R1	R2	R3	Total	Mean
1	3	3	3	9	3,00
2	3	3	3	9	3,00
3	3	3	3	9	3,00
4	3	3	3	9	3,00
5	3	3	3	9	3,00
6	3	3	3	9	3,00
7	3	3	3	9	3,00
8	1	1	1	3	1,00
9	1	1	1	3	1,00
10	3	3	3	9	3,00
11	2	3	2	7	2,33
12	3	3	2	8	2,67
13	3	3	3	9	3,00
14	3	3	3	9	3,00
15	3	3	3	9	3,00
16	2	3	3	8	2,67
17	3	3	2	8	2,67
18	1	1	1	3	1,00
19	3	3	3	9	3,00
20	3	3	3	9	3,00
21	3	3	3	9	3,00
22	3	3	3	9	3,00
23	3	3	3	9	3,00
24	3	3	3	9	3,00
25	3	3	3	9	3,00
26	3	3	3	9	3,00
27	2	3	3	8	2,67
28	2	3	1	6	2,00
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33	3	3	3	9	3,00
34	3	3	3	9	3,00
35	3	3	2	8	2,67
36	2	3	3	8	2,67
37	3	3	3	9	3,00
38	3	3	2	8	2,67
39	3	2	3	8	2,67
40	3	2	2	7	2,33
41	3	3	2	8	2,67
42	3	3	3	9	3,00
43	3	3	3	9	3,00
44	3	3	3	9	3,00
45	3	3	2	8	2,67
46	3	2	2	7	2,33
47	3	2	2	7	2,33

48	3	2	2	7	2,33
49	3	2	2	7	2,33
50	3	2	2	7	2,33
51	3	2	2	7	2,33
52	3	2	3	8	2,67
53	3	2	3	8	2,67
54	3	2	3	8	2,67
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58	3	2	3	8	2,67
59	3	2	3	8	2,67
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65	3	2	3	8	2,67
66	3	2	3	8	2,67
67	2	2	3	7	2,33
68	2	2	3	7	2,33
69	2	2	3	7	2,33
70	3	2	3	8	2,67
71	3	2	3	8	2,67
72	3	2	3	8	2,67
73	3	2	3	8	2,67
74	3	2	3	8	2,67
75	1	1	1	3	1,00
76	3	2	3	8	2,67
77	3	2	2	7	2,33
78	3	2	3	8	2,67
79	3	2	3	8	2,67
80	3	2	3	8	2,67
81	3	2	3	8	2,67
82	2	2	3	7	2,33
83	3	2	3	8	2,67
84	2	2	3	7	2,33
85	1	1	1	3	1,00
86	1	1	1	3	1,00
87	2	3	3	8	2,67
88	3	3	2	8	2,67
89	3	3	2	8	2,67
90	3	3	2	8	2,67

Data Tabulation

Table. Techniques of Translation of Noun Phrase

Technique	Data Numbers	Total	Percentage
Calque	1,5,6,13,19,20,22,23,25,31,32,33,40,46,47,51,52,53,54,55,63,66,67,69,70,71,73,81,82,84,90	31	34,4 %
Literal translation	2	1	0,1 %
Amplification	3,34,37	3	3,3 %
Compensation	4,7,10,21,26,28,29,35,36,38,41,45,50,58,59,65,68,76,77,78,80,83,87,88,89	25	27,8 %
Modulation	11,12,44	3	3,3 %
Reduction	14,15,16,17,24,27,57,74	9	10%
Established Equivalent	30,39,43,48,56,61,79	7	7,8 %
Linguistic Amplification	42	1	0,1 %
Linguistic Compression	49	1	0,1 %
Generalization	60	1	0,1 %
Particularization	64	1	0,1 %
Deletion	8,9,18,62,75,85,86	7	7,8 %
Total		90	100 %