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**Submission date:** 25-Jun-2025 01:10PM (UTC+0700)

**Submission ID:** 2704445959

**File name:** S1\_-\_2024\_-\_43131510200010\_-\_FULL\_SKRIPSI.pdf (1.98M)

**Word count:** 35327

**Character count:** 182726

**ANNOTATED TRANSLATION OF *DI TANAH LADA*  
NOVEL FROM INDONESIAN INTO ENGLISH**

**THESIS**

<sup>1</sup> Submitted to the School of Foreign Language – JIA as a partial fulfillment of requirements for the undergraduate degree in English Literature Programme



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**2024**


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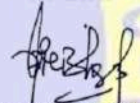
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## MOTTO AND DEDICATION

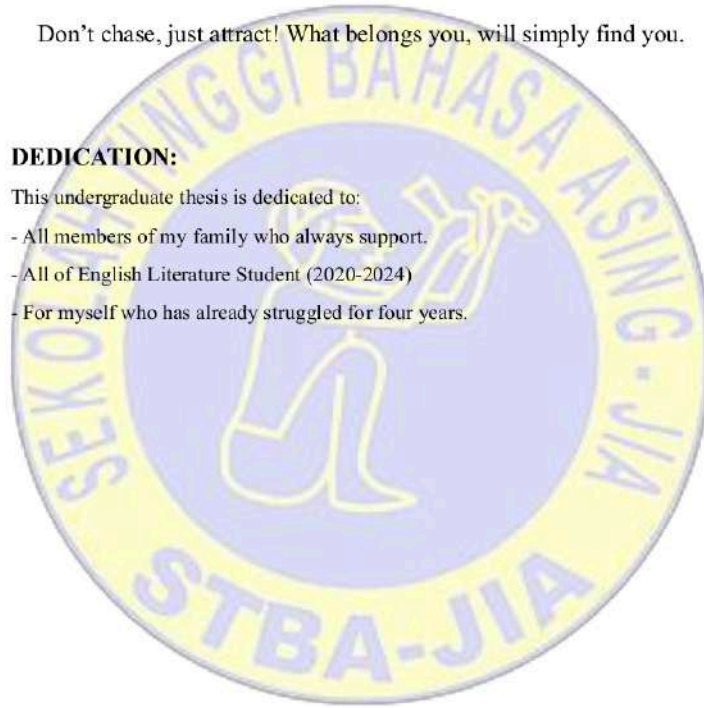
### MOTTO

Don't chase, just attract! What belongs you, will simply find you.

### DEDICATION:

This undergraduate thesis is dedicated to:

- All members of my family who always support.
- All of English Literature Student (2020-2024)
- For myself who has already struggled for four years.



# ANNOTATED TRANSLATION OF *DI TANAH LADA* NOVEL FROM INDONESIAN INTO ENGLISH

AZ ZUKHRUFI ALYAA

## ABSTRACT

This research aims to analyze and solve the problems when translating *Di Tanah Lada* novel from Indonesian into English and identified the translation procedure used in translation process. The method of the research is qualitative research with introspective and retrospective research. This research applied the theory of Williams and Chesterman for annotated translation and translation procedure by Newmar. This research took thirty data from first five thousand words which consists of words, phrases, and sentences which the writer as translator faced the problem to find the equivalent translation of the source language that might not have direct equivalents in the target language. Those problems were solved by referring translation procedure. The result of the research is found nine out of seventeen procedures, which is couplet, functional equivalent, synonymy, cultural equivalent, transference, modulation, descriptive equivalent, and transposition.

**Keywords:** annotated translation, translation procedure, *di tanah lada*

# **TERJEMAHAN BERANOTASI DI NOVEL DI TANAH LADA DARI BAHASA INDONESIA KE DALAM BAHASA INGGRIS**

**AZ ZUKHRUFI ALYAA**

## **ABSTRAKSI**

74 Tujuan dari penelitian ini adalah untuk menganalisis dan menyelesaikan masalah yang 75 adapt oleh penerjemah ketika menerjemahkan sebuah novel Di Tanah Lada dari bahasa Indonesia ke 56 bahasa Inggris dan mengidentifikasi prosedur penerjemahan yang digunakan. Metode yang digunakan dalam penelitian ini ialah kualitatif dengan menggunakan introspektif dan retrospektif riset. Penelitian ini menggunakan teori Williams dan Chesterman untuk terjemahan beranotasi dan teori prosedur penerjemahan dari Newmark. Hasil dari temuan penelitian ini adalah terdapat tiga puluh data dari lima ribu kata yang terdiri dari kata, frasa, dan kalimat yang penulis sebagai penerjemah menghadapi masalah dalam menemukan terjemahan yang sepadan dalam bahasa sumber yang tidak bisa di terjemahkan secara langsung ke bahasa sasaran. Masalah tersebut diselesaikan dengan menggunakan sembilan dari tujuh belas prosedur penerjemahan, yaitu couplet, functional equivalent, synonymy, cultural equivalent, transference, modulation, descriptive equivalent, dan transposition.

**Kata kunci:** terjemahan beranotasi, prosedur penerjemahan, di tanah lada

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil Alamin.* First of all, the writer would like to express her heartfelt gratitude to Allah SWT for His grace and boundless blessings, which allowed the writer could complete this thesis. Without the permission and opportunity provided by Allah SWT, the writer could not have completed this thesis.

This thesis is written to fulfil one of the requirements for obtaining an undergraduate degree (SI) from the English Department of School of Foreign Language JIA. In this thesis, the writer explains “Annotated Translation in *Di Tanah Lada* Novel: A Study of Translation.”

During the research, the writer encountered many hardships and difficulties in both in finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to express her deep gratitude, respect, and appreciation to all the following people to their support and accompany this finish this paper:

1. Yeni Noryatin, S.S., M.Hum, as the first advisor for, gave valuable guidance, feedback, and corrections of the content while the writing this thesis.
2. Inta Masni Sinaga, SS., M.Hum, as the second advisor for provided guidance and insightful comments to improve her writing in this thesis.
3. Winda Lutfiyanti, M.Pd, as Head of the English Literature Programme for, always guide and announced all of information about the study.
4. Ali Khamainy, ST., M.M, as the Chairman of the School of Foreign Language JIA.



5. <sup>1</sup> Imron Hadi, S.S., M.Hum, as the first examiner.
6. <sup>1</sup> Beny Alam, S.S., M.Pd, as the second examiner.
7. <sup>1</sup> All the lectures and staffs of the STBA JIA, for taught and shared their knowledge, encouragement, and advice that helped during her studies.
8. The precious parents, <sup>15</sup> Mom and Dad, thank you for your support until the writer finished this thesis.
9. All members of HMIJ 2021/2022, for giving opportunities for growth and valuable experiences for the writer.
10. All members of HMIJ 2022/2023, for the supportive team and teamwork.
11. The group “Hufty Dufty”, Aviva Tri Agustin, Ceicilia Putri Cahyani, Nandira Widhi Savira, Nurrohma Budiarti, Putri Nur Azizah, Rabiul Ula Wardah for always accompanied the writer with laughter, motivation, and joyful moments throughout four years. These memories will always be cherished.
12. The writer also expresses deep thankfulness to others who cannot be mentioned but whose support and concern are very appreciated.
13. <sup>1</sup> Last but not least, the writer hopes this paper will be helpful, especially for the everyone who reads this research.

Bekasi, August 19<sup>th</sup> 2024

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## TABLE OF CONTENTS

Title	
The Approval Sheet.....	ii
Intellectual Property Statement Form .....	iii
The Improvement Sheet .....	iv
Motto And Dedication.....	v
Abstract .....	vi
<i>Abstraksi</i> .....	vii
Acknowledgements .....	viii
Table Of Contents .....	x
List Of Figures .....	xii
List Of Appendices.....	xiii
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of the Research.....	1
B. Question and Scope of the Research .....	5
C. Objectives and Significance of the Research .....	6
D. Operation Definition.....	7
E. Systematization of the Research.....	7
<b>CHAPTER II THEORETICAL DESCRIPTION</b> .....	9
A. Translation .....	9
1. Definition of Translation.....	9
2. Kind of Translations.....	12
3. Translation Process .....	14
4. Translation Procedure .....	16
5. Annotated Translation.....	25
6. Novel.....	27
7. Research of the Relevance.....	28

<b>CHAPTER III RESEARCH METHODOLOGY</b>	32
A. Method of the Research	32
B. Procedure of the Research	33
C. Technique of the Data Collection	36
D. Technique of the Data Analysis	37
E. Data Source	39
F. Qualitative Validity	40
<b>CHAPTER IV ANALYSIS DATA</b>	42
A. Data Description	42
B. Data Analysis	43
C. Interpretation of the Research Findings	85
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	88
A. Conclusion	88
B. Suggestions	89
<b>REFERENCES</b>	91
<b>APPENDICES</b>	95
<b>BIOGRAPHY</b>	142



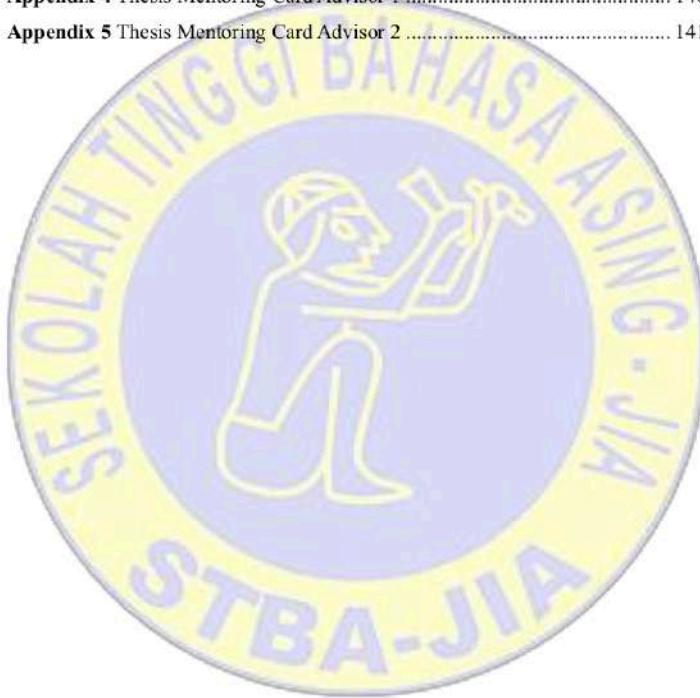
## **LIST OF FIGURES**

<b>Figure 2. 1</b> Translation Process (Nida and Taber 1982, p. 33).....	15
<b>Figure 2. 2</b> Translation Procedure (Larson, 1998, p. 3) .....	16



## LIST OF APPENDICES

<b>Appendix 1</b> Cover <i>Di Tanah Lada</i> Novel .....	95
<b>Appendix 2</b> Back Cover of <i>Di Tanah Lada</i> Novel.....	96
<b>Appendix 3</b> Result of Translation in <i>Di Tanah Lada</i> Novel.....	97
<b>Appendix 4</b> Thesis Mentoring Card Advisor 1 .....	140
<b>Appendix 5</b> Thesis Mentoring Card Advisor 2 .....	141



## CHAPTER I

### INTRODUCTION

The first chapter provides a background of the research, the question and the scope of the research, the object and significance of the research, the operational definition, and the systematization of the research.

#### A. Background of the Research

A translator often encounters problems in finding the right equivalent word. When such a problem arises, the translator must provide a solution to the problem they face. The solution is given by the translator in the form of responsibility for the chosen equivalent. Also, the problem can happen due to a lack of equivalent words in the source text or insufficient knowledge from the translator themselves in translation. The process of providing explanations during translation is called as annotation.

An annotated translation is a translation that includes comments or annotations on the selected translation in the target language, specifically addressing translation problem identified in the source language. Translation problem occur due to differences in geography, culture, and structure of sentences between the source and target language. To solve the problems, the translator should give plausible reasons for their choices. It is supported by a thorough in-depth understanding of the theory used. Thus, the translator not only translates the text but also gives a comment on the process of translating itself.

For the example of annotated translation, the writer taken from Pravitha's article (2017, p. 46).

SL: "*Ia menaruh kakinya di kolam onyx berbentuk mangkuk, wadah dimana air itu tumbuh.*"

TL: "She put her feet into the marble basin, which was the flowerpot in which it grew."

Pravitha wrote comment she translated the word "basin" into "*kolam*". The word "basin" on the Google's landing page refer to a large bowl made of onyx stone. In Echols-Shaddily's Dictionary, "basin" means: "(1) *baskom*, (2) *kolam*, (3) *lembah sungai*." This is similar it to KBBI (*Kamus Besar Bahasa Indonesia*), where it refers to "*tempat air pencuci tangan atau muka*". If the translator wants to translate "basin" into "*baskom*", the meaning of the word "basin" does not relate to the context. Besides that, translating the word "basin" into "*lembah sungai*" does not fit the contexts with the source text. Therefore, the equivalence of the word "basin" is related to the context in target language is "*kolam*".

The word of *kolam* in KBBI means "(1) *ceruk di tanah yang agak luas dan dalam berisi air (untuk memelihara ikan, dsb)*, (2) *bak tempat air*". Because of that, the translator chooses "*kolam*" as the equivalent of the word "basin", it is related to the context of the text. So, the reader can imagine the form of "*kolam*" itself, and the translation technique used is descriptive translation because it gives a more detailed explanation of "basin" in target language, described as *berbentuk mangkuk* in her translation.

Another example is taken from *Di Tanah Lada* novel. The writer translates the sentence from Indonesian into English:

SL : “*Kakek Kia Meninggal.*” (p. 5)

TL : “Kakek Kia passed away.” (p. 5)

The word “*Kakek*” in KBBI is defined as “(1) *bapak dari ayah atau bapak dari ibu; aki; datuk*, (2) *kata sapaan kepada laki-laki yang sudah tua sekali*, (3) *sudah tua sekali (bagi orang laki-laki).*” It is equivalent to the Oxford Learner’s Dictionary which defines the word of “grandfather” as “the father of your father or mother”. The word “*Kakek Kia*” refers to the person named of the character in the novel. If the writer/translator translates it as “Kia passed away”, there would be ambiguity and the reader might misunderstand. Therefore, the writer chooses to maintain the source language by employing a transference procedure and still use the pronoun “*Kakek Kia*” to find the equivalence in the target language.

The writer, who is at the same time also the translator, used the translation procedure by Newmark’s theory (1988) to find out the appropriate word equivalent in addressing translation problem in source language to the target language. Newmark’s theories offer eighteen translation procedure, they are transference, naturalization, functional equivalent, descriptive equivalent, synonymy, through-translation, recognized translation, transposition, cultural equivalent, modulation, translation label, compensation, componential analysis, paraphrase, reduction and expansion, adaptation, couplets, and notes.



The writer chooses the *Di Tanah Lada* novel for this research because it is an interesting novel. The novel has challenges because the language used to be easy to understand and the target reader is aged 16 years and over. So, the writer/translator should translate it appropriately for the target readers. The novel is about the life of a girl from a disharmonious family. Salva, or Ava, is a 6-year-old girl whom her father often abused. After her grandfather died, her inherited house was sold by her father. Also, her father always plays gambling. Her family had to move to Nero tenement, and then she met a boy, P, who is ten years old. He is forced to grow up before his age due to circumstances. Additionally, this novel is one of the winners of the Jakarta Arts Council Novel Competition. The novel won second place in 2014, while another novel entitled *Semua Ikan di Langit* won first place in 2016.

Furthermore, this novel has not been translated into English. Therefore, it will be a challenge because the language used is not the mother tongue of the writer/translator to translate it. A novel is form of literary works. Translating literary works is different from translating common documents. In literary works, the translator must accurately convey the meaning of the source text. The translator used the various methods to translate the text. Additionally, literary texts have unique characteristics and cultural expressions that must to be transferred accurately into target another language.

The act of translating is the transfer of information from one language to the target language. It involves not only conveying the message within a text but also paying attention to the cultural nuances embedded in both the source

and target language. In this research, the writer focuses on the annotated translation of the source language in Indonesian into the target language in English. Translating can be challenging as it requires finding the right equivalent word, which can be a significant challenge for the translator. Considering the justification given above, the writer chooses the topic for the thesis is "Annotated Translation of *Di Tanah Lada* Novel from Indonesian into English".

## **B. Question and Scope of the Research**

### **1. Question of the Research**

Based on the background above, the formulation of the problem is as follows:

- a. How does the writer/translator cope with the translation problem?
- b. What are the translation procedures used to translate the *Di Tanah Lada* novel?

### **2. Scope of the Research**

In this research, the writer focuses on analyzing the problems in translating the first five thousand words in *Di Tanah Lada* novel and the focusing to solve the problem in words, phrases, or sentences. And also identifying translation procedure used by the writer in translate it by using Newmark's theory (1988) as well provides an annotation to solve the problems.

### **C. Objectives and Significance of the Research**

#### **1. Objectives of the Research**

Based on the question research mentioned above, the writer explains the purpose of this study as follows:

- a. To analyze and solve the problems of the writer/translator during translation of the *Di Tanah Lada* novel.
- b. To identify the translation procedure used to translate the *Di Tanah Lada* novel.

#### **2. Significance of the Research**

Theoretically, the writer expects this research can provide helpful information and knowledge on solving translation problems by giving plausible comments and reasons of their choices when translation a text. Hopefully, this study will be beneficial as reference for similar annotation studies, especially for college students, academics and those who are interested in translation.

Practically, though this research, the writer will get some experience and knowledge about solving translation problems, as shown in this analysis, which will be useful in the future. Moreover, it hoped that readers would use this study to improve their understanding and insight into how to solve the translation problem, particularly in understanding the translator's responsibility for the translation result.



#### D. Operation Definition

<sup>1</sup> In this research, the writer will describe and explain the meaning of the word used in this search to avoid misunderstanding.

##### 1. Annotation

Annotation is to provide commentary or notes regarding the result of the translation.

##### 2. Translation

<sup>23</sup> Translation is the process of changing the text from the source language to target language.

##### 3. Novel

Novel is a story consists of more than oven event, such as plot with characters, a setting, a theme, and a point of view.

#### <sup>1</sup> E. Systematization of the Research

The systematization of the research to make the readers may easily understand the research's content. There were five chapter in this research as following:

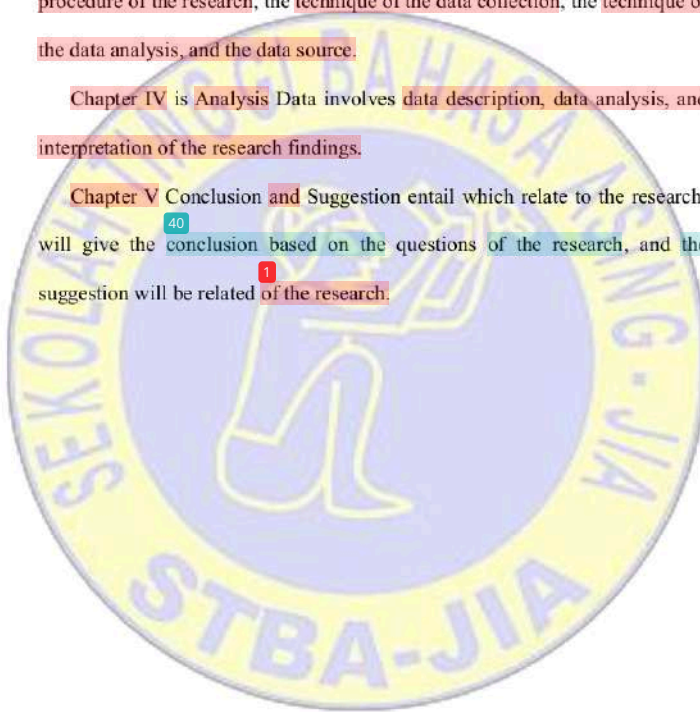
<sup>1</sup> Chapter I is Introduction explains about the background of the research, question of the research and the scope of the research, objective of the research, significance of the research, operational definition, systematization of the research. In this chapter also explains the reason the writer chose this title, the series, and the problem of the research.

Chapter II is Theoretical Description consists of the concept of translation, kind, process, and procedure of translation, and relevance of the research.

Chapter III is Research Methodology explains the method of the research which contains the time and place of the research, kind of the research, the procedure of the research, the technique of the data collection, the technique of the data analysis, and the data source.

Chapter IV is Analysis Data involves data description, data analysis, and interpretation of the research findings.

Chapter V Conclusion and Suggestion entail which relate to the research, will give the conclusion based on the questions of the research, and the suggestion will be related of the research.



## CHAPTER II

### THEORETICAL DESCRIPTION

This chapter provides related theories that are used for further discussion in this research. The writer only has seven focuses to be explained and discussed. There are translation definitions, kinds of translation, translation processes, translation procedures, annotated translation, novel, and relevance research. The writer would also elaborate on the theory of each focus.

#### A. Translation

##### 1. Definition of Translation

There are various experts have put forth different theories regarding the definition of translation. According to Jakobson (1959), translation involves substituting entire messages in one language for entire messages in another language, not just for separate code units. The translation recoding and transmitting two equivalent messages using two different codes. Jakobson's theory, related to Catford (1965, p. 20), describes translation as replacing textual material in one language with equivalent textual material in another language. Replacing textual material from source language with target language means the translator must replace anything related to the source text with something related to the target language. These include words, phrases, sentences, or grammatical structures.

Based on Nida & Taber (1982, p. 12), translation refers reproducing the message from the one language message in the receptor language using

the most similar natural equivalent. The first aspect concerns the meaning, and the second concerns the style. The translation aims to “reproduce the message” to re-express the message in the form of a similar natural meaning from the source language, the translator should structure it well in the target language. It parallels with Bell’s theory (1991, p. 6) with a similar emphasis on meaning and style. Translation is replacing a text’s representation in one language with an equivalent representation in another language, maintaining semantic and stylistic equivalents.

Another definition of translation is proposed by Newmark (1988, p. 5) who defines translation as rendering the meaning of the text into another language to capture the author’s original intent. It also depends on sound and sense, sentence structure and natural flow, figurative language and literal expression, clarity and comprehensiveness, and conciseness and accuracy. Moreover, as stated Hawkes in Basnett-McGuire (1991, as cited in Hartono, 2017, p. 8), translation is transfers the meaning contained in one set of language signs to another set through use dictionaries and grammar. The process of translating also involves a whole set of non-linguistic, such as cultural context.

Meanwhile, Larson (1998, p. 3) mentioned that translation is a way of changing the form of the source language into the form of the receptor languages. These forms are referred to as the surface structure of a language. The process starts with the source text, analyzes it into its semantic structure,

and then reconfigures this structure into suitable forms in the receptor language to produce an equivalent text in the target language.

Moreover, Hoed (2006, p. 51) further states that translation is the activity of transferring messages from the source language to the target language. The focus of the translator is not only on transferring the meaning of the word but the message of the word from the source language into the target language. The result of the translation can be the equivalent of the target language. Lastly, Munday (2008, p. 5) defines it as moving a written text from the original language to another language. Their definition encompassed both the process and product of translation. Translation as a process focuses on the role of the translator in taking the source text and turning it into the target text. However, the basic definition of translation is to find the meaning equivalence in another language (target language).

Based on all the definitions mentioned above, it can be concluded that translation is a complex process of converting a text from the source language into the closest and most natural in the target language. In addition, translation contains reproducing, transferring, rendering, changing, replacing, and moving forms while considering the context, grammatical structure, and purpose of communication. Therefore, the translation is more than just replacing words in the original text with the equivalent words in the target language but also requires a deep understanding of the concept and the structures of both the original and the target language.



## 2. Kind of Translations

There are some kinds of translations. According to Jakobson (1959/2004, as cited in Munday, 2008, p. 5) divided translation into three types:

- a. Intra-lingual translation is transferring a text into another language within the same language, based on the translator's interpretation. Intralingual translation happens when the translator reword expressions, summarizes, or rewrites a text within the same language.
- b. Inter-lingual translation involves interpreting verbal signs into another language. Interlingual translation is the emphasis of two different languages and occurs in translation studies.
- c. Inter-semiotic translation refers to translating the source language into the target language using a verbal or a nonverbal sign system. It occurs when the translator translates music, film/video, or painting.

In contrast to Jakobson's types, Catford's translation classification is divided into three distinct types: extents, levels, and ranks of translation (Catford, 1965, pp. 21–25). Extent translation is divided into two parts, there are full and partial. Full translation involves translation that processes the entire text from the source language being translated into the target language. Otherwise, partial translation involves some part or parts of the source language text not being translated, focusing specifically on key terms or phrases.

The translation level is divided into two parts, there are total and restricted. Total translation replaces all levels of the source language, including grammar, lexical, phonological, and graphology, with equivalent aspects of the target language. Whereas, the restricted translation refers to replacing material from the source language material with equivalent textual material in the target language at just one level. The third type, rank of translation, relates to the hierarchy in grammatical or phonological structures where translation equivalence is established.

Another kind of translation according to Savory 1969 (as cited in Suryawinata & Hariyanto, 2016, pp. 33–37), there are four kinds, those are:

- a. Perfect translation represents an informative text frequently encountered in public areas. This kind of translation is rarely translated literally because the meaning would not be equivalence and could lead to misunderstandings. Therefore, it is important to translate the message from the source language to the target language with precision and accuracy.
- b. Adequate translation is designed for the readers seeking the information regardless of the form of the original text. The translator might omit complex phrases and rephrase sentences to enhance comprehension during the translation process. This kind of translation involves translating foreign popular novels into the source language. It focuses on the flexibility of the target language text so the readers of the target language text can read comfortably.

- c. Composite translation refers to literary translation, such as poetry or prose. This kind of translation is an emphasis on meaning, message, and style. The translator's satisfaction with the process of translation and the outcome takes precedence, with less consideration given to commercial elements.
- d. Research and technical translation focus on scientific and technical texts that are significant to the source language community. According to Savory (1969), the result of translations needs to be thoroughly studied in terms of their methods. Experts primarily utilize this translation to substantiate their opinions on good translation.

### 3. Translation Process

The translation process includes a systematic and coordinated sequence of activities the translator conduct. This process aims to produce the final translation (product) that effectively conveys the message from the source language to the target language. (Suryawinata & Hariyanto, 2016, p. 8) stated this concept, describing the translation process as a model designed to explain the internal thought processes of a translator during translation.

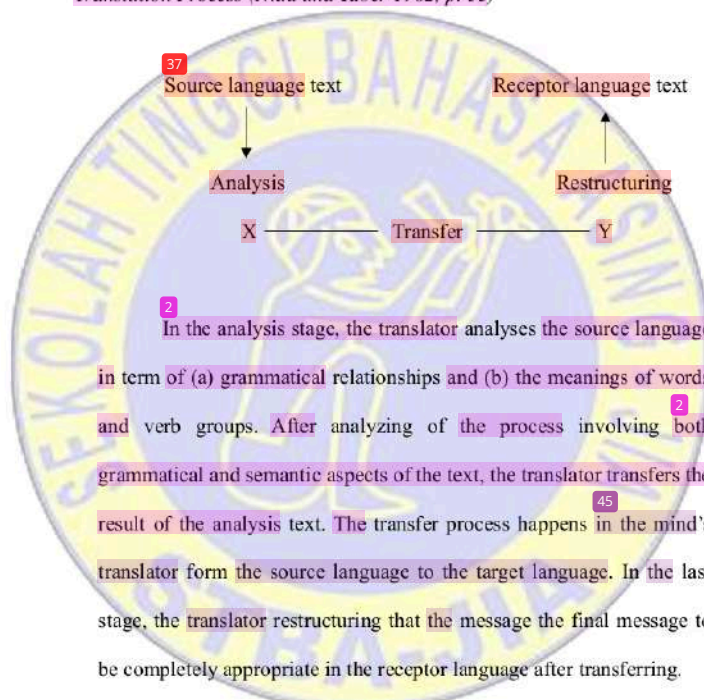
The translator consistently makes efforts to compare and contrast different aspects in order to find equivalence in translation process. The writer found two translations process, one proposed by Nida and Taber (1982) and another proposed by Larson (1998).



According to Nida & Taber (1982, p. 33), state translation involves three main stages: analysis, transfer, and restructuring. The diagram might be:

**Figure 2. 1**

*Translation Process (Nida and Taber 1982, p. 33)*



In the analysis stage, the translator analyses the source language in term of (a) grammatical relationships and (b) the meanings of words and verb groups. After analyzing of the process involving both grammatical and semantic aspects of the text, the translator transfers the result of the analysis text. The transfer process happens in the mind's translator form the source language to the target language. In the last stage, the translator restructuring that the message the final message to be completely appropriate in the receptor language after transferring.

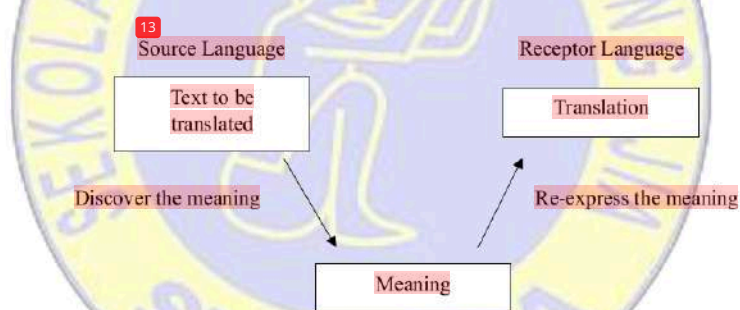
Meanwhile, another theory about the translation process is stated by Larson (1998, p. 3), which is that the translator first reads the text that is going to be translated. After the translator reads the text, they should write down any lexical or grammatical structure items. These words are crucial to discovering the meaning behind the text. After the meaning,

discover and understand the text's meaning in the source language. The translator transfers the meaning into the target language. In this stage, the translator should be able to convey the meaning as representations of the lexical or grammatical structures in acceptable receptor language. The translation process by Larson starts with the source text, followed by analyzing and understanding its meaning. The meaning is then transferred and re-expressed in another language.

The diagram might be:

**Figure 2. 2**

*Translation Procedure (Larson, 1998, p. 3)*



#### 4. Translation Procedure

In the context of translation, there are two main techniques for translating a text, which are translation methods and translation procedures. The different between these two can be seen in their implementation units. According to Newmark (1988), a translation method applies to the entire text, such as sentences and the smaller units of language (words, phrases, or

sentences) are used in translation procedure of the source language into the target language. Furthermore, Newmark, pp. (1988, pp. 81–93) identified the types of translation procedures as follows:

**a. Transference**

In this translation procedure, transference transfer the source language words to the target language words with the exact transliteration or without spelling changes. The transference principle is that the name of the source language objects, inventions, devices, processes should be creatively and authoritatively translated into the target language. Usually, the following are transferred: name of all living things, periodicals, magazines, newspapers, place of names, names of private companies and institutions, names of public or national institutions, and also street names and addresses.

Example:

SL: “*Aku berasal dari sungai Kapuas Kalimantan Barat.*”

TL: “I came from Kapuas River on Western Kalimantan.”

(Septarani, 2022)

**b. Naturalization**

This procedure is an advanced procedure after transference. It adapts the source language word first to the normal pronunciation and then to the target language's standard morphology (word form) of. This procedure makes the translation sound more natural and familiar to the readers by adapting it to the usual pronunciation of the target language.

For example:

SL: “Selama *hibernasi*, aku tidak melakukan kegiatan apapun”

TL: “Through out my *hibernation* I do absolutely nothing.”

(Septarani, 2022)

#### c. Cultural Equivalent

This procedure is a form of approximate translation where a term/word of the source language term is changing into a target language. It involves translating a cultural word/term from the source language using an equivalent term/word in the target language. This procedure requires the target language to have a cultural equivalent for the source language term.

For example:

SL: “*Croot!* Jika ada bahaya mengancamku aku akan menyemprotkan cairan berwarna hitam pekat.”

TL: “*Splash!* Whenever danger comes near me, I will splatter an obsidian blacken liquid.”

(Septarani, 2022)

#### d. Functional Equivalent

The functional equivalent is the procedure applied to translate cultural words. It involves using a culturally neutral term/word to describe the functions of the cultural word/term in the target language. And also, it is the most precise way to translate a text using this procedure.

For example:

SL: "*Komon, usiaku bisa mencapai 200 tahun.*"

TL: "*It was said that, I can reach a 200 years old age.*"

(Septarani, 2022)

#### e. Descriptive Equivalent

This procedure follows the same principle as the previous one. However, instead of describing the use or function of the source language word, it describes the word itself. This happens when the cultural word or expression's meaning from the source language is conveyed to the target language by giving a more detailed explanation.

For example:

SL: "*penciumanku sangat tajam sehingga pak polisi menjadikan aku sebagai anjing pelacak penjahat, pencari bom, atau obat terlarang.*"

TL: "I have a very acute smell, the police used me as criminal detection dog, an explosive detector, and a narcotic and drugs finder."

(Septarani, 2022)

#### f. Synonymy

Synonymy is translation procedure that is transferring of the word from the original language to the target language in a same context, where exact equivalent that closely matches the meaning in the target language is used. This procedure is used regardless of whether a precise



equivalent exists. Furthermore, synonymy can be used when a word or sentence cannot be translated literally, especially if the translated word does not require a detailed componential analysis.

For example:

SL: “*Aku Andean condor, burung pemakan daging terbesar di dunia.*”

TL: “I am Andean condor, the biggest carnivore bird in the word.”

(Septarani, 2022)

#### g. **Through-Translation**

Through-translation is a process similar to literal translation, but it is applied common phrases, names of organizations, compounds components, or even expressions. However, this procedure only be used when the reader is clearly familiar with the equivalent word in the target language.

For example:

SL: “UN (United Nation)”

TL: “PBB (*Persatuan Bangsa-Bangsa*)”

(Mujahidah, 2015)

#### h. **Shift or Transpositions**

This procedure involves changing the grammar from the source language to the target language. It is needed when the grammatical structure in the source language is not found in the target language or

when a literal translation, although grammatically correct, does not sound natural in the target language.

For example:

SL: "*Iguana si Komodo kecil.*"

TL: "Iguana the little Komodo."

(Septarani, 2022)

### 35 i. Modulation

According to Vinay and Darbelnet (as cited in Newmark, 1988, p.88), define that modulation as a change in perspective, often involving a shift in point of view or category of thought. It occurs when each language views situations differently. Newmark (1988) describes the modulation translation using eight procedures. These include abstract for concrete, cause for effect, one part for another, reversal of terms, active for passive, space for time, intervals and limits, and change of symbols. 14

For example:

SL: "*Aku memiliki sorot atau pandangan mata yang kuat lho.*"

TL: "I have a very sharp eyes which can scared off my preys."

(Septarani, 2022)

### j. Recognized Translation

This procedure is typically used when the target language has a commonly accepted equivalent for the source language words or sentences. Sometimes, the translation procedure might be imperfect,

but the target language users accept it. Using a recognized equivalent instead of a different one is better to avoid confusion.

For example:

SL: "More x-rays were ordered, and ultimately a CT scan was also done."

TL: "*Diperintahkan untuk dilakukan beberapa foto Rontgen, dan akhirnya dilakukan CT scan juga.*"

(Putri, 2014)

#### 4. k. Translation Label

Translation label is when add a temporary translation of word from the source language. This procedure is suitable for translating new institutional terms, adding a literal translation of the source language term, and distinguishing it with a comma.

For example:

SL: "Heritage language"

TL: "*Bahasa adat.*"

(Mujahidah, 2015)

#### 17. l. Compensation

This procedure occurs when there is a loss of meaning, auditory effect, metaphor or pragmatic effect in one section of the sentence is accounted for in another section or in a nearby sentence. It describes a situation where something important is missing or not clear in one



section of the sentence. So, to make the sentence more obvious, add a complementary word.

For example:

SL: "I confused"

TL: "*Saya merasa bingung*"

(Mujahidah, 2015)

### m. Componential Analysis

Componential analysis is the procedure of splitting the various word with different meaning into smaller parts called sense components, which may or may not be universal. In translation, the basic process involves comparing a word from the source language with a word from the target language word, examining their similarity and differences in sense components. Usually, the word in the source language has a more precise meaning than its equivalent word in the target language.

For example:

SL: "*Ngaben.*"

TL: "*Cremation.*"

(Armita et al., 2016)

### n. Reduction and Expansion

Reduction can be intuitively practiced when translating some part of a source language sentence or phase is eliminated in the target language. At the same time, the expansion ensures that crucial information is added to the translation.

For example:

Reduction

SL: “*Anak laki-laki,*”

TL: “Son”

Expansion

SL: “*Mertua*”

TL: “Mortner in Law.”

(Mujahidah, 2015)

#### o. Paraphrase

This procedure relates to the process of translating, in which the meaning of text is expanded or clarified. It is employed for texts that are poorly written or have significant implications and authority but are anonymous.

For example:

SL: “*Aku akan memburunya sampai nafasku habis.*”

TL: “I’d chase her until the end.”

(Mahmud et al., 2021)

#### p. Couplets

Couplets, triplets, and quadruplets use combination of two, three, or four of the processes mentioned earlier to address a single problem. Typically, the preferred approach is to use the common word when transferring, along with a functional or cultural equivalent.

For examples:

SL: “Schizophrenia.”

TL: “*Skizofrenia.*”

(Nuramaeda, 2019)

#### q. Notes, Addition, Glosses

This procedure offers extra information in translation. It is typically explaining the cultural aspects or term in the source language into the target language, either for further clarification or to cover the lack of the translation. These additions may be included in glossary at the end of the book.

For Example:

SL: "They explained that the book came with a green octavo shell (a protective box that's common accessory for rare books)."

TL: "*Mereka menjelaskan bahwa buku itu dilengkapi dengan kotak kulit kerrang octavo (kotak pelindung yang merupakan aksesoris standar untuk buku langka) berwarna hijau.*"

(Nuraini, 2018)

#### 5. Annotated Translation

Annotated translation is included in applied translation studies, especially in translation criticism (Munday, 2008, p. 12). It contains the evaluation of translations. An annotated translation itself includes a discussion of the translation process, an analysis of various aspects of the source text, and a justification for the solution chosen to address translation problems. The source of annotated translation including words, phrases, and sentences (Nuramaeda, 2019).

Annotated translation also is a type of translation with added commentary. It involves translating a text with commentary <sup>27</sup> is a type of introspective and retrospective research in which you translate a text but while also writing a commentary on your own translation process (Williams & Chesterman, 2002, p. 7). Introspective involves the interpreter's inward examination <sup>72</sup> of the meaning of a word, phrase, or expression and then translating it into the equivalent word in the target language. While, the retrospective occurs after the translator has completed their translation, where they provide comments on their translation by referring to various translation theories.

In general, definition annotated is a note created while reading any text. It typically includes a brief comment that consists of a few sentences, which establishes a summary and expresses the relevance of each source before beginning the writing process (Sholihin, 2018). According to Newmark (1988) explains the theory about notes, describing them as additional information in translation. This concept is similar to the definition given by Hoed (2006), which emphasizes using notes to define the meaning clearly. This additional information may relate to cultural <sup>59</sup> differences between the source and the target languages, technical aspects is related to the topic or linguistic elements is explaining unusual use of the words.

<sup>6</sup> From the definition above, it can be concluded that annotated translation is translation criticism and commentary. It emphasizes that annotated translation involves the analysis, discussion, and evaluation of

various aspects of the source text, and justifying the solutions chosen to address translation problems. Additionally, annotated definitions can serve as notes or additional information to convey meaning clearly.

## 6. Novel

The first type of fiction that refer to narrative prose are the novel and the short story. Fiction is often considered synonymous with the novel. A novel is well-known form of literary work, typically presented as written book featuring a fictional narrative. The term "novel" comes from the Italian word "novella", which means 'a new small thing' and eventually became known as a short story in prose (Abraham, 1999, p. 190, as cited in Nurgiyantoro., 2018, pp. 11-12). Similar to definition according to Tarigan (2011, p. 167), the word "novel" comes from the Latin word "novellus" that is also derived from the word "noveis" which means new. That is said to be new because when compared to other types of literary works.

A novel as a work of fiction, presents a universe, a world with an idealized image of life, an imagined world, which is built through various elements. It requires elements that are deliberately created by the author to construct a story, which can be categorized as intrinsic and extrinsic elements. According to Nurgiyantoro (2018), intrinsic elements are those that directly contribute to building the story. Events, topic, narratives, settings, characters, points of view, and language or linguistics idiom are some examples of these. Meanwhile, extrinsic elements are those outside the text but directly affecting the content of



the novel such as the author's subjectivity, belief, and worldview. Novel is generally though the novel contains about forty-five thousand words or more. Novel is prose literature ranging from fifty thousand to about forty-five thousand words. the novel is larger (at least 40,000 words) and more complicated than short story.

## 7. Research of the Relevance

The writer finds some relevant research in order to support and also as reference to this research. The first relevant study is title "Annotated Translation from Indonesian into English: The Tourism and Culture Office's Website of Bekasi". This article was written by Noryatin et al. in 2023 at School of Foreign language JIA Bekasi. Their research aims to analyze the annotated translation from Indonesian into English in the culture and tourism office's website of Bekasi. The finding of the research shows syntactic strategies were dominant for 55%, followed by pragmatic strategies about 33%, and semantic strategies for 12%.

This study similarities to the Noryatin et al.'s research in that both analyze the annotated translation from Indonesian into English and uses the method of this research is qualitative research. The differences are that Noryatin et al.'s research uses theory translation strategies by Chesterman, while this present study uses translation procedure by Newmark. In addition, this present study uses a novel as the data object while Noryatin et. al.'s research uses a website.

Secondly, title is “Translation Procedures and Equivalence in Children Bilingual Short Story”. This research was written by Eka Puri Septarani in 2022 at University Udayana. The aims of this research at finding the procedures and meaning equivalence of translation. The findings of this research showed that there were 13 out of 16 translation procedures. The literal translation is the most commonly found with 40 occurrences and the least procedure used in this research was descriptive equivalence with 2 occurrences. In addition, this research used Nida’s Formal and Dynamic Equivalent in terms of meaning equivalence.

There were similar and differences between this research and this present study. The similarities are the topic focus about translation and the theory used is translation procedure by Newmark. The differences are this research is Septarani’s article focuses about translation procedure and equivalence while this present study in annotated translation. The object data of Septarani’s article was short story, meanwhile this present study in novel.

Third, title is “*Terjemahan Beranotasi Teks Pedoman Pelayanan Perizinan Berusaha Terintegrasi Secara Elektronik (OSS) ke dalam Bahasa Inggris*”. This research was written by Irawan et al. in 2020 at State University of Jakarta. The aims of this research to identify translation in the form of annotated translation, focusing on the translator’s choice of equivalents as a result of retrospective research. The result of this article identified fifty-one annotate items: twelve in words form with a percentage of 23.52%, twenty-one in phrases with a percentage of 41.18%, and eighteen in sentences with a percentage of 35.3%. In

additional, <sup>10</sup> the translation of guideline text (OSS) for business employed a communicative method that ensuring the equivalence was both prevalent and acceptable within the target language culture.

There are both similarity and difference between the research conducted by Irawan et. al. and this present study. The similarity includes a focus on to annotated translation to Indonesian into English. The differences are that Irawan et. al.'s journal focused on guideline text, while in this present study focuses on a novel. The method of research, Irawan et.al. used qualitative with comparative model, while this present study uses qualitative research with descriptive analysis.

Fourth, "*Terjemahan Beranotasi Psychiatric Tales Karya Darryl Cunningham ke dalam Bahasa Indonesia*". This research is written by Carisya Nuramaeda in 2019 at Universitas of Indonesia. This research aims to choosing the equivalents of translator's arguments of <sup>25</sup> number of translation units which are deemed to cause translation problem. This article applied the several translation procedures to solve the translation problems. The <sup>25</sup> methods applied is this study are communicative and semantic methods.

In this relevant study, there are similarities between Nuramaeda's research and this present study. Both focus to annotation translation and use the theory by Newmark. But there are two differences. First, Nuramaeda's research focuses on annotation translation in English to Indonesian, whereas this present study focuses on translation from Indonesian to English. Second, Nuramaeda's research uses comic as the data object, whereas this present study uses a novel.

Lastly, title is, title is “*Terjemahan Beranotasi Kata dan Ungkapan Budaya di dalam Anak Selandia Baru I’m Telling on you dan Barry & Bitsa*”. This is an article written by Era Bawarti in 2017 at University of Al Azhar Indonesia. The research aims to find cultural words and term in source language in English and translate them into Indonesian with annotations. The finding of the article shows that equivalent translation with notation is frequently used because most cultural words and terms in original language have no lexical equivalence in target language.

The similarity between Bawarti’s research and this present study are both focus on annotation translation and a novel as the data object. The differences are Bawarti’s research focuses on the give annotated translation from English to Indonesian, while this study focuses on translation from Indonesian into English. Additionally, Bawarti’s research uses the translation technique by Benny Hoed, whereas, this study uses the translation procedure by Newmark.

### CHAPTER III

#### RESEARCH METHODOLOGY

In this chapter discussed <sup>1</sup> research methodology. It presented the method of the research, procedure of the research, technique of the data collection, technique of data analysis, data source, and qualitative validity.

##### <sup>1</sup> A. Method of the Research

###### 1. Time and Place of the Research

<sup>1</sup> The time and place of the research were taken from the starting of March to August 2024 in Bekasi. During this period, the writer looked for appropriate references, collected data, and analyzed it at the end with the theories related to the topic. The writer obtained references <sup>12</sup> from various sources, such as journals, physical books, and e-books. This research can be conducted in any location as possible, including the writer's house and library in STBA JIA.

###### <sup>1</sup> 2. Kind of the Research

In this research, the writer used descriptive qualitative research with introspective and retrospective research. Qualitative research is where the data is not numerical, and the analysis focuses on the research question and method as the study progresses (Punch, 1998, p. 29). Additionally, <sup>32</sup> qualitative is the research to collect and analysis data, develops and modifies theory, elaborates or refocuses the research questions, and



identifies and addresses validity threats, typically concurrently with each activities influencing the others (Maxwell, 2013, p. 2).

Meanwhile, in introspective and retrospective research by Nunan (1992), introspective research is looking and thinking about one's own thoughts, feelings, motives, and reasoning to understand how they affect behavior. It means that the writer/translator reflects or ask on their own thoughts to find the right equivalence of source text and translates the words, phrases, clause, or sentences in the context into target language (p. 115). Retrospective research is the investigation of the process through the writer's original memory, collected as soon as possible after she has completed the translation (p. 124).

## **B. Procedure of the Research**

After understanding the research process, the writer established a research procedure. Several procedures were used in completing this research. The following are the steps that supported these research results.

### **1. Preparation**

The first basic thing to do in preparation was to identify the problem because it is important (Creswell 2013, p. 97) after that arrange the title so that the discussion was narrow enough, determine the object of the research, identify the question of the research, formulate the research's limited scope, and lastly, consider the research's benefit. Then, the writer collected the sources and references related to the topic of the research. Afterwards, the

writer determined the method to conduct, support, and prove the analysis. Lastly, the writer made an appointment with the advisor to oversee the writing process.

## 2. Implementation

The next procedure was implementation to achieve the correct result. First, the writer carefully read of the object of the research, the *Di Tanah Lada* novel. Second, the writer independently translated the source text from Indonesian into English, but the writer only translated the first five thousand words in *Di Tanah Lada* novel. Third, during the translation process of the *Di Tanah Lada* novel, the writer applied three stages to the translation process, as suggested by Nida and Taber (1982).

The first stage was analysis or understanding, which related to the grammatical structure in the target language. The second stage was transfer, where the word's meaning can be understood within the context of the whole text. In this stage, the meaning from the source language is transferred into the target language based on the translator's thoughts. The third stage was restructuring, where the word's meaning was rewritten in the source language, but the grammatical structure related to the target language.

Next, the writer also consulted with her advisors to discuss the results of the translation text and gave a mark of the text indicating the problem of the research. Lastly, the writer provided plausible reasons or comments to cope with these problems based on the bilingual dictionary to support the reason or commentary in the target language.

### 3. Finishing

In finishing as the last step, the writer arranged the results of data that had been analyzed into a complete word, then reported to the first and second advisors. During the meeting with the advisors, they also advised making this study more detailed before the writer drew a conclusion.

#### **a. Composing the Analyzed Data**

Before consulting with the advisor, the writer collected data to analyze the translation problem in the novel. This analyze was crucial for identifying the problems and providing plausible reasons or comments. For the analysis of the data, the writer used the translation procedure by Newmark.

#### **b. Discussing with the Advisor**

The next step was consulting with two advisors. Before collecting of the data, it was important to make an appointment to report on this study until each chapter was accepted. Before submitting the chapter to the first and second advisors, the writer had to evaluate, confirm, and improve it.

#### **c. Revising the Result**

During each chapter's writing process, the writer consistently sought the advisor's help to determine whether a particular chapter had data or theoretical mistakes. When revising the research writing, the advisor always identified any flaws in the research with the aim or minimizing

grammatical issues, improving the formation of the writing process, and providing detailed explanations of the research.

While in process of translating a novel, the advisors consistently reminded the writer to use exact words to minimize misunderstandings. Then, they also advised the writer focus on either the source language or the target language to simplify the translation process and better understand the outcome of the translation. Additionally, routine revision meetings were held to ensure to perfect the research results.

#### **d. Concluding of the Research**

For the final step is drawing conclusions for all the chapters that had already been arranged based on the question of research. This step occurred after the advisors had accepted all the chapter of the thesis. Then, the writer could move to the last step, which was to conclude the research. This research aimed to enhance the reader's comprehension of the research topic.

### **C. Technique of the Data Collection**

Data collection defined the scope of the research and involved collecting information through process of gathering open-ended, first-hand information by taking notes on activities of the individuals at the research site. (Creswell, 2014, p. 190). This means that the writer's observation focused on the primary data, which is the novel. The materials of observation can be found in many sources such as documents, personal documents, other printed materials, etc.

Additionally, the writer created data tables to gather for the source language and the language for the first five thousand words of the translation the *Di Tanah Lada* novel. The writer's analysis focused on solving the problem of translating a novel in this research. Therefore, it can be concluded that the writer needed observation to obtain through this research approach h.

#### D. Technique of the Data Analysis

As stated by Creswell (2014, p. 194), data analysis in qualitative research is crucial, so there are steps, which are collect, analyze, and organize the data. The process had to be systematic and intentional to ensure transparency in every aspect and component of the research. The data analysis technique uses annotated translation with introspective and retrospective research. According to Williams & Chesterman (2002, p. 7), it was involved introspective and retrospective research, where a text was translated and reasoning behind the translation process was explained. For the introspective research, the writer asked to herself question to seek for the equivalence in this research (as cited in Simanjuntak., 2015):

1. What part had the writer had the problems?
2. What was the suitable translation for this words, phrases, or sentences that was in line with the context?
3. Which structural of the translator used in to translate a text from Indonesian into English?



- 9 4. Is the translation result in the line with the culture of source and target audience?

The retrospective research is the process of the writer's original memory immediately after translation by reflecting on the following questions (Simanjuntak, 2015):

- 31 1. Which translation procedures were employed to solve the problem encountered during the translation process?
- 9 2. What language rules did the writer use when rendering the source text?
3. Is the translation result in line with the source and target language audiences of the culture context?

In order to have systematic research, it can be concluded that the writer's analysis will use the following:

1. After the writer finished collecting enough information about the topic of the research. The writer focused on carefully reading the *Di Tanah Lada* novel and reviewing it each word and paragraph again more attentively.
- 4 2. The writer created data tables in source language, Indonesian and the target language, English.
3. Then, the writer identified the results of translating the *Di Tanah Lada* novel from Indonesian into English, which indicated the translation problem, such as words, phrases, or sentences.
4. After that, the writer provided annotations, which indicating the translation problems.

5. The writer translated the novel supported not only by a monolingual dictionary but also bilingual dictionaries such as Oxford's Dictionary, Cambridge Dictionary, Collins English Dictionary, e-Dictionary by DeepL, and *Kamus Besar Bahasa Indonesia (KBBI)*, also numerous articles on Google as references to analyze the data.
6. After identifying the problems, the writer classified the procedures used to solve translation problems based on Newmark's theory.
7. The writer drew a conclusion by providing a summary of the findings in the paragraph.

#### E. Data Source

Data sources were categorized into two types, primary and secondary data as mentioned by Taylor et al. (2015, p. 155). The primary data were collected directly during the study period and could include reposts, letters, photos, newsletters. The secondary data consist of secondhand accounts from individuals analyzing and interpreting an activity or event. Thus, the primary sources refer to data gathered for the first time, while secondary sources refer to information of data that had already been collected and examined by others.

Primary data of this research are annotated translation which supported by translation procedure that possesses seventeen kinds of procedure taken from Newmark theory. Data objects are taken in *Di Tanah Lada* novel by Ziggy Zezsyzaeoviennazabrizie, published by PT Gramedia Pusaka Utama.

Secondary data consisted of information and knowledge related to the topic which is discussed in various forms of media or in the previous research. The writer gathered the secondary data from scholarly source such as books, articles, and papers that related to the application of the solve the problem by providing annotations in translation, *Di Tanah Lada* novel. The novel was written in Bahasa Indonesia. The background of this novel is about a little girl named Salva or Ava, who is six years old. She has always experienced violence from her father. After her grandfather died, her father inherited the house, but he sold it, and chose to move to Nero Tenement. The girl then meets a boy named, P, who is ten years old. Additionally, this research obtained information from dictionaries and books in library. These sources were collected to enhance the understanding of primary data source.

#### **F. Qualitative Validity**

In ensure the validate of the research, qualitative validity is necessary. According to Sugiyono (2013), there are four factors used to establish qualitative validity (pp. 270-277):

##### **1. Credibility**

Credibility is when the researcher can be determined. This can be accomplished through continue observation, sustained effort in the research, discussions, and the analysis of the object, etc. To establish credibility, the writer consults the research with advisors and seeks their guidance.

Additionally, using references to support the research data contributes to its credibility.

## **2. Transferability**

Transferability is relevant to how the research can be applied or adapted to different contexts. The transferability of the research is depended on the reader. The researcher should be clearly, detail, systematic, and reliable. Thus, to ensure the reader understand of this research is transferable, the writer should give clear explanations.

## **3. Dependability**

Dependability often referred to as reliability, <sup>77</sup> refers to the consistency of the research. In qualitative research, this can be ensured by reviewing the research process to confirm its reliability. This involves discussing the research with an advisor to review and validate the procedures.

## **4. Confirmability**

Confirmability is similar to dependability. To test confirmability means checking the result of the research. The confirmability is questionable if the result is available, but the procedure is not. For the result of confirmability is required through the thesis defense.

## CHAPTER IV

### ANALYSIS DATA

This chapter provided a description and analysis of the collected data, as well as an explanation of the research findings. It also included findings and discussions of the answer of the questions research from chapter I, namely how to cope with the translation problems and the translation procedures used in translating the *Di Tanah Lada* novel.

#### A. Data Description

The data in this study were taken from the novel, *Di Tanah Lada* by Ziggy Zetzsyazecoviennazabrizkie, which was written in Bahasa Indonesia. The genre of this novel was slice of life fiction. This novel was divided into 14 chapters and had 244 pages. It was published by Gramedia Pusaka Utama in 2021.

The writer as the translator translated a novel, *Di Tanah Lada*, from Indonesian into English. The writer translated only the first five thousand words into English, which only 2 chapters of the novel. The writer found 30 data in the form of words, phrases and sentences. The data were displayed by creating a table in the source language and the target language. The writer analyzed the translation to identify the problems encountered when translating into the target language.



## B. Data Analysis

The writer analyzed the novel, *Di Tanah Lada*, from Indonesian into English. The data of the research were categorized based on Newmark's theory of translation procedure. The analysis was described as follows:

### Datum 1

SL: "*Katanya Mama, bicara hal yang tidak berhubungan itu disebut meracau*"  
(p. 1)

TL: "Mama said to me that talking about something unrelated is called babbling." (p. 1)

In datum one, it is talk about Ava compares her house to Australia. That country is cold, while in the part of the world is hot. Then she suddenly talks about the blue sky and her penguin doll that she already had six years.

The data above showed that the writer had difficulty translating the word "meracau" into the target language. According to KBBI, "meracau" means "(1) berbicara tidak keruan. (2) mengeluarkan bunyi secara berulang-ulang tanpa mempunyai arti khusus." However, when the writer used e-Dictionary by DeepL to translate it the word "meracau", it would be translating as "rant". The word "rant" in Oxford Learner's Dictionary means "to speak or complain about something in loud or angry way". Using this translation could be not accurately convey in the source language and could even cause misunderstand for the readers.

The writer tried to translate the entire sentence using e-Dictionary by DeepL, and the word "meracau" changed to "gibberish". In Oxford Learner's

Dictionary, “gibberish” means “words that have no meaning or are impossible to understand”. While in Collins Dictionary, “gibberish” means “talking nonsense or meaningless”. In Cambridge Dictionary is defined as “spoken or written words that have no meaning”. The word “gibberish” itself was still did not seems relate it well in the contexts in the source language.

From some equivalent words above, the writer attempted to find the synonyms of “gibberish” in Thesaurus. There are the words “drivel” and “babble”. In Oxford Learner’s Dictionary, the word “drivel” means “ideas, statements or beliefs that you think are silly or not true”. In the Cambridge Dictionary, it means “nonsense or boring and unnecessary information”. Similarly, in the Collins Dictionary, it means “foolish or senseless talk”. While in the word “babble”, in the Oxford Learner’s Dictionary that is “talking that is confused or silly and is difficult to understand”. Meanwhile, the Cambridge Dictionary defines it as “to speak quickly in confused or excited”. It is also similar to the Collins Dictionary definition, which describes it as “talking in confused or excited way”.

The word “gibberish” and “drivel” were not accurately equivalent in the target language because according to the Cambridge Dictionary, these words indicated disapproval and tended to be used in negative contexts. On the other hand, the word “babble” focused on manner of speaking and was more related to the context in the source language. Therefore, a translation procedure was needed, specifically **synonymy**. The procedure is the process of translating a

term from one language to another while keeping the same context and using an equivalent that nearly fits the meaning in the target language.

## Datum 2

SL: “Bukan karena AC, tapi karena *rasanya* memang dingin.” (p. 2)

TL: “It is not because of the air conditioner I used but because the atmosphere is cold.” (p. 2)

The second page of the first chapter, it talks about Ava comparing her house to Australia. That country is cold, while it is hot in some parts of the world. Then she suddenly talks about the blue sky and her penguin doll that she already had six years. Her mom then said that one day during winter is longer than the others. People will feel cold for a long time. Their condition is like that of Ava’s house.

The data above, the word “*rasanya*” in KBBI was “*kiranya*”. If the writer translates using e-Dictionary by DeepL, it was rendered as “it feels”. According to the Oxford Learner’s Dictionary, “feel” means to “experience a particular feeling or emotion; be/become aware; touching”. Similarly, in the Cambridge Dictionary, it means to “experience something physical or emotional; opinion; touching”. The word was not equivalent in the target language because it was out of context and might have confused the readers. The context itself used the figurative language to describe and emphasize the feeling. So, it could not be translated literally.

The writer tried to understand the context of the sentence and found an equivalent word, which was “atmosphere”. In the Oxford Learner’s Dictionary,

“atmosphere” means “the feeling or mood that you have in particular place or situation”. Similarly, in the Cambridge Dictionary, it means “the feeling or mood of place or situation”. Meanwhile, in the Collins Dictionary, it means “a place is the general impression that you get of it”. Therefore, the writer chose the word “atmosphere” to ensure it related to the context because it could describe the general feeling of the place, which was cold (Ava’s house). Meanwhile, the word “feel” did not capture the general feeling of the place but the sensory perception of cold.

The writer also added words ‘I used’ to emphasize the word ‘air conditioner’ in the sentence and make it clear for the readers. Thus, the writer used the **expansion** procedure for this addition. To find the equivalent word “atmosphere” in the target language, the writer used a **functional equivalent** procedure. The translation procedure needed here of this datum is a **couplet**, which combined two procedures for dealing with a single sentence. This couplet combined functional equivalent and expansion.

### Datum 3

SL: “*Nama hantunya Papa.*” (p. 2)

TL: “The ghost is **Papa**.” (p. 2)

The context talks about Ava’s house feels cold like in Australia. It is not because the air conditioner she uses is cold but the atmosphere. Her house is always dark, and there is like a ghost hanging all over it. The ghost is alive, big, and terrifying. Ava said that the ghost is Papa.



The writer translated "*Nama hantunya Papa*" into "The ghost is Papa" in the target language. In KBBI it means "(1) *ayah; bapak*, (2) *sapaan (panggilan) kepada orang tua laki-laki*." This was equivalent to the Oxford Learner's Dictionary which referred to it as "address your father". In the Cambridge Dictionary, it is defined as "father". It is similar to the Collins Dictionary, it means "some people refer to father". The writer choses to maintain the source language because "Papa" was a proper noun, used as the name for a specific person. "Papa" is also the name of a character in the novel. Thus, the writer wanted to preserve the cultural nuance in the source language. The translation procedure used in this datum to solve the problem is **transference**. It transfers the source language word to the target language with the exact transliteration or without spelling changes.

#### Datum 4

SL: "*Dan, hal lain yang kuingat soal Mama adalah, bahwa Mama suka menangis.*" (p. 4)

TL: "Another thing I remember about Mama was that she **tended** to cry." (p. 4)

This line is about Mama who cannot be a monster because she is not strong and does not like getting angry. She likes smiling, but her smile often looked sad, except when she is gardening. However, Papa said that what Mama did was something he could not understand. Even for Ava had to ask her why she tortured the plants with a something that smelled like buffalo dung. Then Ava remembers when talking about Mama that she tends to cry secretly.



<sup>7</sup> From the data above, the writer translated the word “*suka*” in the source language into “tend” in the target language because when it translating the whole sentences using e-Dictionary by DeepL, the word “*suka*” translates into “used”.  
<sup>1</sup> According to the Oxford Learner’s Dictionary, it means “familiar with something because you do it or experience it often”. The Cambridge Dictionary defines it as “to show a particular thing always happened or was true in the past”. Meanwhile, in the Collins Dictionary, it means “if something was regularly done or true in the past, it used to happen or be the case”. While in the context is different meaning in the definition already explain based dictionary.

The word “*suka*” in KBBI means “(1) *berkeadaan senang (girang)*, (2) *girang hati*, (3) *mau; sudi; rela senang*.” If the writer translated the word “*suka*” literally word using e-Dictionary by DeepL, it would be “like”.  
<sup>1</sup> According to the Oxford Learner’s Dictionary, it means “to find somebody/something pleasant, attractive or of a good enough standard; to enjoy something”. In the Cambridge Dictionary is defined as “to enjoy or approve or something/someone.” If the writer used the word ‘like’ in the target language, it would be misunderstood and not related to the context. Therefore, the writer tried to understand the context and then find the word “tend”.

In the Collins Dictionary, “tend” is “something happens; it usually happens or it often happens”. Similarly, in Oxford Learner’s Dictionary, it means “to be likely to do something because it is often or usually happening”. The writer chose the word “tend” in the target language because of the context in text, where Mama was crying. It was not a preferred action but happened frequently. That

was the reason why the writer choses <sup>16</sup>the equivalent of the word “*suka*” into “*tend*” in the target language. The translation procedure used was a <sup>5</sup>functional equivalent because a neutral word or expression is used to translate a cultural word in the target language.

#### Datum 5

SL: “*Bapak tetangga yang bernama Pak Erte*.” (p. 4)

TL: “My neighbour named Pak Erte.”

In this datum, the context talks about Mama often cried secretly but today Mama is crying in front many people because Kakek Kia passed away. Furthermore, Ava calls some names that are coming, including Pak Erte.

The writer found two problems translating the word in the source language, “*Bapak tetangga yang bernama Pak Erte*”, into “My neighbour named Pak Erte” in the target language. In KBBI, “*Bapak*” means “*kata sapaan kepada orang laki-laki yang lebih tua yang memanggil*”. And the word “*tetangga*” means “*orang yang rumahnya berdekatan*”. If the writer translates this using e-Dictionary by DeepL, it would be “neighbour’s father.” The result is out of the context and would lead to misunderstanding for the readers. So, the writer changed the point of view in the target language to the main character’s perspective, which is to be ‘my neighbour’. The translation procedure used is **modulation**.

Another problem was with the word is “*Pak Erte*”. In KBBI, the word “*Pak*” define as “*Bapak*”. In English, as father. Meanwhile, the word “*Erte*” was used

to pronounce the term of RT in Indonesian. RT in KBBI defined as “*rukun tetangga*”. RT itself was the smallest administrative unit in Indonesia. The RT head was the leader to responsible for maintaining the order of activities within people. The writer chose <sup>4</sup> to maintain the word in the source language because to preserve <sup>36</sup> the cultural nuance in source language. The translation procedure used was **transference**. <sup>41</sup> The translation procedure used in this datum to solve the problem is a **couplet**, combining two procedures for dealing with a single sentence. This couplet combines modulation and transference.

#### Datum 6

SL: “*Tapi, yang kuingat adalah, beberapa hari yang setelah semua itu selesai, Mama dan Papa pergi menemui seorang laki-laki yang tampannya mirip cengcorang.*” (p. 5)

TL: “But what I do remember is that a few days it was all over. My parents went to see a man who resembled a **cengcorang—the insects that was large and tall.**”

On page five, the context described when Kakek Kia is gone, Ava’s parents seem very busy since Wednesday. Her house is filled with people. Her parents do not take care Ava properly, so, she is passed around with many people. Then after it was all over, her parents meet that man.

If the writer translated the whole sentence using e-Dictionary by DeepL, <sup>4</sup> the word “*cengcorang*” is still the same in the target language. The writer chose to give some explanation for the word “*cengcorang*” in target language. Since the

word “*cengcorang*” was not available in KBBI, the writer searched in Google’s landing page and found it referred to “*belalang sembah*”. The word “*belalang sembah*” in KBBI was defined as “*belalang hijau berukuran besar memiliki tiga kaki dan mempunyai kebiasaan mengatupkan kedua kakinya kedepan seperti orang yang sedang menyembah.*” In English “*belalang sembah*” is called “praying mantis”.

Based on the Oxford Learner’s Dictionary, “praying mantis” was a “large green insect”. In the Cambridge Dictionary defined it as “a large, green insect that holds its front legs in a way that makes it look as if it is praying.” Also, in the Collins Dictionary, it means “having a long prothorax and typically holding the foreleg in upraised position as if in prayer.” The word “*Cengcorang*” had a characteristic body with a large, long neck, and a triangular head. The writer thought the man had a posture similar to a “*cengcorang*”, seeming large and tall. The word “*cengcorang*” was also the proper noun, which is a noun used as the name for a specific person because it was the character’s name in the novel.

The writer choses to maintain the word “*cengcorang*” in the target language because the word “*cengcorang*” itself had an exotic name in the source language. The translation procedure used of the word “*cengcorang*” was **transference**. The writer also not change it into the target language but added more description. As explained above, the writer selected the insects that were large and tall. The write used the dictionary definition of the characteristic of a praying mantis. The translation procedure used to translate in source language into the target language was **descriptive equivalent**. So, this datum used the translation



procedure known as **couplet**. This procedure combines two procedures for dealing with a single sentence. This couplet combines transference and descriptive equivalent.

#### Datum 7

SL: "1. *Aku*. 2. *Papa*. 3. *Banyak Om, termasuk Om Gaza, Om Azis, dan Om Deo*." (p. 4)

TL: "1. *Me*. 2. *Papa*. 3. *Many Om were there, like Om Gaza, Om Azis, and Om Deo*." (p. 4)

In this line, the context talks about Mama crying in front of many people because Kakek Kia passed away. She used to cry secretly in the bathroom or kitchen. She often cries in the kitchen but today she did not. Then, Ava mentions the people who saw Mama crying.

The word "*Om*" in the KBBI was "(1) *kakak atau adik laki-laki ayah atau ibu*, (2) *kata sapaan kepada laki-laki yang agak tua*". However, if the writer translates using e-Dictionary by DeepL the word "*om*" into the target language, which means "om", the word did not change in the target language. Meanwhile, the word "*om*" in general means "uncle". The word "uncle" in the Oxford Learner's Dictionary means "the brother of your mother or father". Also, the same in the Cambridge Dictionary, it means "the brother of someone's mother or father."

The writer chose to translate the word in the source language into the target language to preserve cultural the nuance in the source language. It included a



proper noun that specified the specific names of character as they appeared in the original text. Thus, the translation procedure used was **transference**, which is to preserves the original cultural word in the target language with the exact transliteration or without spelling changes.

#### Datum 8

SL: "*Aku **harus bertanya berkali-kali** pada Mama kenapa dia menyiksa tanaman-tanaman tertentu dengan cairan yang baunya seperti tahi kerbau.*" (p. 4)

TL: "I **kept asking** Mama why she tortured some plants with a stuff that smelled like buffalo dung." (p. 4)

The context above is about how Mama cannot be a monster because she is not strong and does not like to be angry. She likes to smile, especially when she is gardening. But Papa will call her over and then tell to stop acting moronic. Ava does not understand that phrase, so she looks it in the dictionary. The phrase acting moronic means something doing something that is not very easy to understand. So, Ava asks to Mama about it like the sentence above.

If the writer translated literally using e-Dictionary by DeepL, the phrase "*harus bertanya berkali-kali*" would have been "had to ask many time". However, in KBBI, the word "*harus*" means "*wajib; mesti*". The word "*berkali-kali*" means "*beberapa kali; berulang kali; kerap kali*". Meanwhile, when translated word-for-word using e-Dictionary by DeepL, "*harus*" would have been "must be" or "should be" and the word "*berkali-kali*" would be "many

times". This translation related to the context above but seems did not sound natural in the target language. So, the writer tried to find another word in the target language, which was "keep".

According to the Oxford Learner's Dictionary, "keep" means "to continue doing something or to do something repeatedly". In the Cambridge Dictionary, it means "the same is to continue doing something without stopping or to do it repeatedly". Also, in Collins Dictionary, it means "do it repeatedly or continue to do it". Therefore, the writer chose to make this translation sound natural in the target language while still relating to the context. The reason the writer omitted the word "*berkali-kali*" in the target language was the word "keep" had the meaning already sufficiently explains it. The translation procedure used was the **reduction procedure**. It is intuitively practiced when translating by eliminating some part of the source language sentence or phrase in the target language.

#### **Datum 9**

SL: "*Hmm? gumam Mama*" (p. 6)

TL: "*Yeah*" Mama murmured" (p. 6)

On page six in first chapter, it talks about when Kakek Kia passed away, he left an amount of money and gave it to Papa. But Mama does not seem happy when about become rich. Then that night, Ava asks Mama.

In this data above, if the writer translated the sentence into the target language literally, it would have still been "hmm". The word "hmm" in the Oxford Learner's Dictionary means used "in writing to show the sound that you

make to express doubt or when hesitate". In the Cambridge Dictionary, it means "when you pause while talking or when you uncertain". As well as Collins Dictionary, it means "signify hesitation of another person's statement".

The word "hmm" itself was an expression of hesitate or the process of thinking. However, in this context, it was used as an answer when Ava calls Mama, not as a sign of thinking. So, using the word based on that definition would have been out of the context and not relevant. The writer chose to find equivalent word that related to the context and found "yeah". The word "yeah" is an informal form of "yes". According to the Oxford Learner's Dictionary, it means "yes". In Cambridge Dictionary means "yes". As well as in Collins Dictionary means "yes". Therefore, the writer chose to translate the word "*hmm*" into "yeah" in the target language. The translation procedure used is the **functional equivalent**. It is employing a neutral term or phrase to convey a cultural concept in the target language.

#### **Datum 10**

SL: "*Mama tampak sedih. 'Mungkin saja, Sayang.'*" (p. 8)

TL: "Mama looked sad. 'Maybe, **Sweetheart**.'" (p. 8)

In line eight, the context is about Ava asking Mama the right way to use the money wisely. Mama answers that the first thing is to always care for your parents while they are still alive. Then, Ava asks if it is like Papa not giving money to Kakek Kia. Mama nods and adds more explanation, saying that all the fathers love to have their children visit them. Ava asks again if this means Papa

does not like to visiting Kakek Kia and does not love Kakek Kia. And then, Mama said this sentence above.

The word "*sayang*" was a cultural term that indicated affection from parents to their child in the source language. If the writer translated it literally using the e-Dictionary by DeepL, the word "*sayang*" would be "darling". In KBBI, the word "*sayang*" is "*kasih sayang; cinta; kasih (kepada)*". While the word "darling" in the Oxford Learner's Dictionary means "a way of addressing somebody that you love". In the Cambridge Dictionary means "a person who is very much loved". It is similar in Collin Dictionary, it means "you call someone you love very much".

The writer tried to find synonym such as dear, sweetie, sweetheart. The word "dear" in the Oxford Learner's Dictionary, Cambridge Dictionary, and Collin Dictionary means the same is "loved very much by or important to somebody." The word "sweetie" in Oxford Learner's Dictionary is "a person who is kind and easy to like." In Cambridge Dictionary is "someone you love". In the Collin Dictionary is "the person are kind and nice". While the word "sweetheart" in the Oxford Learner's Dictionary is "a person with whom somebody is having a romantic relationship". In the Cambridge Dictionary means "a person that you love especially a child or person have romantic relationship".

Although the word "darling" fit the definition of affection, but it might not have fully captured the context of the mother speaking to her child. So, the writer chose the word "sweetheart" because it was appropriate as it conveys both affection and familiarity. While it had connotations of a romantic relationship, it



was also commonly used to express affection toward children. The translation procedure used to find the equivalent word in the target language was **synonymy**, which is the process of translating a term from one language to another while keeping the same context and giving the target language equivalent that is almost exactly the same as the original.

#### Datum 11

SL: "*Aku **termenung**, mencoba memahami ucapan Mama.*" (p. 8)

TL: "I'm **contemplative**, trying to understand what Mama said **earlier**." (P. 8)

On page eight in the first chapter, it talks about Ava asking Mama the right way to use the money wisely. Mama answers that the first thing is to always care for your parents while they are still alive. Then, Ava asks if it is like Papa not giving money to Kakek Kia. Mama nods and adds more explanation, saying that all the fathers love to have their children visit them. Ava asks again if this means Papa does not like to visiting Kakek Kia and does not love Kakek Kia. Then Mama says maybe and no one knows what you feel, whether it's love or not, if do not say it or show it properly. Ava's response is like that sentence above.

The data above, the writer had difficulty translating the word "*termenung*". In KBBI, "*termenung*" was defined as "*bermenung-menung*". "*Bermenung-menung*" itself was still difficult to understand. The translator attempted to find the word "*bermenung-menung*" is "*bermenung*". The word "*Bermenung*" means *diam "sambil berpikir dalam-dalam"*. The writer translated the word "*termenung*" using e-Dictionary by DeepL, which suggested "pensive". The



word “pensive” in the Oxford Learner’s Dictionary means “thinking deeply, especially because you are sad or worried.” In the Cambridge Dictionary, it means “quite and thinking seriously”. It is the same in the Collin Dictionary, where it means “thinking deeply especially worries”.

The writer then searched for synonym in a Thesaurus and found “contemplative”. In the Oxford Learner’s Dictionary, it means “thinking quietly and seriously about something”. In the Cambridge Dictionary, it means “quiet and serious thought for a period of time”. Meanwhile, in the Collin Dictionary means “thinking in serious and calm way”. The writer chosen the word “contemplating” because the word “pensive” implied thinking deeply but in context of sadness or worry, which not related to the context of the sentence above. The word “contemplative” fits better as it conveyed thinking deeply and quietly, which was more appropriate for the context of that sentence above. The translation procedure used involves **synonymy**.

The writer also added the word “earlier” in the sentence because to make the sentence specific and clarify what is the means of timing the event being referred to. The translation procedure used for added the that word is **expansion**. Therefore, the translation procedure used in this datum is **couplet**, which is combined two procedures for dealing with a single sentence. This couplet combined synonymy and expansion.

## Datum 12

SL: “*Jadi, aku **mengalihkan** pembicaraan kami. “Apa lagi cara menggunakan uang dengan benar?”*” (p. 8)

TL: “So, I **change** the conversation **back to first topic before**. “What else is the right way to use money wisely?” (p. 8)

The context of this datum talks about Ava asking Mama the right way to use the money wisely. Mama answers that the first thing is to always care for your parents while they are still alive. Then, Ava asks if it is like Papa not giving money to Kakek Kia. Mama nods and adds more explanation, saying that all the fathers love to have their children visit them. Ava asks again if this means Papa dislike visiting Kakek Kia and does not love Kakek Kia. Then Mama says maybe, and no one knows what you feel, whether it is love or not if do not say it or show it properly. Ava’s response could be more contemplative and easier to understand. So, she changes the conversation in that sentence above.

The writer translated the sentence “*Jadi, aku mengalihkan pembicaraan kami. “Apa lagi cara menggunakan uang dengan benar?”*” into the target language as “So, I change the conversation back to first topic before. “What else is the right way to use money wisely?”. The writer tried to find the word “mengalihkan” in KBBI, where it was means “memindahkan”. When the writer used the e-Dictionary by DeepL, the translation for “mengalihkan” was “shift”. According to the Oxford Learner’s Dictionary, “shift” means “to move, or move something, from one position or place to another”. In the Cambridge Dictionary, it means “to (cause something or someone to) move or change from one position

or direction to another, especially slightly". Similarly, in the Collins Dictionary, it means "move slightly".

Based on these definitions, "shift" might not have fully captured the nuance of directing the conversation in the context of the story. It might have needed clarification or more apparent meaning for the readers. Thus, the writer attempted to find the synonym of the word in the target language in Thesaurus, which is "change". The word "change" in the Oxford Learner's Dictionary means "to pass from one state or form into another; to make somebody/something pass from one state or form into another". In the Cambridge Dictionary, it refers to "A change often refers to something unusual or new that is better or more pleasant than what existed before". It is the same in definition in the Collins Dictionary. It means "If you change from one thing to another, you stop using or doing the first one and start using or doing the second".

The translator chose the word "change" in the target language because it was more contextually appropriate based on the definitions above, as it conveyed the deliberate directing of the conversation. The translation procedure used in this translation is **synonymy**. The writer also added the phrase 'back to first topic before' to provide more detail in the context and to make it clear in the target language. The translation procedure used by the writer is **expansion**. Therefore, the translation procedure used in this datum is a **couplet**, which combines of two process procedures to transfer with a single sentence. It is procedure synonymy and expansion.

### Datum 13

SL: “Nanti juga kamu paham. Sekarang, kamu tidur, ya? *Sudah malam*.” (p. 8)

TL: “You’ll understand later. Now, go to sleep! **It’s getting late**.” (p. 8)

In this datum, the context is about Ava asking Mama the right way to use the money wisely because Papa does not use it wisely. He should pay the people who work with him fairly. But he uses the money to gambling. Then Ava asks, “what is gambling?”. Mama responses just shake her head and strokes Ava’s hair and then say the sentence mentioned above.

From this datum, the writer translated the phrase “*sudah malam*” from the source language into “it’s getting late” in the target language. If the writer translated it literally using e-Dictionary by DeepL, it would have been “it’s late”. In the Oxford Learner’s Dictionary, the word “late” it means “near the end of the period of time.” Similarly, in the Cambridge Dictionary and Collins Dictionary, it means “near the end of a period of time.” However, if the writer uses “it’s late”, it would have been ambiguous and sound less natural in the target language. So, the writer changes the structure from the source language to the target language.

In the phrase “*sudah malam*” in the source language, the structure is adverb + noun, while in “it’s getting late” in the target language, the structure changes to pronoun + verb phrase + adjective. The word “*sudah*” as an adverb, became part of the verb phrase “is getting” and the word “*malam*” as noun, became the adjective “late”. In this case, the translation procedure used is **shift or transposition**. This occurred because the language structure of the source



language does not exist in the target language. The translator wants to produce a natural and grammatically correct in the target language while retaining the original meaning.

#### Datum 14

SL: “Mama langsung menyambutku dengan senyuman dan *kecupan* dan ‘Selamat pagi, Sayang’ ketika melihatku masuk ke dapur.” (p. 9)

TL: “Mama greets me with a smile, **gives me a peck on my cheek**, and says ‘Good morning, Sweetheart’ when she sees me enter the kitchen.” (p. 9)

In this line on page nine of the chapter one, the context is about when Ava wakes up early. She should go to school but today she does not have to. She goes to the kitchen. Mama did to Ava as describe it in the sentence above.

The writer translated the word “*kecupan*” into “gives me a peck on my cheek” in the target language because in KBBI, the word “*kecupan*” means “*hasil mengecup; ciuman (dengan melekatkan bibir)*”. When the writer tried to translate the word “*kecupan*” using e-Dictionary by DeepL, the result would be “peck”. The word “peck” in the Oxford Learner’s Dictionary means “to kiss somebody lightly and quickly”. In the Cambridge Dictionary, it means “to give someone a quick kiss, especially on the side of the face”. In the Collins Dictionary similarly in the Cambridge Dictionary, it means “if you peck someone on the cheek, you give them a quick, light kiss”.

Based on the explanation above, the “peck” appropriately and accurately conveys the light and quick kiss as described by “*kecupan*” in source language.



The writer also added the phrase 'gives me a peck on my cheek' to provide additional detail and clarity in the target language so that it can be easier for the readers to understand the specific action being described. The translation procedure used was **expansion**. This procedure was used to add more information to the translation.

#### Datum 15

SL: "*Dia memandangu dengan wajah berkerut-kerut dan **bibir miring**.*" (p. 9)

TL: "He is looking at me with a wrinkled face and a **smirk**." (p. 9)

In this passage on the page is about when Ava waking up early. She should go to school but today she does not have to. She goes to the kitchen. Mama greets Ava with a smile, gives her a peck on my cheek, and says, 'Good morning, Sweetheart' when she enters the kitchen. Ava thinks that Papa is not in the kitchen, but then he enters too. He looks at her just as described in the sentence above.

The writer translated the phrase "*bibir miring*" into "smirk" in the target language. The phrase "*bibir miring*" does not appear in KBBI. When the writer searched for it on Google's landing page, the result related to bell's palsy appeared, which is an unexplained of facial muscle weakness or paralysis. This meaning was out of context for the sentence above. Therefore, the writer found the meaning of expression of "*bibir miring*" in the source language. It is like a kind of smile but not a friendly smile. So, the writer searched for a word more contextually appropriate word and chose the word "smirk".

According to the Oxford Learner's Dictionary, "smirk" means "to smile in a silly or unpleasant way". In the Cambridge Dictionary defines it as "to smile in way that expresses satisfaction with yourself or pleasure." And in the Collins Dictionary defines it as "to smile in conceited, knowing, or annoyingly complacent way." The word "smirk" was chosen because it better captured the character of Papa's expression, which convey a sense of dislike or arrogance in the original text. The translation procedure used to solve the problem was **functional equivalent**, which entails translating a cultural term in the target language using a neutral word or expression.

#### Datum 16

SL: "Mama *terenyak* duduk di kursi, menutupi wajahnya. Kupikir Mama *menangis*, tapi ternyata tidak." (p. 16)

TL: "Mama is **sinking** into a chair then covers her face **with her hand**. I thought she was crying but she isn't." (p. 16)

In page sixteen in this line, the context is talks about their home move to a tenement because that place is near the casino where Papa plays gambles. Mama's reaction is described in the sentence above.

The writer found that the word "*terenyak*" did not appear in KBBI. The writer then searched on Google's landing page and found the correct word was "*terhenyak*". The word "*terhenyak*" means "(1) *terguncang karena terjatuh*, (2) *terduduk karena kelelahan, terkejut, dan sebagainya*". When the writer translated the word "*terhenyak*" using e-Dictionary by DeepL, the result was

“shocked”. In the Oxford Learner’s Dictionary, it defined as “showing that somebody feels surprised and upset.” In Cambridge Dictionary, it is defined as “surprised or upset because something unexpected and usually unpleasant has happened.” And in Collin Dictionary, it is defined as “very upset.”

While the word “shocked” could be used, it was not entirely suitable in the context of the target language. The writer tries to understanding the context from the source language. The word “*terhenyak*” was similar to falling into something, which was similar to the word “sink” in the target language. In the Oxford Learner’s Dictionary, it means “(of a person) to move downwards, especially by falling or sitting down.” In the Cambridge Dictionary, it means “to fall or move to a lower level.” And in the Collin Dictionary, it means “if you sink, you move into a lower position, for example by setting down in a chair or kneeling.”

The word “sink” was more accurate in the context of the sentence above because it focused on the action of falling/sitting down, whereas the word “shocked” focuses on the feeling of surprised and upset, which was less relevant in the context of the sentence above. The translation procedure used by writer in this problem was **functional equivalent**. The writer also added more information to the sentence “with her hand” to provide a more detailed description of the action in the target language. This addition helped the reader gain a full understanding of the sentence. The translation procedure employed was **expansion**. Additionally, the translation procedure used was a **couplet**, which combines two procedures respectively for dealing with a single sentence. It was using the translation procedures; it is functional equivalent and expansion.

### Datum 17

SL: “Papa *memelototi* Mama sampai matanya kelihatan seperti bola pingpong.” (p. 10)

TL: “Papa glared at Mama with **eyes so wide** they looked like ping-pong balls.” (p. 10)

In this context of this line is about Papa suddenly announcing that we will move and everything has already been handled by someone he sent. Mama looks very shocked and asks, “What about our child’s school?” but Papa seems not care. Mama says again “Why did Papa suddenly decide to move now?” Papa’s reaction is as described in the sentence above.

The writer translated the sentence “Papa *memelototi* Mama sampai matanya kelihatan seperti bola pingpong” into “Papa glared at Mama with **eyes so wide** they looked like ping-pong balls.” The word “*memelototi*” in KBBI means “*melihat sesuatu (seseorang) dengan membelalakan mata karena marah.*” The writer translated the word literally using e-Dictionary by DeepL, the word “*memelototi*” in source language translate it into “glared” in the target language. According to in the Oxford Learner’s Dictionary, the word “glared” means “to look at somebody/something in an angry way.” In the Cambridge Dictionary, it means “to look at someone angrily and without moving your eyes.” Similar in the Collins Dictionary, it means “if you glare at someone, you look at them with an angry expression on your face.”

As the definition above was already related in the context, the writer intends to add the phrase “eyes so wide” to make the sentence more detailed and clearer.



This sentence employed figurative language, specifically a simile. The writer added “eyes so wide” to emphasize how wide and round Papa’s eyes appeared when he glared at Mama. The translation procedure used was **expansion**, which involved used to add more information in the source language.

#### Datum 18

SL: *Tapi kali ini Mama membelai rambutku dengan tangan gemetar dan bilang:*

*“Pergilah ke kamarmu, Sayang. Mama **harus** bicara pada Papa.”* (p.11)

TL: But this time Mama stroked my hair with trembling hands and said, “Go to your room, Sweetheart. Mama **needs** to talk to Papa.” (p. 11)

In this sentence in line eleven, it talks about Papa suddenly announcing that we will move and everything has already been handled by someone he sent. Mama looks very shocked because Papa did not say anything before, but Papa seems to think he already told Mama. Mama’s reaction is described in the sentence above.

From datum here, the writer translated the word “*harus*” in the source language into “need” in the target language. The word “*harus*” in KBBI was define as “*patut; wajib*”. If the writer translated the whole sentence using e-Dictionary by DeepL, the word “*harus*”, would be “must”. In the Oxford Learner’s Dictionary, the word “must” means “to say that something is necessary or very important.” In the Cambridge Dictionary, it means “to show that it is necessary or very important that something happens in present or future.” In the Collins Dictionary, it means “to indicate that you think it is very important or



necessary for something to happen.” Although the word “must” could be used in the context, but the writer aimed to find a synonym to create a more natural expression in the target language.

The writer found that a synonym of word “must”, it was “need”. According to the Oxford Learner’s Dictionary, the word “need” means “to require something/somebody because they are essential or very important, not because you would like to have them.” Similarly, in the Cambridge Dictionary, it means “to have something, or want something very much.” And in the Collins Dictionary means “you use need in expressions such as I need hardly say to emphasize that the person you are talking to already knows what you are going to say.”

Based on this explanation before, the writer chose the word “need” because it conveyed a sense of importance or urgency without being harsh or commanding like “must”. Additionally, the word “need” was a more natural expression and less forceful in the context of the sentence in the target language. The translation procedure used in this datum was **synonymy**. This procedure used for transferring of the word from the source language to the target language in the same context and price equivalent that closely matches the meaning in the target language is used.

#### **Datum 19**

SL: “*Apa aku boleh bawa sarapannya ke atas?*” *Hari ini sarapannya adalah nasi goreng dan telur ceplok.*” (p. 11)

TL: ““can I take my breakfast upstairs?” Today's breakfast is fried rice and **sunny-side up eggs**.” (p. 11)

In this sentence in line, it talks about Papa suddenly announcing that we will move and everything has already been handled by someone he sent. Mama looks very shocked because Papa did not say anything before, but Papa seems to think he already told Mama. Mama's reaction is to stroked Ava's hair with trembling hands and say, “Go to your room” when Ava wants to eat her breakfast, as described above.

The writer translated the word “*telor ceplok*” in the source language into “sunny-side up eggs” in the target language. The word “*telor ceplok*” was not found in KBBI, so the writer searched on the Google's landing page and discovered that it referred to a dish of chicken eggs friend in hot cooking oil without stirring. If the writer translated the whole word using e-Dictionary by DeepL, the word “*telor ceplok*” would become “scramble eggs”. According to the Oxford Learner's Dictionary, the word “scramble” with the context of egg means “to cook an egg by mixing the white and yellow pasts together and heating them.” In the Cambridge Dictionary, it means “a dish of food that is mixed as it is being fried, especially eggs or tofu.” Meanwhile, in Collin Dictionary, it means “if you scramble eggs, you break them, mix them together and then heat and stir the mixture in a pan.”

The writer attempted to find another equivalent word because the word “scramble” is not accurate in the target language. The writer uses the phrase “sunny-side up egg”. According to the Oxford Learner's Dictionary is mean “of

an egg fried on one side only.” In the Cambridge Dictionary and the Collins Dictionary, the definition is the same, it means “an egg is fried on side only, with the yellow part on top.” The writer chose the phrase “sunny-side up” because it was relevant to the context above and was a common term in target language. The translation procedure used was **cultural equivalent**, where the translating a cultural word in source language into a cultural word in the target language.

#### **Datum 20**

SL: “*Rusun Nero*.” (p. 13)

TL: “Nero Tenement.” (p. 13)

In this context of this line is about a place that seems suspicious because the building looks dirty and like a slum. The building itself is nearly collapsing and very old. There is the place where Ava’s family lives.

For the datum, the writer translated the phrase “Rusun Nero” in the source language into “Nero Tenement” in the target language. The word “*rusun*” referred to the building, and the word “*Nero*” was the name of the building. The word “*rusun*” in KBBI was defined as “*gedung atau bangunan bertingkat terbagi atas beberapa tempat tinggal*.” The writer translated the word “*rusun*” using e-Dictionary by DecpL, which resulted is “flat”. In the Oxford Learner’s Dictionary, “flat” means “a set of rooms for living in, usually on one floor of a building.” In the Cambridge Dictionary, it means “a set of rooms for living in that are part of a larger building and are usually all on one floor.” And in the

Collins Dictionary, it means “a set of rooms for living in, usually on one floor and part of a larger building. A flat usually includes a kitchen and bathroom.”

The writer did not use the word “flat” in the target language because the flats or apartments are typically located in larger cities or central areas. In contrast, in this context, the location was far from central areas (<https://blox.xyz/blog/flat-vs-apartment-meaning-specifications-and-benefits>).

The writer tried to find a synonym used a Thesaurus of the word in the target language, which was “tenement”. According to Oxford Learner’s Dictionary, “tenement” means “a large building divided into flats, especially in a poor area of the city.” In the Cambridge Dictionary, it is also defined as “a type of apartment building, esp. one with many small apartments that is in a poor area.” While in the Collins Dictionary is defined as “a tenement is a large, old building which is divided into several individual flats.”

From the explanation above, the writer chose the word “tenement” in the target language because it related to the context of the sentence. The word “tenement” represented a concept from the cultural term in the source language, which referred to multi-unit, often low-income housing. Additionally, the concept of “tenement” is similar to “*rusun*” in the source language, which described a place for low-income people. Therefore, the writer translated the phrase “*Rusun Nero*” into “Tenement Nero”. The translation procedure used was **cultural equivalent**. It is the translation of a cultural word in the source language into a cultural word in the target language.



### Datum 21

SL: “*Papa selalu galak.*” (p. 10)

TL: “Papa is always **bad-tempered.**” (p. 10)

In this datum, it talks about Papa suddenly say that we are moving and everything is already handled by someone he sent. Then, Mama asks to Papa why he suddenly decided to move now. He replies grumpily that it is because of his father died suddenly. This is from Ava’s point of view as describe above.

From this datum, the word *galak* in KBBI means “(1) *buas dan suka melawan (menyerang, menggigit, menanduk dan sebagainya tentang binatang, (2) suka marah, mencaci maki*”. These definitions that described both types of aggressions. The writer translated the word “*galak*” using e-Dictionary by DeepL, which resulted in “fierce”. Based on the Oxford Learner’s Dictionary, “fierce” means “angry and aggressive in a way that is frightening.” In the Cambridge Dictionary, it means “violent and forceful.” Meanwhile, in the Collins Dictionary, it means “a fierce animal or person is very aggressive or angry.”

For the definition of “fierce” implied a broader meaning and lacked precision in the context of the source of language. The writer searched for a more contextually relevant equivalence of word in the target language that is more contextually relevant which was “bad-tempered”. According to Oxford Learner’s Dictionary, ‘bad-tempered means “often angry; in an angry mood” In Cambridge Dictionary, it means “a bad-tempered person becomes angry and



annoyed easily.” And in the Collin Dictionary, it means “someone who is bad-tempered is not very cheerful and gets angry easily.”

The writer chose the word “bad-tempered” than “fierce” because the word “bad-tempered” more accurately reflected the character the personalities of Papa. While, “fierce” did not convey the intended meaning as clearly in the context of the source language. It could describe both behavior and appearance, but not the personality of Papa. Therefore, the writer selected the word “bad-tempered” in the target language. The translation procedure used was **functional equivalent**, which is using a neutral word or expression to translate a cultural term in the target language.

#### **Datum 22**

SL: “*“RUMAH KITA DIJUAL?!”*” (p. 16)

TL: “*“YOU SOLD OUR HOUSE?!”*” (p. 16)

In this sentence on page sixteen, it is about Papa move to the place look awful named is Nero Tenement. Mama who does not anything seems shock and also Papa moves to the new place because near to casino. The house includes to furniture already been bid on and adding Papa just get money inheritance. Mama’s reaction is like in a sentence above.

The writer translates the sentence “*rumah kita dijual?!?”* into “you sold our house?” in the target language. If the writer translated the sentence literally using e-Dictionary by DeepL, the result would be “Our house is for sale?!”. This literal translation seemed not natural because it is closer to a word-for-word translation

in the target language. So, the writer adjusted the sentence structure to be more natural in the target language, resulting in "You sold our house?!". This process uses the translation procedure known as **modulation**, which is changing the point of view from the source language to the target language. In this case, the translation shift from passive to active voice. In source language the word "*dijual*" is translated as "is sold" (passive), changed in the target language into "you sold" (active). This change indicates that the action has already occurred that is the house already been sold. It is related to the context in the sentence.

#### Datum 23

SL: "KAU MAU **MENYURUH** ANAK KITA BEKERJA!? DIA ENAM TAHUN!"

(p.16)

TL: "'YOU WANT **MAKE** OUR CHILD TO WORK?! SHE'S SIX YEARS OLD!" (p. 16)

In this context of datum is that Papa yelling at Mama because he said that Mama always against his decisions. He is tired of working hard to earn money while Mama and Ava just sit around in the kitchen, and eating food brought with him money. He wants Mama to teach Ava to get a job and not be lazy like her. Mama immediately replies as mentioned in the sentence above.

From this datum, the writer translated the word "*menyuruh*" in source language into "make" in the target language. The word "*menyuruh*" in KBBI means "*memerintah (supaya melakukan sesuatu).*" If the writer used e-Dictionary by DeepL, the result translated would be "put". While the word "put"

in the Oxford Learner's Dictionary, it means "to bring somebody/someone in the state or condition mentioned." In the Cambridge Dictionary, the meaning is the similarly. While in the Collins Dictionary, it means "To put someone or something in a particular state or situation means to cause them to be in that state or situation."

The word "put" was somewhat related to the context above but the writer finds synonym word used Thesaurus to sound natural, which is "make". The word "make" in the Oxford Learner's Dictionary, it means "to force somebody to do something." In the Collins Dictionary, it means "if you make someone do something, you force them to do it." The writer chose the word "make" in target language because focus on the word is carrying out an action. It is related to the context that Papa wanted Mama do take action, specifically to get a job. So, the writer used the translation procedure it was **synonymy**, which is the transfer a term from the source language to the target language while maintaining the same context and using an equivalent that closely matches the meaning in the target language is used.

#### **Datum 24**

SL: "Ternyata Papa bilang, "Hei! **Anak sialan** itu masih di pintu! Menguping, dia! Itulah hasil didikanmu!" (p. 17)

TL: "It was Papa saying, "Hey! That **brat** is still at the door! Eavesdropping, she is! That's your upbringing!"

In this line, it describes about Papa and Mama arguing. Ava hears them hurries to escape to the only room in the house. Papa screams, calling her as a brat. Ava then comes out of the room to confront them. Papa throws some money at her and quickly run away, but in the doorway, she eavesdrops on their conversation. Papa realizes that Ava is listening, immediately screams as described in the sentence above.

From the datum, the writer translated the phrase "*anak sialan*" in the source language into "brat" in the target language. The phrase "*anak sialan*" in KBBI is not found. But the writer found the meaning of the word "*anak*" and "*sialan*" in KBBI. "*anak*" is means "*manusia yang masih kecil.*" While in "*sialan*" it means *orang yang sial; (yang) mendatangkan sial; untuk memaki*. So, it means "*anak sialan*" is the child who brings bad luck.

If the writer translates literally using e-Dictionary by DeepL, the translation would be "damn kid". The word "damn" in the Oxford Learner's Dictionary is means as the exclamation which is "a swear word that people use to show that they are annoyed, disappointed, etc." it also similarly in the Cambridge Dictionary and Collins Dictionary, it means "an expression of anger or impatience." If the writer uses that phrase, it would be related to the context but needs to be more specific to focus the action of the kid. So, the writer finds another word in Hippo Word, it is "brat" ([www.wordhippo.com/what-is/another-word-for/badly\\_behaved\\_child](http://www.wordhippo.com/what-is/another-word-for/badly_behaved_child)).

The word "brat" in the Oxford Learner's Dictionary, it means "a person, especially a child, who behaves badly." In the Cambridge is also defines as "a



child, especially one who behaves badly” as also in the Collin Dictionary, “If you call someone, especially a child, a brat, you mean that he or she behaves badly or annoys you.” The writer chose the word “brat” because it relates to the context and is more specific, which was focuses on the child’s behavior while in the word “damn kid” it just focused on the Papa’s expression. The translation procedure used was **functional equivalent**. It is using a neutral word or expression to translate a cultural word in the target language.

#### Datum 25

SL: “Orang bodoh harus *dirajam*.”

TL: “The foolish deserve **harsh punishment**.”

The context is the source language is that Ava is confused because she does not know the meaning of ‘casino’. She only knows that ‘casino’ refers to three owners of coffee shop named, Dono, Kasino, and Indro. Papa has a friend named Dono, who is a bad friend. Kasino’s name is similar to “casino” that a place Papa likes. So, only Indro that a good friend. Then, Ava concludes that coffee shop owner who like play with money or goods as a bet. In fact, Papa says that people should not play games. People who play games are fools and the foolish should behave as the described in the sentence above.

The word “*dirajam*” di KBBi was meant “*hukuman atau siksaan badan bagi pelanggar hukum agama (misalnya orang berzina) dengan lemparan batu dan sebagainya*”. The word “*rajam*” was familiar in among Muslim society especially in the source language. If the writer translated using e-Dictionary by



DeepL literally, the translation would be “stoned”. The word “stoned” was the form of past participle. The base word was “stone”. According to the Oxford Learner’s English, it means “a hard solid mineral substance that is found in the ground, often used for building.”

If the writer used base on the e-Dictionary by DeepL, it would be misunderstanding for the reader because that is the cultural word in source language. So, the writer found another equivalent word in the target language, which is “harsh punishment” because the word “*rajam*” itself is torture and death punishment for lawbreakers by stoning. Therefore, the writer translated the “*rajam*” in the source language into “harsh punishment”. The translation procedure used to translate is **functional equivalent**. It is using a neutral word or expression to translate a cultural term in the target language.

#### **Datum 26**

SL: “*Misalnya menggali upil dan mencoba menari **Tari Selendang**.*” (p. 19)

TL: “For example, picking your nose and trying to dance **Tari Selendang, which is dancing with the shawl.**” (p. 19)

The context in the data is when Ava being told to leave the house by Papa due to a fight with Mama. She is given money by Papa and is told that all she can do is spend his money. However, Ava thinks there are other things she can do, as mentioned in the sentence above.

The word “*tari selendang*” was cultural term referring to a traditional dancing from *Pemalang* in source language. The dance used a long shawl as a

property. If the writer were to use a literal translation with e-Dictionary by DeepL, the result would be “shawl dance”. While this literal is technically correct, but it fails to convey the meaning in cultural term in the source language. Therefore, the writer added additional information to clarify the context for the target language readers. The writer employed the translation procedure of **descriptive equivalent**, which is occurs when the meaning of the original cultural word or expression from the source language is conveyed to the target language by giving a more detailed explanation.

#### **Datum 27**

SL: “Dia membawa *gitar kecil*. Warna gitarnya coklat.” (p. 20)

TL: “He carried a **ukulele**, which was brown.” (p. 20)

The context of this line is when Ava goes to restaurant, she orders chicken because the name of the restaurant is Ready Friend Chicken. She thought she should order it. Then, there is a busker boy enters the restaurant carrying what was described above.

In this datum, the writer searched on Google’s landing page for the phrase “*gitar kecil*”, which referred to an instrument similar to a guitar but slightly smaller in size. The writer found a phrase has a specific word in target language, it is “ukulele”. According to the Oxford Learner’s Dictionary, “ukulele” means “a musical instrument with four strings, like a small guitar.” In the Cambridge Dictionary and the Collin Dictionary, it means “a small guitar or banjo with four strings.”

The writer chooses the word “ukulele” because it is the appropriate word in the target language that matches the meaning in the source language. Additionally, when translating “*gitar kecil*” using e-Dictionary by DeepL, it translates to “small guitar”. If the writer translated literally as “small guitar”, the meaning would remain too abroad and might not have given reader a clear picture. By using “ukulele”, that the writer gave the specific a precise instrument, which likely preserves the intended meaning more accurately than literally in the target language. The writer used the translation procedure of this translation was **cultural equivalent**.

In translation the target language, the writer omitted the word “guitar” in the next sentence because it was already mentioned in the first sentence. The writer wanted to reduce the repetition of the “guitar” in the target language. Even without mentioning it again, the sentence is still understandable for the readers. The translation procedure for this sentence was **reduction**. Therefore, for the translation procedure use in this datum was a **couplet**, which combines two procedures respectively for dealing with a single sentence.

#### Datum 28

SL: “*Kalau jadi cewek, jadi kuntilanak.*” (p. 24)

TL: “If it’s a girl, **she’ll** turn into a **kuntilanak, a ghost with flowing black hair.**” (p.24)

In this line of datum, the context is when Ava speaking with a boy who ask why Ava talks like an adult. Then, Ava replies that Kakek Kia told her she



shouldn't speak like a child at school because their way of speaking is not good. The boy asks who Kakek Kia is. Ava answers that he is her grandfather and then is asked again where he is now. Ava replies that he has passed away. The boy responds that if he has passed away, look in the cemetery. He says that they might appear near frangipani tree and become a pocong. He adds that if a girl, she would turn into "*kuntilanak*", as mentioned in the sentence above.

The datum above indicates that the word "*kuntilanak*" in KBBI means "*hantu yang konon berkelamin perempuan, suka mengambil anak kecil atau mengganggu wanita yang baru saja melahirkan*". "*Kuntilanak*" is described as a ghost or white lady with flowing black hair, known for haunting women during childbirth and stealing newborns. It is well-known in several Southeast Asia folklore traditions. In English, there no specific words or terms that accurately describe it. Instead, general terms such as "ghost", "spirit", or "devil" are used. According to the Oxford Learner's Dictionary, "ghost" means "the spirit of a dead person that a living person believes they can see or hear". While the "spirit" is defined as "the part of a person that includes their mind, feelings and character rather than their body." The definition of "devil" is different of another, "devil" means "an evil spirit."

Based from the definitions above, if the writer used a general term in the target language, it may be ambiguous and might not capture the exact cultural meaning of the source language. So, the writer maintains the source language because there is no word that approach to the word "*kuntilanak*" in the target

language. The translation procedure used in this case was **descriptive equivalent**.

The writer also added some words in the sentence before “*kuntilanak*”, which is ‘, she’ll’ or “she will”. The writer wanted to give more detail explanation and the structure relate to the target language, which s translation procedure by **expansion**. The procedure used was expansion. Thus, the procedure used to solve the problem is **couplet**. This combines two processes for dealing with single sentence.

#### **Datum 29**

SL: “*Kurasa aku akan kena marah Papa begitu pulang nanti.*” (p. 19)

TL: “I think Papa will be angry with me when he gets home.” (p. 19)

In this sentence on page nineteen, the context is when Ava being told to leave the house by Papa due to a fight with Mama. She is given money by Papa and goes to an eatery. When the waiter delivers her food, she feels sad. She will often her parents fighting because their house is small. Then, she thinks about like as described above.

If the writer translates literally using e-Dictionary by DeepL, it would be “I got Papa angry when I came home”. The sentence could lead to misunderstanding for the reader because it uses the past tense, while the context of the sentence it should use future tense, as the event has not yet happened. And also, the literal translation omits the phrase “I think”, which means that express of anger of Papa that has occurred, while in fact in context that is express



uncertainty because not has not happened. Therefore, the writer chooses the “I think Papa will be angry with me when he gets home”.

In this sentence the writer changes from active to passive point of view. The phrase “*kena marah*” implies a passive of reception of anger, which is translated become active state ‘will be angry’. Thus, the writer translates the sentence “*kurasa aku kena marah Papa begitu pulang ke rumah*” into “I think Papa be angry with me when he gets home”. It can be concluded that in translating the data above, the translation procedure used by the writer is **modulation**, which is change the point of view from source language into the target language.

#### **Datum 30**

SL: “*Dia mengayun-ayunkan kakinya sambil menunggu dibawakan makanan oleh Mbak-mbak Penjaga Rumah Makan.*” (p 20)

TL: “He swung his legs while waiting for the food to be brought him by the **Waitress.**” (p. 20)

The context involved in data is the situation when Ava come to the small local restaurant, where she meets a boy as the busker. He enters the restaurant and she watches him quietly, as described in the sentence above.

In the target language of “*Mba-mba Penjaga Rumah Makan*” is translated into the target language of ‘Waitress’. The definition of “Waitress” according to the Oxford Learner Dictionary, “Waitress” is “a woman whose job is to serve customers at their tables in a restaurant, etc.” In the Cambridge Dictionary describes it as “a woman whose job to bring the food to customers at their tables

in a restaurant.” And also in Collin Dictionary, it means “a woman who work in a restaurant, serving people with food and drink.”

If translated literally using English-Indonesia e-Dictionary by DeepL, it would be “*Ma’am Restaurant Keeper*”. According to the Oxford Learner’s Dictionary, the word “keeper” is defined as “a person whose job is to take care of a building, its contents or something valuable.” In the Cambridge Dictionary, it means “a person who takes care of animals or is in charge of valuable objects, a building, etc.” Meanwhile, in Collin Dictionary, it means as “a keeper is play which the quarterback keeps the ball or who person takes care of the animals.” If choose that translation might lead to misunderstandings, as reader might think of the term as referring to an owner or manager rather than a server in the context, and also the phrase is not natural or common in the target language word. Therefore, the chooses “Waitress” as the most appropriate translation in the target language.

Based on the third dictionaries above, the term is related to someone serving food to customers. This word is commonly familiar and understood in the target language, so readers can immediately recognize the role of “waitress” without needing additional explanation. The writer used the translation procedure of **cultural equivalent**, which involves translating a cultural term in source language into equivalence term in the target language. In the source language there is a capitalization in the term, “*Mba-mba Penjaga Rumah Makan*”. Based on EYD described as first letter of words indicating a name element. Therefore, the writer also capitalizes “Waitress” in the target language. According to APA

Style (<https://apastyle.apa.org/style-grammar-guidelines/capitalization>), which is proper nouns and trade names should be capitalized.

### C. Interpretation of the Research of Findings

In this sub chapter, the writer presented the frequencies of the research findings based on the translation procedure by Newmark' theory (1988) in novel, *Di Tanah Lada*, from Indonesian into English. The result of the research findings was shown in the following table.

**Table 4.1**

*The Frequencies of Translation Procedure Found*

No	Translation Procedure	Frequency	Percentage
1.	Transference	2	6.67%
2.	Naturalization	0	0
3.	Cultural Equivalent	3	10%
4.	Function Equivalent	6	20%
5.	Descriptive Equivalent	1	3.33%
6.	Synonymy	4	13.33%
7.	Through-Translation	0	0
8.	Shifts or Transpositions	1	3.33%
9.	Modulation	2	6.67%
10.	Recognized Translation	0	0
11.	Translation Label	0	0



12. Compensation	0	0
13. Componential Analysis	0	0
14. Reduction and Expansion	3	10%
15. Paraphrase	0	0
16. Couplets	8	26.66%
17. Note, Addition, Glosses	0	0
Total	30	100%

Based on the table above, it is found two data of transference procedure, with the presentation of 6.67%. Second, the procedure of naturalization was not found in this research. Third, cultural equivalent procedure appeared with three data, with presenting 10%. Fourth, the translation procedure of functional equivalent with the percentage of 20%, with six data. Fifth, the translation procedure of descriptive equivalent with one data, with the amounts of percentage of 3.33%. Sixth, synonymy procedure with the percentage of 13.33%, with found four data. Seventh, the translation procedure of through-translation was not found in this research. Eighth, appeared with one data and the percentage 3.33% of shifts or transposition procedure of translation. Ninth, the translation procedure of modulation with two data, with the percentage 6.67%. Tenth, there was translation procedure of recognize translation, translation label, compensation, and componential analysis were not found in this research. Fourteenth, the translation procedure of reduction and expansion, the reduction procedure found one data and expansion with two data, with percentage of 10%. Fifteenth, the translation

procedure of paraphrase was not found. Sixteenth, the translation procedure of couplets was found eight data, with the percentage 26.66%. And lastly, note, addition, glasses is not found in this data. So, with the result from the data above that is found nine of seventeen translation procedure.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter concludes by summarizing based on the research findings from the previous chapter and provides suggestions that could be helpful for further research.

#### A. Conclusion

This research was conducted to identify the problem in translating and how to address these the problem in the novel, *Di Tanah Lada*. From the 30 data in previous chapter, the writer used the Newmark's theory to determine the translation procedure applied in the novel. The writer who is also the translator, draws the following conclusion:

1. During the process of translating a text from the original language to the target language, certain forms of words, phrases, or sentences may indicate problems that might not have direct equivalents in the target language. This can make the translation less accurate and change the meaning the source text. Therefore, to solve this problem, it is important to use appropriate translation procedure.
2. For the highest percentage of translation procedures used in *Di Tanah Lada* novel is a couplet. The writer found 8 data of this procedure with the percentage 26.66% of the total of data. The second most frequent is functional equivalent, with 20% of data in the translation procedure used in the novel, *Di Tanah Lada*, with the 6 data. The third is synonymy, with found

the 4 data and a percentage of 13.33%. The fourth, there are cultural equivalent with the percentage 10% and with 3 data. Fifth, translation procedure of transference and modulation procedure, with 6.67% percentage of 2 data. sixth, there is descriptive equivalent and shift or transposition was found in this procedure with 3.33% of data, with 1 data. Meanwhile, the procedure of naturalization, through-translation, recognized translation, compensation, componential analysis, translation label, paraphrase, and note, addition, glosses were not found in this novel.

## **B. Suggestions**

Translation can be complex because it requires careful attention and make every word is understood by the reader. The translation process involves several steps to find the right equivalent word in the target language and convey the message clearly. These suggestions are intended by the writer for those who will use this research in the future, whether for learning or other purpose related to this study:

### **1. For readers**

Readers can gain a deeper insight into translation, especially translation procedure. To increase their understanding, readers should consider to explore different translation theories and practical case of the research.

### **2. For reader as translator**

When translating original language into another language, the translator must grasp to understand the context of the source text. The readers should

first create a draft in the target language to provide a temporary overview. Then, they should find the equivalent words in the target language and comprehend the reason for choosing those words. This is because translating a text involves more than just a word-for-word approach or using an e-Dictionary itself.

3. For future researchers

Future researchers should pay close attention when translating a original text and carefully select the reasons for choosing specific words to find accurate equivalents in the target language using appropriate translation procedure. The writer hopes that future researchers will continue analyze aspects of the novel that were not fully completed in this study, especially in the section in the acceptability, accuracy, or/and readability of the translation results. Additionally, future researchers should consider translating other texts to increase another available translation from the original language into English. This will help improve the understanding and bridge gaps between different language and cultures.



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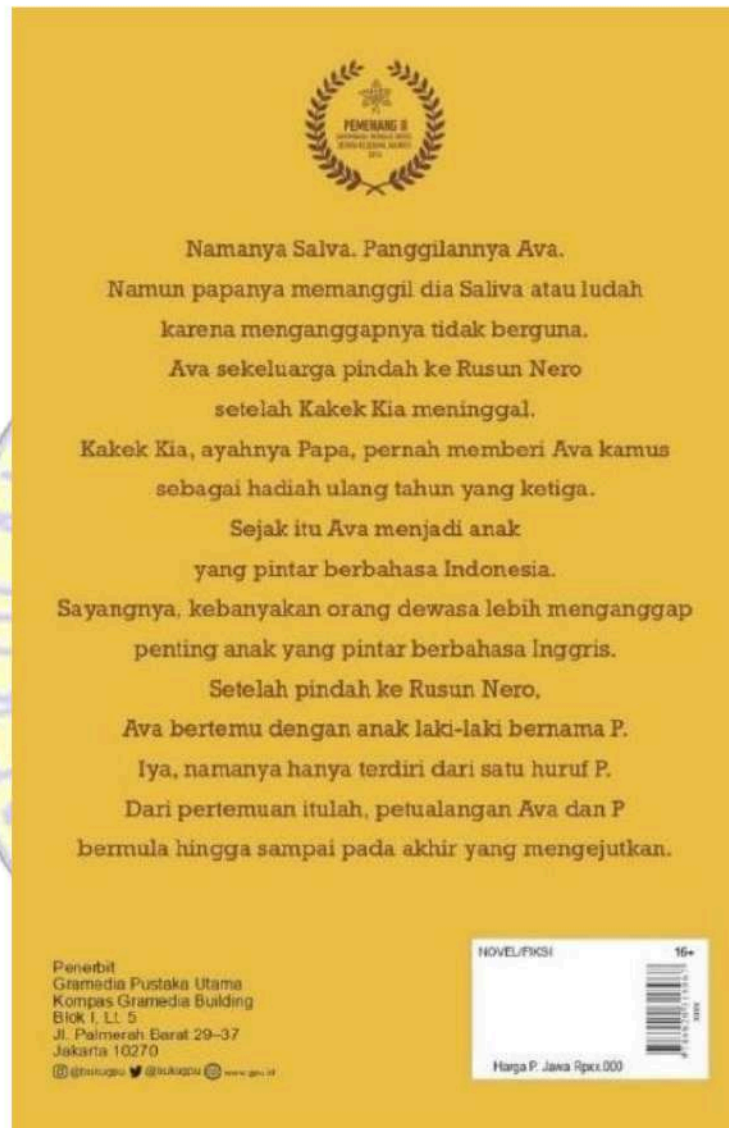
## APPENDICES

Appendix 1 Cover *Di Tanah Lada* Novel





## Appendix 2 Back Cover of *Di Tanah Lada* Novel



### Appendix 3 Result of Translation in *Di Tanah Lada* Novel

No	Source Language	Target Language	Page
1	<i>Kakek Kia Meninggal.</i>	Kakek Kia Passed Away.	1
2	<i>Hari Rabu tanggal 26 Juni 2013.</i>	On Wednesday, June 26th, 2013.	1
3	<i>Di berbagai belahan dunia, sekarang, berdasarkan perhitungan cuaca, adalah musim panas</i>	According to the weather forecast, it is summer in many parts of the world.	1
4	<i>Kecuali di Australia.</i>	But not in Australia.	1
5	<i>Tempat aneh itu tidak pernah setuju soal perhitungan cuaca.</i>	That strange place never agrees with the weather forecast.	1
6	<i>Mama yang memberitahuku.</i>	If the whole world is in cold, Australia will be hot and vice versa, my mom told me.	1
7	<i>Katanya, kalau seluruh dunia sedang kedinginan, Australia akan kepanasan.</i>		
8	<i>Begitu pula sebaliknya.</i>		
9	<i>Bagian dalam rumahku seperti Australia.</i>	Australia is like the inside of my house.	1
10	<i>Di luar adalah seluruh dunia yang lain.</i>	The outside is the whole world.	1
11	<i>Di luar panas.</i>	The outside is hot.	1
12	<i>Menurut penyiar berita di televisi, suhu di luar di atas 33 derajat Celsius.</i>	According to the newscaster, the temperature is above 33 degrees Celsius.	1
13	<i>Langitnya tampak biru seperti boneka penguin milikku.</i>	The sky looks blue, like my penguin doll.	1
14	<i>Mama yang membelikan boneka penguin itu.</i>	Mama bought me the doll.	1
15	<i>Aku sudah memiliki boneka penguin itu selama 6 tahun.</i>	I already had it for six years.	1
16	<i>Kata Mama, bicara hal yang tidak saling berhubungan itu disebut meracau.</i>	Mama said to me that talking about something unrelated is called <b>babbling</b> .	1
17	<i>Katanya, anak-anak suka meracau.</i>	She said the children often babble.	1
18	<i>Seperti nenek-nenek dan kakek-kakek.</i>	Just like grandfathers and grandmothers.	1

19	<i>Jadi, aku akan ulangi lagi:</i>	So, I repeat:	1
20	<i>Bagian dalam rumahku seperti Australia.</i>	The inside of my house is like Australia.	1
21	<i>Di luar adalah seluruh dunia yang lain.</i>	The outside is the whole world.	1
22	<i>Di luar panas.</i>	The outside is hot.	1
23	<i>Menurut penyiar berita di televisi, suhu di luar di atas 33 derajat Celsius.</i>	According to the newscaster, the temperature is above 33 degrees Celsius.	1
24	<i>Langitnya tampak biru seperti boneka penguin miliku.</i>	The sky looks blue, like my penguin doll.	1
25	<i>Tapi di dalam sini terasa dingin.</i>	But it is cold here.	1
26	<i>Kata Mama, pada saat musim dingin, ada satu hari tertentu yang waktunya lebih panjang dari hari lainnya.</i>	Mama said during winter, there is one day that feels longer than the others.	1
27	<i>Jadi, orang-orang akan merasa kedinginan dalam waktu yang lama sekali.</i>	So, people will feel cold for a long time.	1
28	<i>Nah, di rumahku, rasanya seperti itu.</i>	Well, that what it feels like in my house.	2
29	<i>Tapi alih-alih terjadi pada satu hari di musim dingin, ini terjadi setiap hari</i>	But instead of happening on one day in winter, it happens every day.	2
30	<i>Bukan karena AC, tapi karena <b>rasanya</b> memang dingin.</i>	It is not because of the air conditioner I <b>used</b> but because the <b>atmosphere</b> is cold.	2
31	<i>Bagian dalam rumah selalu gelap.</i>	The inside of my house is always dark.	2
32	<i>(Kata Kakek Kia, terang itu menandakan panas.</i>	(Kakek Kia said to me that the light indicates warmth.	2
33	<i>Jadi, ini ada hubungannya.</i>	So, this has something to do with it.	2
34	<i>Aku tidak meracau.)</i>	I am not babbling.)	2
35	<i>Seperti ada hantu yang menggantung seluruh bagian rumahku.</i>	It is like there is a ghost hanging all over my house.	2



36	<i>(Kata orang, hantu membuat ruangan jadi dingin.)</i>	(People said that ghosts make rooms cold.)	2
37	<i>Hanya saja, di dalam sini, hantunya hidup. Hidup, berbadan besar, dan sangat menakutkan.</i>	It's just, the ghost is alive in my house, big and terrifying.	2
38	<i>Nama hantunya Papa.</i>	The ghost is Papa.	2
39	<i>Kurasa Mama tidak akan senang kalau aku bilang Papa mirip hantu.</i>	I don't think Mama would be happy if I said Papa looked like a ghost.	2
40	<i>Tapi kurasa Mama tidak akan senang kalau aku bicara bohong.</i>	But I also believe she wouldn't be happy if I lied.	2
41	<i>Jadi, kurasa lebih baik aku jujur.</i>	So, I would better be honest.	2
42	<i>Menurutku, Papa mirip hantu.</i>	I think Papa looks like a ghost.	2
43	<i>Papa mirip hantu karena aku takut hantu, dan aku tahu Mama takut hantu.</i>	He looks like a ghost because I'm afraid of ghosts. I know Mama is also afraid of ghosts.	2
44	<i>Dan aku takut Papa.</i>	And I am scared of Papa.	2
45	<i>Dan aku tahu kalau Mama juga takut Papa.</i>	And Mama is also scared of him too.	2
46	<i>Tampang Papa memang seram.</i>	The face of Papa looks scary.	2
47	<i>Dia mirip monster-monster atau raksasa yang ada di buku-buku cerita atau film kartun.</i>	He seems like a monster or giant in story books or cartoons.	2
48	<i>Besar, gendut, dan berwajah marah.</i>	Looks big, fat, and angry.	2
49	<i>Wajahnya selalu tampak marah.</i>	His face always looked angry.	2
50	<i>Seolah-olah, setiap hari ada kecoa yang hinggap di atas makanannya.</i>	It was as if a cockroach would land on his food every day.	2
51	<i>Itu pernah terjadi sekali, dan Papa marah sekali.</i>	It happened once, and Papa was very angry.	2



52	<i>Dia membanting meja dan semua makanan di piring kami jadi berantakan.</i>	He slammed the table, and all the food on our plates fell apart.	2
53	<i>Jadinya, tidak ada yang makan pada malam itu.</i>	No one ate that night.	2
54	<i>Sikap Papa juga seperti monster.</i>	Papa's behaviour was like of a monster.	2
55	<i>Dia menggeram-geram, berteriak-teriak ke orang-orang hanya karena mereka membawa paha ayam alih-alih dada ayam, menggebrak-gebrak banyak barang, membanting piring favoritku, dan tidur seberesnya dia marah-marah.</i>	He growled and yelled at people for bringing the wrong menu. He pounded everything, slammed my favourite plate, and slept after all of it.	3
56	<i>Dia juga sangat kuat.</i>	He was also very strong.	3
57	<i>Kurasa semua monster kuat.</i>	I believe all monsters are strong.	3
58	<i>Mungkin itu syarat terpenting untuk jadi monster.</i>	That's likely the most important things to be a monster.	3
59	<i>Mama tidak bisa jadi monster karena dia tidak kuat.</i>	Mama could not be a monster because she is not strong.	3
60	<i>Dia juga tidak suka marah-marah.</i>	She also doesn't like to be angry.	3
61	<i>Mama suka tersenyum, tapi senyumnya selalu tampak sedih.</i>	She liked to smile, but her smile always seemed sad—except when she was gardening.	3
62	<i>Kecuali kalau dia sedang berkebun.</i>		
63	<i>Tapi dia akan tampak sedih lagi karena Papa akan memanggilnya dari dalam dan menyuruhnya berhenti 'berbuat tolol'.</i>	But she looked sad again because Papa called her inside and told her to stop 'acting moronic'.	3
64	<i>Aku tidak mengerti kenapa Papa bilang Mama berbuat tolol.</i>	I don't understand why Papa said Mama is acting moronic.	3

65	<i>Aku mencari dua kata itu di buku kamus punya Mama dan menemukan ini:</i>	I looked up the two words in s Mama's <i>Kamus Besar Bahasa Indonesia</i> and found this:	3
66	1. <i>Berbuat [kk.]: mengerjakan (melakukan) sesuatu.</i> 2. <i>Buat [kk.]: (1) kerjakan, lakukan; (2) bikin.</i> 3. <i>Tolol [ks.]: sangat bodoh; bebal.</i>	1. Do [v] to actions or carry out something. 2. Make [v]: (1) to do, act; (2) to create. 3. Moronic [adj]: very stupid; ignorant.	3
67	<i>Lalu karena aku tidak yakin apa arti 'bebal', aku cari lagi, dan menemukan ini.</i>	Because I'm not sure what the meaning of 'ignorant'. I try another and I found it.	3
68	4. <i>Bebal [ks.]: sukar mengerti; tidak cepat menanggapi sesuatu; bodoh.</i>	4. Ignorant [adj]: difficult to understand; not quick to respond to something; stupid.	3
69	<i>Dan supaya lebih yakin, aku mencari arti kata ini:</i>	And to be more sure, I looked up the meaning of this word:	3
70	5. <i>Bodoh [ks.]: (1) tidak lekas mengerti; tidak mudah tahu atau tidak dapat (mengerjakan dsb); (2) tidak memiliki pengetahuan (pendidikan, pengalaman).</i>	5. Stupid [adj]: (1) not quick to understand; not easily knowledgeable; (2) lack of knowledge (of education, experience).	3
71	<i>Jadi, kurasa 'berbuat tolol' berarti: mengerjakan sesuatu yang sangat tidak mudah dimengerti.</i>	I guess that 'acting moronic' means doing something that is not very easy to understand.	3
72	<i>Berarti, Papa memang benar; karena kadang-kadang berkebun itu tidak mudah dimengerti.</i>	So, Papa was right, because sometimes gardening is not easy to understand.	3
73	<i>"Aku harus bertanya <b>berkali-kali</b> pada Mama kenapa dia menyiksa tanaman-tanaman tertentu dengan cairan yang baunya seperti tahi kerbau."</i>	I <b>kept</b> asking Mama why she tortured some plants with stuff that smelled like buffalo dung.	4
74	<i>Aku tahu bau tahi kerbau karena Mama pernah membawaku ke tempat Nenek</i>	I know what buffalo dung smells like because Mama once took me to Nenek Isma's	4

	<i>Isma, dan Nenek Isma tinggal di dekat kandang kerbau.</i>	house, and she lived near the buffalo pens.	
75	<i>Kerbau dalam kandang kerbau itu milik Nenek Isma. Nenek Isma punya kerbau.</i>	The buffalo in the pen belongs to Nenek Isma.	4
76	<i>Aku meracau lagi.</i>	I'm babbling again.	4
77	<i>Tapi, aku ingat kalau aku sedang bercerita soal Mama.</i>	But I remembered that I was talking about Mama.	4
78	<i>Dan, hal lain yang kuingat soal Mama adalah, bahwa Mama <b>suka</b> menangis.</i>	Another thing I remember about Mama was that she <b>tended</b> to cry.	4
79	<i>Dia suka menangis sembunyi-sembunyi.</i>	She used to cry secretly,	4
80	<i>Kadang-kadang di kamar mandi, kadang-kadang di dapur.</i>	Sometimes in this bathroom, sometimes in the kitchen.	4
81	<i>Paling sering di dapur.</i>	Most often were in the kitchen.	4
82	<i>Tapi hari ini Mama tidak menangis dengan sembunyi-sembunyi.</i>	But today, Mama doesn't cry secretly.	4
83	<i>Dia menangis di depan banyak orang hari ini.</i>	She cried in front of many people, including:	4
84	<i>Banyak orang ini termasuk:</i>		
85	<i>"1. Aku. 2. Papa. 3. Banyak <b>om</b>, termasuk Om Gaza, Om Azis, dan Om Deo."</i>	<i>"1. Me. 2. Papa. 3. Many <b>Om</b> were there, like Om Gaza, Om Azis, and Om Deo."</i>	4
86	<i>"4. Banyak tante, termasuk Tante Tuti, Tante Lisa, dan Tante Asri. "</i>	<i>4. Many Tante, including Tante Tuti, Tante Lisa, and Tante Asri.</i>	4
87	<i>Aku paling suka Tante Tuti karena, kalau namanya disebut dengan cepat, kedengaran seperti sedang main-main. Tante Tuti. Tanttetuti. Ada banyak T-nya.</i>	I especially like Tante Tuti because when her name is said quickly, it sounds playful. Tante Tuti. Tanttetuti. Their names have a lot of T's.	4
88	<i>Aku punya juga tante yang bernama Tante Teti.</i>	I also have a Tante named Tante Teti.	4



89	<i>"Namanya mirip Tante Tuti. Nama mereka banyak T-nya"</i>	Her name is similar to Tante Tuti. They both have a lot of T's in their names.	4
90	<i>Aku meracau lagi.</i>	I'm babbling again.	4
91	<i>Ini lanjutan orang-orang yang termasuk dalam 'banyak orang':</i>	This is a continuation of the people who are part of 'many people':	4
92	<i>5. Bapak tetangga yang bernama <b>Pak Erte</b>.</i>	5. My neighbour named <b>Pak Erte</b> .	4
93	<i>"6. Orang-orang lain, termasuk Bapak Penjaga Kios Koran dan Ibu Warung."</i>	6. Other people, like Mr. Newsstand and Mrs. Shopkeeper.	4
94	<i>Mama menangis karena banyak hal.</i>	Mama cries about a lot of things, usually because of	5
95	<i>Biasanya, karena Papa.</i>	Papa.	
96	<i>Tapi, hari ini, dia menangis karena kami mendengar berita menyedihkan: Kakek Kia meninggal.</i>	But today, she is crying because we received a sad news: Kakek Kia passed away.	5
97	<i>Kakek Kia adalah papanya Papa.</i>	Kakek Kia was Papa's father.	5
98	<i>Dia baik, tidak seperti Papa.</i>	He was nice, unlike Papa.	5
99	<i>Jadi, aku juga sedih.</i>	I'm so sad.	5
100	<i>Kurasa aku harus sedih, soalnya Mama menangis.</i>	I guess I should be sad because Mama is crying.	5
101	<i>Tapi Papa tidak menangis.</i>	But Papa doesn't cry.	5
102	<i>Mungkin monster tidak boleh menangis.</i>	Maybe monsters aren't supposed to cry.	5
103	<i>Mungkin itu juga syarat untuk jadi monster.</i>	Maybe it's also a requirement to be a monster.	5
104	<i>Aku juga tidak menangis.</i>	I don't cry either, but not because I'm a monster. It is because I got candy from Om Pak Erte.	5
105	<i>Tapi bukan karena aku monster, melainkan karena aku dapat permen dari Om Pak Erte.</i>		
106	<i>Ada banyak orang yang menunduk ketika seseorang meninggal.</i>	When someone dies, a lot of people bow their heads.	5



107	<i>Orang-orang tertarik dengan kuku kaki dan lantai marmer ketika itu terjadi.</i>	People were interested in the toenails and the marble floors when it happened.	5
108	<i>Mereka juga suka mengusap-usap bahu satu sama lain.</i>	They also like to pat each other's shoulders.	5
109	<i>Tidak ada yang mengusap-usapku karena aku tidak ikut ambil bagian dalam acara pemakaman itu.</i>	No one patted me because I didn't take part in the funeral.	5
110	<i>'Ambil bagian' tidak ada hubungannya dengan jatah makanan.</i>	'Taking part' has no relation with a share of the food.	5
111	<i>Kata Kakek Kia, itu maksudnya 'turut serta dalam suatu kejadian'.</i>	Kakek Kia used to say it meant 'being involved in an event'.	5
112	<i>Tapi sekarang Kakek Kia meninggal.</i>	But now, Kakek Kia is passed away.	5
113	<i>Makanya, orang-orang mengambil jatah makanan, meskipun bukan itu artinya 'ambil bagian'.</i>	That's why people are taking food rations, even though it doesn't mean 'taking part'.	5
114	<i>Sejak hari Rabu itu, ada banyak hal yang dikerjakan Mama dan Papa.</i>	Since that Wednesday, my parents have been very busy.	5
115	<i>Rumah kami mendadak dikelilingi banyak orang.</i>	Our house suddenly filled with people.	5
116	<i>Aku dioper ke sana-kemari karena Mama terlalu sibuk untuk mengurusiku.</i>	I was passed around because Mama was too busy to take care of me.	5
117	<i>Papa memarahi lebih banyak orang.</i>	Papa was scolding more people.	5
118	<i>Orang-orang pergi ke kuburan, dan aku ditinggal di rumah.</i>	Everyone went to the graveyard, and I was left at home.	5
119	<i>Tapi, yang kuingat adalah, beberapa hari setelah semua itu selesai, Mama dan Papa pergi menemui seorang laki-laki yang tampannya mirip cengcorang.</i>	But what I do remember is that a few days it was all over. My parents went to see a man who resembled a <b>cengcorang - the insects that was fat and tall.</b>	5

120	<i>Mereka bicara banyak sekali.</i>	They had a long conversation.	5
121	<i>Dan, ketika si Pria Cengcorang berhenti bicara, Papa mengebrak mejanya.</i>	And, when the Cengcorang man stopped talking, Papa slammed his desk.	5
122	<i>Tapi kali ini Papa tidak berteriak marah-marah.</i>	But this time Papa didn't shout angrily.	5
123	<i>Dia tertawa keras-keras sampai air ludahnya menyembur.</i>	He laughed so hard that his saliva sprayed out.	5
124	<i>"KITA KAYA!" Begitu kata Papa.</i>	"WE ARE RICH" Papa said.	5
125	<i>Ketika kita jadi orang kaya, kita bisa pergi keliling dunia.</i>	IF we were rich, we could travel around the world.	6
126	<i>Kita bisa beli kuda dan sapi dan kambing dan kucing.</i>	We could buy horses, cows, goats, and cats, and even	6
127	<i>Kita bisa beli istana.</i>	castles.	
128	<i>Kita bisa makan ayam sebanyak-banyaknya.</i>	We could eat as much chicken as we wanted, wear nice	6
129	<i>Kita bisa beli baju bagus, main sebanyak yang kita mau di game center, dan melakukan apa pun yang kita mau.</i>	clothes, spend time at game centre, and do whatever we liked.	
130	<i>Jadi, kalau kita jadi orang kaya, kita senang.</i>	So, being rich would make us happy.	6
131	<i>Karena, kalau kita kaya, kita punya banyak uang, dan uang bisa digunakan untuk mendapatkan banyak hal.</i>	Because if we are rich, we have lots of money, and money can buy many things.	6
132	<i>Dan banyak hal membuat orang-orang senang.</i>	And having many things would make people happy.	6
133	<i>(Aku, misalnya, senang kalau aku punya banyak es krim, atau banyak permen, atau banyak Mama. Meskipun, aku tidak akan senang kalau aku punya banyak Papa.)</i>	(For example, I'd be happy when I had lots of ice cream, candy, or another Mama. Although, I wouldn't be happy with another Papa.	6
134	<i>Tapi Mama tidak senang ketika Papa bilang 'KITA KAYA'.</i>	But Mama doesn't seem happy when Papa says, 'WE ARE RICH'.	6
135	<i>Aku tidak tahu kenapa.</i>	I'm not sure why.	6



136	<i>(Mungkin karena dia kira, kami akan punya banyak Papa kalau kami jadi kaya.)</i>	(Maybe she thinks being rich would mean having many Papa)	6
137	<i>Jadi, malam itu, aku bertanya kepada Mama kenapa dia tidak tampak senang waktu Papa bilang 'KITA KAYA'.</i>	So that night, I asked Mama why she didn't look happy when Papa said 'We are rich'.	6
138	<i>"Mama," kataku, ketika Mama mengantarkanku untuk tidur</i>	"Mom," I said as she tucked me in for bed.	6
139	<i>"Hmm?" gumam Mama.</i>	<i>"Yeah?"</i> she murmured.	6
140	<i>"Kenapa Mama tampaknya tidak senang waktu Papa bilang 'KITA KAYA'?"</i>	"Why did you seem not happy when Papa said 'We are rich'?"	6
141	<i>Lalu Mama, sekali lagi, tampak sedih. Dia tersenyum dan mengusap-usap keningku.</i>	Once again, Mama looked sad. She smiled and rubbed my forehead.	6
142	<i>Tangan Mama sangat lembut. Aku suka tangan Mama.</i>	Mama's hands are very soft. I like her hands.	6
143	<i>"Kakek Kia memberi Papa uang yang sangat banyak," kata Mama.</i>	"Kakek Kia gave Papa a lot of money," she said.	6
144	<i>Aku berpikir. Kaya berarti punya banyak uang.</i>	I thought, being rich means having a lot of money.	6
145	<i>Jadi, Kakek Kia membuat Papa kaya.</i>	So, Kakek Kia made Papa rich.	6
146	<i>Bagaimana caranya? Kakek Kia kan sudah meninggal.</i>	How did he do that? Kakek Kia is already passed away.	6
147	<i>"Ketika Kakek Kia meninggal, dia meninggalkan banyak uang.</i>	"When Kakek Kia passed away, he left behind a lot of money.	7
148	<i>Dia menitipkan ke orang supaya kalau dia meninggal, orang itu memberikan uangnya kepada Papa.</i>	He left it to someone so that when he died, that person would give the money to Papa.	7
149	<i>Makanya, Papa jadi kaya."</i>	That's why Papa became rich."	7
150	<i>Aku mengangguk karena aku paham.</i>	I just nodded because I understood.	7
151	<i>"Lalu kenapa Mama sedih? Mama benci uang?"</i>	"Why do you sad then? You don't like money?"	7

152	<i>Mama tertawa sedikit.</i>	She chuckled softly.	7
153	<i>"Bukan, Sayang. Tapi Mama sedih karena Papa tidak akan menggunakan uang itu dengan benar."</i>	"No, Sweetheart. I'm sad because Papa will not use the money wisely."	7
154	<i>"Oh ya? Bagaimana caranya menggunakan uang dengan benar?"</i>	"Really? What's the right way to use money then?"	7
155	<i>"Hmm." Mama berpikir sebentar.</i>	"Hmm." Mama is thinking for a moment.	7
156	<i>"Pertama-tama, seharusnya selalu membantu orang tua ketika mereka masih hidup. Nenek Isma masih hidup, tapi Papa tidak pernah memberi uang ke Nenek Isma."</i>	"The first thing is, you should always help your parents while they are still alive. Nenek Isma is still alive, but Papa never gives any money to her."	7
157	<i>"Jadi aku harus memberikan uang ke Mama dan Papa?"</i>	"Then, I have to give money to Mama and Papa?"	7
158	<i>"Bukan, bukan begitu. Tapi kalau Mama sudah tua sekali, dan Mama tidak bisa lagi bekerja, sebaiknya kamu membantu Mama."</i>	"It's not like that. But if Mama becomes very old, and can't longer work anymore. It would be best for you to help out Mama."	7
159	<i>Karena, kalau tanpa bantuan kamu, Mama tidak akan bisa makan.</i>	Because without your help, Mama wouldn't be able to eat.	7
160	<i>Tapi kalau Mama masih punya uang, kamu tidak perlu repot-repot."</i>	But if Mama still has money, you don't need to be worry about it."	7
161	<i>"Seperti Papa yang tidak memberi uang ke Kakek Kia?"</i>	"Is it like Papa not giving money to Kakek Kia?"	7
162	<i>Mama mengangguk. "Tapi, seharusnya Papa mengunjungi Kakek Kia."</i>	Mama nodded, "However Papa should visit Kakek Kia more often because Kakek Kia is Papa's father.	7
163	<i>Karena, Kakek Kia adalah Papa-nya Papa.</i>		
164	<i>Dan semua Papa suka dikunjungi anaknya, apalagi kalau mereka sudah tua dan seorang diri. Tidak ada yang</i>	And all father love to have their children visit them, especially when they are old and alone. No one likes to feel	7



	<i>suka merasa kesepian, begitu pula Kakek Kia.</i>	lonely, and Kakek Kia was no exception.	
165	<i>Mengunjungi orang tua merupakan cara untuk menunjukkan kalau kamu menyayangi mereka.</i>	Visiting your parents is the way to show that you love them."	7
166	<i>Aku berpikir sebentar. "Papa tidak suka mengunjungi Kakek Kia."</i>	I'm thinking for a while. "Papa doesn't like visiting Kakek Kia?"	7
167	<i>"Ya."</i>	"Yeah."	7
168	<i>"Berarti, Papa tidak sayang Kakek Kia?"</i>	"Does it mean Papa doesn't love Kakek Kia?"	8
169	<i>Mama tampak sedih. "Mungkin saja, Sayang."</i>	Mama looked sad. "Maybe, <b>Sweetheart.</b> "	8
170	<i>"Mama tidak tahu?"</i>	"Mama doesn't know it?"	8
171	<i>"Tentu saja tidak." Mama menggeleng lagi.</i>	"Of course not." Mama shook her head again.	8
172	<i>"Tidak ada yang bisa tahu apa yang kamu rasakan—sayang atau tidak—kalau kamu tidak mengatakan, atau menunjukkannya dengan benar."</i>	"No one can know what you feel, whether it's love or not, if you don't say it or show it properly."	8
173	<i>Aku termenung, mencoba memahami ucapan Mama.</i>	I'm <b>contemplative</b> , trying to understand what Mama said <b>earlier.</b>	8
174	<i>Kuputuskan itu agak terlalu susah.</i>	I decided it was a bit too hard.	8
175	<i>Jadi, aku mengalihkan pembicaraan kami. "Apa lagi cara menggunakan uang dengan benar?"</i>	So, I <b>change</b> the conversation <b>back to first topic before.</b> "What else is the right way to use money wisely?"	8
176	<i>"Harusnya, Papa menggaji orang-orang yang bekerja dengannya secara adil."</i>	"Papa should pay the people who work with him fairly."	8
177	<i>"Seperti apa itu?"</i>	"What is it like?"	8
178	<i>"Misalnya, dulu, Om Ari kerja siang-malam untuk Papa, tapi Papa hanya memberinya uang</i>	"For example, Om Ari worked day and night for Papa, but Papa only gave him a little	8

	<i>sedikit sekali. Harusnya tidak boleh begitu."</i>	money in the past. It shouldn't be that way."	
179	" <i>Apa lagi?</i> "	"What else?"	8
180	<i>Mama tampak ragu-ragu sebentar.</i>	Mama seems doubt for a moment	8
181	" <i>Papa tidak boleh menggunakan uangnya untuk berjudi.</i> "	"Papa shouldn't use his money for 'gambling'."	8
182	" <i>Apa itu berjudi?</i> "	"What is gambling?"	8
183	<i>Mama menggeleng dan mengusap rambutku lagi.</i>	Mama shakes her head and strokes my hair again.	8
184	<i>Nanti juga kamu paham. Sekarang, kamu tidur, ya? Sudah malam."</i>	"You'll understand later. Now, go to sleep! <b>It's getting late.</b> "	8
185	<i>Aku mengangguk.</i>	I nodded.	8
186	<i>Mama mencium keningku, lalu mematikan lampu dan meninggalkan kamar.</i>	Mama kisses my forehead, turn off the light and leave my room.	8
187	<i>Setelah yakin Mama pergi, aku hidupan lampu di samping tempat tidurku, dan mengeluarkan kamus dari balik bantal.</i>	After I'm sure she was leaving, I turn on the lamp beside my bed and take out my <i>Kamus Besar Bahasa Indonesia</i> from under my pillow.	8
188	<i>1. Judi [kb.]: Permainan dengan memakai uang atau barang berharga sebagai taruhan.</i>	1. Gambling [n]: A game involving betting money or valuable items.	8
189	<i>2. Taruhan [kb.]: (1) uang yang dipasang dalam perjudian; tagan; (2) tanggungan uang; cagar; (3) yang dipertaruhkan (kalau perlu dikorbankan); (4) yang disuruh simpan (rawat, selenggarakan); titipan; rawatan; (5) (pakaian, cincin, permadani) yang hanya dipakai apabila ada keperluan</i>	2. Betting [n]: (1) money or valuable wagered in a gambling; (2) a financial liability or reserve; (3) something risked or sacrificed; (4) something entrusted to another's care; a deposit; (5) (clothes, rings, rugs) items kept for special occasions; (6) a promised reward or prize.	8

	<i>(pesta, perayaan); (6) hadiah yang dijanjikan.</i>		
190	<i>Aku tidak begitu paham apa artinya 'taruhan'.</i>	I don't really understand what 'betting' means.	9
191	<i>Dan sekarang sudah sangat malam, jadi kuputuskan untuk tidur saja.</i>	But now it is already late, so I choose to just go to sleep.	9
192	<i>Kadang-kadang, kalau aku tidur, kebingunganku akan hilang. Mungkin, karena aku lupa banyak hal ketika aku tidur.</i>	Sometimes, my confusion disappears when I sleep. Maybe because I forgot many things when I slept.	9
193	<i>Sekali lagi, berada dalam kegelapan.</i>	Once again, in the darkness.	9
194	<i>Aku tidak takut pada kegelapan.</i>	I am not afraid of darkness.	9
195	<i>Tapi aku takut pada hantu dan pada Papa.</i>	But I am afraid of ghosts and Papa.	9
196	<i>Kuharap keduanya tidak muncul di kamarku malam ini.</i>	I hope both of them don't appears in my room tonight.	9
197	<i>Hari ini, aku bangun pagi-pagi sekali.</i>	Today, I wake up early.	9
198	<i>Biasanya, aku bangun pagi karena harus pergi ke sekolah.</i>	I usually wake up in the morning because I should go to school.	9
199	<i>Tapi hari ini aku bangun pagi meskipun aku tidak harus sekolah.</i>	But today I wake up early even though I shouldn't go to school.	9
200	<i>Karena, aku suka sekolah.</i>	Because I liked going to school.	9
201	<i>Kata Bu Guru, aku anak baik.</i>	My teacher said that I was a good and intelligent girl.	9
202	<i>Dan kata Bu Guru, aku anak pintar.</i>		
203	<i>Aku punya banyak teman di sekolah.</i>	I had many friends at school.	9
204	<i>Dan, di sekolah, tidak ada Papa.</i>	And Papa was not there.	9
205	<i>Mama langsung menyambutku dengan senyuman dan</i>	Mama greets me with a smile, gives me <b>a peck on my</b>	9



	<i>kecupan</i> dan 'Selamat pagi, Sayang' ketika melihatku masuk ke dapur.	<b>cheek</b> , and says, 'Good morning, Sweetheart' when she sees me enter the kitchen.	
206	Mama membantuku mengambil air minum.	Mama helps me to get a glass of water.	9
207	Di dapur tidak ada Papa.	There's no Papa in the kitchen.	9
208	Tapi, lalu Papa masuk ke dapur dan sekarang di dapur ada Papa.	But then, Papa enters the kitchen and now he is here.	9
209	Dia memandangu dengan wajah berkerut-kerut dan <b>bibir miring</b> .	He is looking at me with a wrinkled face and a <b>smirk</b> .	9
210	Itu jenis wajah yang dibuat Doni kalau dia mau mendorong Dika di lapangan ketika bermain bola kasti.	That's the kind of Doni's face when he wants to push Dika while playing baseball on the field.	9
211	(Namanya sama seperti Papa.	(His name is the same as Papa's.	9
212	Dan, seperti Papa, dia juga jahat.	And, like Papa, he is also bad-tempered.	9
213	Suka membuat orang menangis.	He likes to make people cry.	9
214	Mungkin, kalau orang namanya Doni, akan jadi orang jahat).	Maybe, if someone's name is Doni, they would also be bad-tempered).	10
215	Aku tidak tahu siapa yang mau Papa dorong, tapi aku tahu kami sedang berada di dapur; bukan di lapangan, dan kami tidak sedang bermain bola kasti.	I don't know who Papa wants to push, but I know we're in the kitchen, not on the field. And we're not playing baseball.	10
216	"Aku sudah menyuruh orang untuk mengurus barang-barang di sini. Jangan khawatir," kata Papa kepada Mama.	"I've already sent people to handle our things here. Don't worry," Papa said to Mama.	10
217	Mama tampak kebingungan. "Apa maksudnya?"	Mama looked confused, "What do you mean?"	10
218	Alis tebal Papa bertaut di wajah marahnya.	Papa's thick eyebrows furrow on his angry face.	10



219	<i>Wajah Papa selalu tampak marah.</i>	Papa's face always looks angry.	10
220	<i>Katanya, "Kita 'kan mau pindah. Memangnya apa lagi?"</i>	"We want to move. What else?" He said.	10
221	<i>Mama tampak sangat terkejut, seperti Doni ketika Bu Guru berteriak marah dan memarahinya karena mendorong Dika.</i>	Mama looked very shocked, just like Doni, when my teacher shouted angrily and scolded him for pushing Dika.	10
222	<i>Mama menatapku, lalu menatap Papa lagi. "Bagaimana dengan sekolah anak kita?"</i>	Mama stared at me, then at Papa again. "What about our child's school?"	10
223	<i>Papa memandangu sebentar. "Bisa diurus nanti. Dia kan nggak perlu sekolah waktu libur begini."</i>	Papa looked at me for a moment. "It can be taken care of later. She doesn't need to go during school break."	10
224	<i>Memang benar.</i>	It's right.	10
225	<i>Aku memang sedang libur. Tapi Mama tetap tidak tampak senang.</i>	I'm on school break. But Mama still doesn't look happy.	10
226	<i>Mama bilang, "Kenapa Papa mendadak memutuskan untuk pindah sekarang?"</i>	Mama said, "Why did you suddenly decide to move now?"	10
227	<i>Papa <b>memelototi Mama sampai matanya</b> kelihatan seperti bola pingpong.</i>	Papa <b>glared at Mama with eyes so wide</b> they looked like ping-pong balls.	10
228	<i>Ada lagu bola pingpong.</i>	There is a song about ping-pong balls.	10
229	<i>Lagunya seperti ini: 'Bakso bulat seperti bola pingpong!'</i>	The lyrics like this: 'A round of meatballs is like ping-pong balls!'	10
230	<i>Aku suka lagu itu.</i>	I like that song.	10
231	<i>Tapi, Papa tidak sedang menyanyikan lagu itu.</i>	But Papa is not singing that song.	10
232	<i>Papa tidak pernah menyanyikan apa-apa, karena itu membuat orang senang.</i>	Papa never sings anything because it will make people happy.	10

233	<i>Dan, Papa sukanya membuat orang sedih.</i>	And Papa likes to make people sad.	10
234	<i>Jadi, yang Papa lakukan adalah marah. Kali ini, dia marah seperti ini:</i>	So, what Papa does, is getting angry. This time, he gets angry like this:	10
235	<i>"Karena bapakku mati mendadak!" sembur Papa dengan galak.</i>	"Because my father suddenly died!" Papa snapped angrily.	10
236	<i>Papa selalu galak.</i>	Papa is always <b>bad-tempered</b> .	10
237	<i>Dia galak pada semua orang.</i>	He is angry with everyone.	10
238	<i>Papa mengentak-entakkan lantai dengan sepatu hijau daunnya. Aku benci sepatu itu.</i>	Papa stomps the floor with his leaf-green shoes. I hated those shoes.	10
239	<i>Warnanya seperti ulat bulu. "Dan aku kan sudah bilang dari kemarin-kemarin!"</i>	Its colour is like a caterpillar. "And I've been telling you for days!"	10
240	<i>Mama tidak mengatakan apa-apa, tapi wajah Mama bilang kalau Papa belum bilang kemarin-kemarin.</i>	Mama doesn't say anything, but Mama's face shows that Papa hasn't told for days.	11
241	<i>Setidaknya, kupikir begitu.</i>	At least, I think so.	11
242	<i>Karena, dari kamus yang pernah kubaca, aku tahu kalau 'mendadak' artinya '(terjadi) tiba-tiba, tanpa peringatan sebelumnya'.</i>	Because based on the <i>Kamus Besar Bahasa Indonesia</i> , I've read, I know that word 'sudden' means 'happening abruptly without warning'.	11
243	<i>Kalau Mama bilang itu 'mendadak', berarti keputusan Papa adalah, seperti kematian Kakek Kia, '(terjadi) tiba-tiba, tanpa peringatan sebelumnya'.</i>	If Mama says 'sudden', it means that Papa's decision is like Kakek Kia's death, 'happening abruptly without warning'.	11
244	<i>Berarti, Papa belum bilang kemarin-kemarin, karena kalau Papa bilang kemarin-kemarin berarti ada peringatan sebelumnya, dan itu berarti keputusan ini bukan keputusan mendadak.</i>	That means Papa hasn't said anything for days because if Papa had said for days, it would mean there was a warning beforehand, which would mean this decision isn't sudden.	11
245	<i>Berarti, Mama salah.</i>	It means Mama is wrong.	11
246	<i>Tapi Mama jarang salah.</i>	But Mama is rarely wrong.	11



247	<i>Papa yang biasanya salah.</i>	Papa is usually the wrong one.	11
248	<i>Jadi, pasti Papa belum bilang kemarin-kemarin.</i>	So, definitely Papa hasn't said anything for days.	11
249	<i>Papa sering memberitahukan berita penting secara mendadak.</i>	Papa often tells us something important out of nowhere.	11
250	<i>Dan Mama bilang, itu salah.</i>	Mama said it was wrong.	11
251	<i>Papa juga sering bilang kalau Mama salah dan kalau dia tidak menyampaikan berita itu secara mendadak.</i>	Papa also usually says that Mama was wrong and that he didn't say something suddenly.	11
252	<i>Tapi Mama bilang kalau Papa tidak pernah mau terima kalau dia salah.</i>	But Mama said that Papa never wanted to admit when he was wrong.	11
253	<i>Dan, biasanya, Mama tidak melakukan apa-apa.</i>	And mostly, Mama doesn't do anything.	11
254	<i>Tapi kali ini Mama membelai rambutku dengan tangan gemetar dan bilang: "Pergilah ke kamarmu, Sayang. Mama <b>harus</b> bicara pada Papa."</i>	But this time, Mama stroked my hair with trembling hands and said, "Go to your room Sweetheart. Mama <b>needs</b> to talk to Papa."	11
255	<i>"Apa aku boleh bawa sarapannya ke atas?" Hari ini sarapannya adalah nasi goreng dan <b>telur ceplok</b>.</i>	"Can I take my breakfast upstairs?" Today's breakfast is fried rice and <b>sunny-side-up eggs</b> .	11
256	<i>Aku suka telur ceplok.</i>	I like sunny-side up-eggs.	11
257	<i>Mama mengangguk.</i>	Mama nodded.	11
258	<i>Jadi aku membawa piringku ke atas.</i>	So, I took my plate upstairs.	11
259	<i>Kuletakkan piring nasi goreng dan telur ceplok di atas meja belajar.</i>	I put the fried rice plate and sunny-side-up eggs on my study table.	11
260	<i>Lalu kututup pintu kamarku.</i>	Then, I closed the door.	11
261	<i>Ketika aku mulai makan, kudengar gebrakan meja khas Papa.</i>	When I start to eat, I hear Papa's usual table thump.	11
262	<i>Tanggal 4 Juli 2013.</i>	On July 4th, 2013.	11

263	<i>Mama, Papa, dan aku berjalan melewati pintu keluar terminal kedatangan bandara.</i>	Mama, Papa and I walk through the exit of the airport arrival terminal.	12
264	<i>Masing-masing dari kami membawa sebuah koper.</i>	Each of us carry a suitcase.	12
265	<i>Papa mengoceh terus pada ponselnya, dan Mama memesan taksi.</i>	Papa keeps chattering on his phone, and Mama orders a taxi.	12
266	<i>Pak Sopir Taksi membantu kami memasukkan koper.</i>	Mr. Taxi Driver helped us put the suitcase in the cab.	12
267	<i>Papa memberitahunya alamat tujuan kami.</i>	Papa told him our destination address.	12
268	<i>Aku dan Mama duduk di belakang.</i>	Mama and I sit in the back.	12
269	<i>Kami diam saja sepanjang jalan, mendengarkan Papa bicara pada orang tidak terlihat melalui ponselnya.</i>	We stay quiet the whole way, listening to Papa talk to an unseen person on his phone.	12
270	<i>Rasanya lama sekali kami di dalam mobil.</i>	It feels like we have been in the cab a very long time.	12
271	<i>Ada kemacetan hebat di jalan.</i>	There is heavy traffic on the road.	12
272	<i>Aku tidur lama sekali, dan begitu terbangun, kami belum juga sampai.</i>	I slept for a long time, and we still hadn't arrived when I woke up,	12
273	<i>Papa mulai marah-marah dan mencoba merenggut setir dari Pak Sopir Taksi.</i>	Papa starts to get angry and tries to grab the steering wheel from Mr. Taxi Driver.	12
274	<i>Pak Sopir Taksi mulai balas membentak. Mama tampak hampir menangis.</i>	Mr. Taxi Driver starts shouting back. Mama looks like she is almost to cry.	12
275	<i>Kemudian, kami akhirnya pergi menjauh dari jalan raya yang macet.</i>	Then, we finally drove away from the congested highway.	12
276	<i>Pak Sopir Taksi berkonsentrasi penuh karena jalanan yang kami tempuh sempit, hanya bisa dilewati satu mobil.</i>	Mr. Taxi Driver has fully concentrated because the street we were on was narrow and could only let one car pass.	12



277	<i>Mama mulai tampak cemas karena daerah yang kami lewati tampak mencurigakan.</i>	Mama is starting to look worried because the area we're passing through has seems suspicious.	12
278	<i>Mencurigakan berarti 'menimbulkan curiga' dan curiga berarti 'berhati-hati atau berwaswas karena khawatir; kurang percaya atau sangsi terhadap kebenaran atau kejujuran seseorang'.</i>	The 'suspicious' means causing suspicion, and 'to be suspicious' means being cautious or wary due to concern; lacking trust or doubting someone's truthfulness or honesty.	12
279	<i>Kalau menurut penjelasan itu, kurasa Mama juga seharusnya berpendapat bahwa Papa mencurigakan.</i>	From that explanation, I think Mama might also feel that Papa seems suspicious.	12
280	<i>Menurutku, Papa mencurigakan karena aku selalu kurang percaya terhadap kebenaran atau kejujuran dia.</i>	I think Papa is suspicious because I always have little trust in his truthfulness or honesty.	12
281	<i>Tapi tempat yang kami lewati bukan mencurigakan karena tempat itu suka berbohong atau suka marah-marah kalau Mama bilang mereka salah, melainkan karena tampaknya sangat kotor dan kumuh.</i>	But the place we are passing through is not suspicious because it likes to lie or gets angry when Mama says it's wrong, but because it looks very dirty and slum.	12
282	<i>Kata 'kumuh' biasanya menggambarkan daerah perkampungan yang dipenuhi bangunan-bangunan hampir roboh atau sangat tua atau sangat jelek.</i>	The word 'slum' usually describes a neighbourhood filled with building nearly collapsing, very old, or in poor condition.	12
283	<i>Dan tempat ini dipenuhi banyak sekali bangunan seperti itu.</i>	And this place is filled with many buildings like that.	12
284	<i>Aku mengintip keluar jendela dan anak-anak kecil yang berdiri berderetan di jalanan balas memandangiku.</i>	I peek out the window, and the children standing in rows on the street stare back at me.	13

285	<i>Gigi mereka ompong, kulit mereka hitam, badan mereka kurus, dan baju mereka lusuh.</i>	Their teeth are missing, their skin is dark, their bodies are thin, and their clothes are shabby.	13
286	<i>Lusuh maksudnya 'sudah usang atau hilang warnanya, kumal, renyuk, dan kotor.'</i>	'Shabby' means 'worn out, faded, crumpled, and dirty because they have been used often.'	13
287	<i>Dinding-dinding rumah yang kami lewati dipenuhi retakan, lengkap dengan lumut dan kerak kotoran burung yang tidak pernah dibersihkan.</i>	The walls of houses we pass are filled with cracks, covered in moss, and bird droppings that have never been cleaned.	13
288	<i>Ada pot-pot tanah liat yang tanamannya sudah mati, rumput di halaman tumbuh hingga selutut, banyak gundukan batu di pinggir jalan.</i>	There were clay pots with dead plants, knee-high grass in yard, and stone piles along the street.	13
289	<i>Berderet kawat dari tiang listrik yang tampaknya hampir roboh diinggapi burung-burung mencurigakan (mencurigakannya karena mereka tampak tidak bersahabat seperti burung gereja atau burung nuri), dan lampu-lampu jalan sudah pecah.</i>	A row of wires from the electrical poles that seems nearly collapse, perched on by suspicious-looking birds (suspicious because they don't appear friendly like sparrows or parrots), and the streetlights are broken.	13
290	<i>Beberapa menit lamanya kami melintasi kawasan kumuh itu.</i>	We spend a few minutes passing through that the area.	13
291	<i>Kemudian, taksi berhenti di depan suatu bangunan tinggi yang tampak menakutkan, gelap, dan suram.</i>	Then, the taxi stops in front of a tall building which seems scary, dark, and gloomy.	13
292	<i>Papa masih mengoceh kepada ponselnya.</i>	Papa is still chattering on his phone.	13
293	<i>Dia sudah berganti lawan bicara sebanyak, setidaknya, tiga kali.</i>	He had switched conversation partners at least three times.	13



294	<i>Aku menghitungnya kalau aku tidak sedang tidur.</i>	I count them when I'm not sleeping.	13
295	<i>Papa memerintahkan Pak Sopir Taksi untuk menurunkan koper-koper kami, lalu membayarnya dan berjalan mendekati bangunan menakutkan itu.</i>	Papa ordered to Mr. Taxi Driver to unload our suitcase, then paid him and walked towards the scary building.	13
296	<i>Mama tampak ragu-ragu, tapi dia tetap mengikuti Papa.</i>	Mama looks hesitant, but she keeps following Papa.	13
297	<i>Aku mengikuti Mama.</i>	I follow Mama.	13
298	<i>Kami berdua berdiri sebentar untuk mendongak ke atas.</i>	We both stand for a moment to look up.	13
299	<i>Biasanya orang mendongak ke atas untuk melihat langit atau untuk mengingat sesuatu, tapi kali ini kami bukan melakukan itu.</i>	People usually look up to see the sky or to remember something, but we didn't do that this time.	13
300	<i>Kami mendongak ke atas untuk melihat bangunan jelek yang dipenuhi noda kuning bekas air, dan papan nama yang berbunyi:</i>	We look up to see the shabby building covered in yellow water stains and a nameplate that reads:	13
301	<i>"Rusun Nero"</i>	"Nero Tenement"	13
302	<i>Rusun Nero, masih tanggal 4 Juli 2013.</i>	Nero Tenement, still July 4th, 2013.	14
303	<i>Penjaga di meja depan menyerahkan serenteng kunci kepada Papa, dan Papa menyuruhnya membawa ketiga koper kami.</i>	A guard at the front desk hands Papa a bunch of keys, and Papa asks him to carry out three suitcases.	14
304	<i>Mama masih diam saja di sampingku.</i>	Mama has stayed quietly by my side.	14
305	<i>Kami naik tangga hingga lantai tiga sementara Pak Satpam yang diutus Mbak Penjaga Meja menyeret koper Papa dari belakang.</i>	We go up the stairs to the third floor while the Security Guard, sent by a lady at the front desk, drags Papa's suitcase behind us.	14
306	<i>Papa sama sekali tidak membantunya.</i>	Papa hasn't helped him at all.	14

307	<i>Padahal, lebih cepat kalau Papa menyeret koper Mama dan Mama menyeret koperku.</i>	It would have been faster if Papa had dragged Mama's suitcase and Mama had dragged mine.	14
308	<i>Jadi, Pak Satpam tidak usah bolak-balik menyeret koper-koper yang lain.</i>	So, Security Guard wouldn't have to go back and forth to drag other suitcases.	14
309	<i>Begitu koper terakhir dibawa ke atas, Pak Satpam memberi salam dan meninggalkan kami bertiga berimpit-impitan di ambang pintu bersama ketiga koper.</i>	As soon as the last suitcase was brought upstairs, the Security Guard greeted us and left us crowded in the doorway with the three suitcases.	14
310	<i>Aku mengintip ke dalamnya.</i>	I peek inside the room.	14
311	<i>Kamar 310 adalah kamar yang diperuntukkan kepada bayi kurcaci yang baru lahir.</i>	Room 310 is the room reserved for newborn dwarf babies.	14
312	<i>Ukurannya kecil.</i>	The size is small.	14
313	<i>Penerangannya kurang baik.</i>	The lighting is not good enough.	14
314	<i>Dan baunya mencurigakan (mencurigakan di sini maksudnya tidak bisa dikeetahui asal-usulnya sehingga mungkin saja buruk).</i>	And the smells are suspicious (suspicious here means it's of unknown origin, so it could be harmful).	14
315	<i>Meskipun masih siang, Papa harus menyalakan lampu karena ruangan tampak sangat gelap.</i>	Even though it is still daytime, Papa must turn on the lights because the room looks very dark.	14
316	<i>Di dalamnya, ada satu kamar, ruang tamu, dan dapur, serta kamar mandi.</i>	Inside the house, there is one bedroom, a living room, a kitchen, and a bathroom.	14
317	<i>Ada kompor di dapur, lalu ada beberapa kursi, sebuah meja makan, sebuah kasur, dan satu lemari.</i>	There is a stove in the kitchen, several chairs, a dining table, a bed, and a wardrobe.	15
318	<i>Tidak ada apa-apa lagi selain itu.</i>	There is nothing more than that.	15
319	<i>Aku dan Mama berkeliling sekilas.</i>	Mama and I take a quick look around.	15



320	<i>Tidak banyak yang bisa dilihat.</i>	There is not much to see.	15
321	<i>Dindingnya penuh bekas air.</i>	The walls are full of water stains.	15
322	<i>Aku juga tidak suka warnanya.</i>	I don't like those colours.	15
323	<i>Kuning seperti muntahan bubur bayi.</i>	The colour is yellow, like the vomit of baby porridge.	15
324	<i>Ada noda sundutan rokok di taplak meja.</i>	There are cigarette burns on the tablecloth.	15
325	<i>Papa berkacak pinggang di tengah-tengah ruangan.</i>	Papa stands with his hands on his hips in the middle of the room.	15
326	<i>"Nah!" serunya lantang.</i>	"Well!" He called out loudly.	15
327	<i>Kalau Papa bicara selalu lantang, itu membuatku kaget, kemudian takut.</i>	When Papa speaks, he is always loud, which startles me and then scares me.	15
328	<i>Papa bilang, "Kuharap kalian suka!"</i>	Papa says, "I hope you like it!"	15
329	<i>Kurasa aku tidak suka.</i>	I think I don't like it.	15
330	<i>Tapi aku tidak mengatakan apa-apa karena itu akan membuat Papa marah.</i>	But I don't say anything because it would make Papa angry.	15
331	<i>Mama juga tampaknya tidak suka.</i>	Mama probably wouldn't like it either.	15
332	<i>Mama menelan ludah, lalu berkata, "Apa yang kita lakukan di sini?"</i>	Mama swallowed and said, "What are we doing here?"	15
333	<i>"Kita tinggal di sini. Sudah jelas, kan?" kata Papa.</i>	"We stay here. It seems clear, right?" said Papa.	15
334	<i>"Kan kau sudah kuberi tahu."</i>	"I've told you, haven't I."	15
335	<i>Dari wajah Mama, aku bisa tahu kalau Papa belum memberitahunya.</i>	Looking at Mama's face, I can tell Papa hasn't told her.	15
336	<i>Tapi Mama diam saja.</i>	But Mama is just quiet.	15
337	<i>Ketika Mama bicara, dia bilang, "Kita akan tinggal di rusun?"</i>	When Mama spoke, she said, "We will live in tenement?"	15
338	<i>"Ya! Bagus, kan? Kau lihat gang kecil di samping rusun ini? Kalau kita lewat sana,</i>	"Yeah! It's great, isn't it? You see that alley next to this place? If we go through there,	15

	<i>terus saja, bisa langsung tembus ke kasino! Lihat! Luar biasa, kan?"</i>	just keep going. We can go straight to the casino! Look! It's incredible, right?	
339	<i>Mama langsung melotot.</i>	Mama immediately a sharp glare.	15
340	<i>Mama jarang melotot.</i>	Mama rarely does that.	15
341	<i>Mungkin, ini pertama kalinya aku melihat Mama melotot.</i>	Maybe this is the first time I've seen her like that.	15
342	<i>"KASINO!? Bagaimana ceritanya bisa ada kasino?!" pekik Mama dengan suara melengking.</i>	"CASINO!? How could there be a casino in here?!" She screeches in a shrill voice.	15
343	<i>Ini juga pertama kalinya aku mendengar Mama memekik.</i>	This is also the first time I hear Mama screech.	15
344	<i>Papa mengangkat bahu.</i>	Papa just shrug.	15
345	<i>"Bukan kasino betulan. Rumah judi, lah.</i>	"It is not the real casino. It is such as gambling house.	15
346	<i>Aku tahu tempat ini dari teman. Dia yang menyewakan kamar ini."</i>	I know about that place from my friend. He rented this room to me."	15
347	<i>Papa menunjuk-nunjuk keluar jendela. "Tidak sampai 5 menit!"</i>	Papa points out the window. "Less than five minutes!"	16
348	<i>"Papa!" jerit Mama lagi.</i>	"Papa!" Mama screams again.	16
349	<i>Mama <b>terenyak</b> duduk di kursi, menutupi wajahnya. Kupikir Mama menangis, tapi ternyata tidak.</i>	Mama is <b>stunned</b> into a chair then covers her face <b>with her hand</b> . I thought she was crying but she wasn't.	16
350	<i>"Kan Mama sudah bilang, Papa harus berhenti judi! Itu menyita waktu Papa, menghabiskan uang Papa..."</i>	"I've already told you to stop playing gambling! That's wasting your time and your money..."	16
351	<i>"Tapi kita kan baru dapat uang warisan," sahut Papa cepat.</i>	"But we just got the inheritance," replied Papa quickly.	16
352	<i>"Dan rumah, serta barang-barang kita, sudah ada yang menawarkan. Sebentar lagi kita akan punya uang lebih banyak..."</i>	"And our house, including our furniture, has already been bid on. We will have more money soon..."	16



353	<b>“RUMAH KITA DIJUAL?!”</b>	<b>“YOU SOLD OUR HOUSE?!”</b>	16
354	<i>Sekarang Mama kedengaran seperti kucing yang terjepit pintu.</i>	Now Mama sounds like a cat squeezed through a door.	16
355	<i>Aku tahu karena aku pernah tanpa sengaja menjepit kaki kucing liar yang masuk ke rumah kami dan aku diminta Mama mengusirnya.</i>	I knew it because I once accidentally pinched the leg of a stray cat that came into our house, and Mama asked me to chase it away.	16
356	<i>Sekarang Papa tampak marah.</i>	Now Papa looks angry.	16
357	<i>Mungkin karena Mama menjerit-jerit.</i>	Maybe it's because Mama is yelling.	16
358	<i>Padahal Papa juga selalu bicara sambil menjerit-jerit.</i>	Even though Papa always talks loudly too.	16
359	<i>Kalau Papa menjerit, Mama menangis.</i>	When Papa yells, Mama cries.	16
360	<i>Seharusnya, Papa juga menangis. Tapi, tidak. Papa melotot.</i>	Papa should be crying too. But he doesn't. Papa glares sharply.	16
361	<i>Dan, Papa membentak. Ini bunyinya:</i>	And Papa snapped. This is how it sounds:	16
362	<i>“Kau ini selalu saja menentang keputusanku! Sudah capek-capek aku mencari uang untukmu dan anakmu itu! Padahal kalian kerjanya hanya duduk-duduk di dapur sambil makan makanan yang DIBELI DENGAN UANGKU!”</i>	“You're always against my decisions! I've been tired of working hard to earn money for you and your daughter! All you both do is only sit in the kitchen and eat food BOUGHT WITH MY MONEY!”	16
363	<i>Mama langsung melompat berdiri dan balik berteriak, “MASIH INGAT KAU PUNYA ANAK!? MASIH INGAT?!”</i>	Mama immediately jumps up and shouted back, “DO YOU STILL REMEMBER YOU HAVE A CHILD!? YOU STILL REMEMBER IT?!”	16
364	<i>Papa balik berteriak lagi, “MASIH INGAT! KARENA KERJAAN DIA CUMA MALAS-MALASAN</i>	Papa shouted again, “I DO! BECAUSE ALL SHE DOES IS NOT DO ANYTHING AND JUST SPEND MY	16

	MENGHABISKAN UANGKU! COBA KAU DIDIK DIA UNTUK BEKERJA! BUKAN UNTUK JADI PEMALAS SEPERTIMU!"	MONEY! TRY TO TEACH HER TO GET A WORK! NOT TO BE LAZY LIKE YOU!"	
365	"KAU MAU <b>MENYURUH</b> ANAK KITA BEKERJA!? DIA ENAM TAHUN!"	"YOU WANT <b>MAKE</b> OUR CHILD TO WORK?! SHE'S SIX YEARS OLD!"	16
366	<i>Karena Mama dan Papa tampaknya akan melanjutkan jerit-menjerit, aku menutup telinga dan kabur ke satu- satunya kamar yang ada di ruangan itu.</i>	Because Mama and Papa seem to continue the screaming, I cover my ears and escape to the only room in that space.	17
367	<i>Tapi suara jeritan mereka masih tetap kedengaran.</i>	But the sound of their screams could still be heard.	17
368	<i>Karena aku bisa mendengar Papa bilang, "HEI! SI PEMALAS ITU KABUR KE KAMAR KITA! KELUAR KAU!"</i>	Because I can hear Papa saying, "HEY! THAT SLACKER RAN INTO OUR ROOM! GET OUT OF THERE!"	17
369	"JANGAN BICARA BEGITU PADA ANAK KITA!"	"DON'T TALK TO OUR CHILD LIKE THAT!"	
370	<i>Jadi aku keluar dari kamar dan menghadapi mereka berdua.</i>	So, I come out of the room and confront them.	17
371	<i>Papa melemparkan sejumlah uang dari dompetnya dan menyuruhku keluar, mencari makan, karena 'satu-satunya yang bisa kulakukan hanya menghabiskan uangnya'.</i>	Papa threw some money from his wallet and told me to go out and get something to eat because 'the only thing I could do was spend his money'.	17
372	<i>(Ini tidak benar, karena aku bisa juga melakukan hal lain.</i>	(This is not true, because I can also do other things.	17
373	<i>Misalnya menggali upil dan mencoba menari <b>Tari Selendang</b>.</i>	For example, picking your nose and trying to dance the <b>Tari Selendang, which is dancing with the shawl.</b>	17
374	<i>Itu ada lagunya.</i>	There is a song.	17



375	<i>Soal Tari Selendang, bukan menggali upil).</i>	About Tari Selendang, not picking up your nose).	17
376	<i>Mama mulai menjerit-jerit marah lagi.</i>	Mama starts screaming angrily again.	17
377	<i>ku buru-buru kabur.</i>	I quickly run away.	17
378	<i>Tapi aku penasaran, jadi kubiarkan pintunya terbuka sedikit dan aku mencoba mendengarkan apa yang mereka bicarakan lagi.</i>	But I'm curious, so I leave the door open slightly and try to listen to what they're talking about again.	17
379	<i>Ternyata Papa bilang, "Hei! Anak sialan itu masih di pintu! Menguping, dia! Itulah hasil didikanmu!"</i>	It turns out Papa said, "Hey! That brat is still at the door! She is eavesdropping! That's your upbringing!"	17
380	<i>Aku buru-buru menutup pintu sebelum mendengar balasan Mama, lalu berlari secepat kilat menuruni tangga.</i>	I hurriedly close the door before I hear Mama's reply, then run as fast as lightning down the stairs.	17
381	<i>Menurut kamus, kasino berarti 'tempat menyelenggarakan perjudian secara legal'.</i>	Based on the <i>Kamus Besar Bahasa Indonesia</i> , 'casino' means 'a place of the gambling conducted legally.'	17
382	<i>Perjudian diambil dari kata 'judi', yang artinya sudah pernah kujelaskan sebelum ini.</i>	Gambling is derived from the word 'gamble', which I've already explained before.	17
383	<i>Tapi aku harus mencari arti kata 'legal'.</i>	But I need to find the meaning of 'legally'.	17
384	<i>Dan ini yang kutemukan di kamus:</i>	And this I found in this dictionary:	17
385	<i>Legal [ks.]: sesuai dengan peraturan perundang-undangan atau hukum.</i>	Legal [adv]: by laws and regulations.	17
386	<i>Aku sering mendengar tentang peraturan perundang-undangan dan hukum.</i>	I often hear about laws and regulations.	18
387	<i>Peraturan perundang-undangan itu sejenis tulisan sangat panjang mengenai apa yang boleh dan tidak boleh dilakukan orang.</i>	Laws and regulations are lengthy documents that outline what people can and cannot do.	18

388	<i>Biasanya ada gambar burung garuda di awal tulisannya.</i>	There is usually an image of a Garuda bird at the start of the document.	18
389	<i>Lalu aku mencari tahu soal 'hukum', dan aku menemukan ini:</i>	Then I looked into about 'laws' and I found this:	18
390	<i>Hukum [kb.]: (1) peraturan atau adat yang secara resmi dianggap mengikat, yang dikukuhkan oleh penguasa atau pemerintah; (2) undang-undang, peraturan untuk mengatur pergaulan hidup masyarakat; (3) patokan (kaidah, ketentuan) mengenai peristiwa yang tertentu; (4) keputusan (pertimbangan) yang ditetapkan oleh hakim, vonis.</i>	Law [n]: (1) a rule or custom that is officially considered binding, established by a ruler or government; (2) a statute or regulation that governs social relations; (3) a guideline (principle, regulation) concerning specific events; (4) a decision (judgment) made by a judge, a verdict.	18
391	<i>Aku agak (sangat) bingung karena definisinya panjang sekali, tapi kurasa kurang-lebih artinya mirip dengan isi peraturan perundang-undangan.</i>	I didn't understand because the definition is very lengthy, but I suppose it's somewhat similar to the content of laws and regulations.	18
392	<i>Tapi akhirnya aku tidak benar-benar tahu arti kata 'kasino'.</i>	But in the end, I still didn't really know the word 'casino' meaning.	18
393	<i>Mereka sedang membicarakan tiga orang pemilik warung kopi bernama Dono, Kasino, dan Indro.</i>	They talked to about three coffee shop owners named Dono, Kasino, and Indro.	18
394	<i>Nama 'Dono' mirip dengan nama Papa dan nama temanku yang jahat.</i>	The named 'Dono' was similar to my father's name and the name of my bad friend.	18
395	<i>Nama 'Kasino' mirip dengan 'kasino' yang disukai Papa.</i>	The name 'Kasino' is similar to the 'casino' that Papa likes.	18
396	<i>Yang disukai Papa biasanya adalah sesuatu yang tidak baik.</i>	What Papa's like is something bad.	18



397	<i>Jadi, kusimpulkan, Indro adalah satu-satunya orang yang baik di warung kopi itu.</i>	So, I summery that Indro was the only good person in the coffee shop.	18
398	<i>Kesimpulannya: 'kasino' adalah pemilik warung kopi yang suka bermain dengan uang atau barang sebagai taruhan (arti taruhan masih membingungkan) secara legal (arti legal juga masih membingungkan).</i>	To summarize: a 'casino' is a coffee shop owner who likes to play with money or goods as a bet (the meaning of bet is still confusing) legally (the meaning of legal is also still confusing).	18
399	<i>Ketika Papa pergi ke 'kasino', berarti Papa mengunjungi pemilik warung kopi untuk bermain bersamanya.</i>	When Papa goes to the 'casino', it means Papa visits the coffee shop owner to play games with him.	19
400	<i>Padahal, kata Papa, orang tidak boleh main-main.</i>	In fact, Papa said that people shouldn't play games.	19
401	<i>Orang yang kerjaannya main-main adalah orang bodoh.</i>	People who play games are fools.	19
402	<i>Orang bodoh harus <b>dirajam</b>.</i>	The foolish deserve the foolish deserve <b>harsh punishment</b> .	19
403	<i>Untungnya, aku tidak mau pergi main-main.</i>	Fortunately, I didn't want to go playing around.	19
404	<i>Aku mau makan.</i>	I want to eat.	19
405	<i>Jadi, aku tidak harus dirajam.</i>	So, I don't have to be punished.	19
406	<i>Di samping rusun, ada rumah makan kecil.</i>	Next to the tenement, there is a small local restaurant.	19
407	<i>Di sekitar sini ada banyak tempat makan.</i>	There are many places to eat around here.	19
408	<i>Aku duduk di dekat pintu karena hari itu panas dan aku butuh angin.</i>	I sit by the door because it is a hot day, and I need fresh air.	19
409	<i>(Kata Kakek Kia, 'butuh angin' artinya bukan benar-benar membutuhkan angin, karena angin itu ada di mana-mana. Artinya, 'sedang butuh jalan-jalan').</i>	(Kakek Kia said that 'fresh air' doesn't mean needing the wind because the wind is everywhere. It means 'in need to go for a walk').	19

410	<i>Ketika aku mendapat makananku, aku mulai merasa sedih.</i>	When I got my food, I suddenly felt sad.	19
411	<i>Aku tidak terlalu paham apa yang terjadi dan kenapa, tapi kurasa kami akan tinggal di rusun itu.</i>	I don't fully understand what is happening and why, but I think we will be living in the tenement.	19
412	<i>Dan, meskipun aku tidak keberatan, sepertinya Mama tidak senang.</i>	And even though I don't mind, it seems Mama is unhappy.	19
413	<i>Soalnya, Mama menjerit-jerit.</i>	Because she's been yelling.	19
414	<i>Ini pertama kalinya aku melihat Mama menjerit-jerit seperti itu.</i>	This was the first time I saw Mama yelling.	19
415	<i>Mungkin karena biasanya Mama menyuruhku masuk kamar setiap Papa mulai menggebrak meja.</i>	Maybe it was because Mama usually told me to go to my room whenever Papa start banged the table.	19
416	<i>Dan sekarang, aku tidak punya kamar dengan pintu dan dinding yang bagus.</i>	And now I don't have a room with a nice door and walls.	19
417	<i>Berarti, setiap kali mereka marah, aku akan mendengar mereka.</i>	This means that every time they argue, I will hear them.	19
418	<b><i>Kurasa aku akan kena marah Papa begitu pulang nanti.</i></b>	<b>I think Papa will be angry with me when he gets home.</b>	19
419	<i>Papa benci aku.</i>	Papa hates me.	19
420	<i>Tapi dia lebih benci lagi kalau aku menguping.</i>	But he hated it even more when I eavesdropped.	19
421	<i>Aku sudah berusaha tidak menguping, tapi ternyata menguping itu asyik.</i>	I've tried not to eavesdrop, but it turns out that eavesdropping is fun.	19
422	<i>Papa sudah berkali-kali menangkapku menguping.</i>	Papa has caught me eavesdropping many times.	19
423	<i>Setiap kali aku tertangkap, Papa akan menjewer telingaku dan memukul pantatku dengan sisir.</i>	Whenever I was caught, Papa would twist my ears and smack my bottom with a comb.	19
424	<i>Aku tidak mau dipukul sisir.</i>	I didn't want to be smacked with a comb.	19



425	<i>Tapi sekarang tidak mungkin tidak menguping, soalnya suara Papa akan kedengaran ke mana pun aku pergi.</i>	But now it's impossible not to eavesdrop because Papa's voice will be heard wherever I go.	19
426	<i>Ruangan itu kan kecil.</i>	The room is so small.	19
427	<i>Tidak bisa ke mana-mana, kecuali keluar.</i>	I can't go everywhere except go outside.	19
428	<i>Tapi Papa kan suka mencari alasan untuk memarahiku.</i>	But Papa liked to found reasons to scold me.	19
429	<i>Mungkin itu yang katanya 'bentuk kasih sayang' Papa? Kalau itu benar, aku tidak suka disayang Papa.</i>	Maybe that's what people call his way of showing 'love'? If that's true, I don't like being loved that way.	20
430	<i>Kutusuk-tusuk ayam di depanku.</i>	I skewer the chicken in front of me.	20
431	<i>Aku tidak begitu yakin cara makan ayam.</i>	I'm not really sure how to eat chicken.	20
432	<i>Biasanya Mama membantuku dengan tulangnya.</i>	Mama usually helps me with the bones.	20
433	<i>Seharusnya aku tidak memesan ayam.</i>	I shouldn't have ordered fried chicken.	20
434	<i>Tapi, itu nama tempat makannya: SEDIA AYAM GORENG.</i>	But, that's the name of the restaurant: READY FRIED CHICKEN.	20
435	<i>Jadi kupikir harus makan ayam goreng.</i>	So, I thought I should have ordered a fried chicken.	20
436	<i>Ada anak pengamen yang masuk ke dalam rumah makan.</i>	There is a busker boy who enters the restaurant.	20
437	<i>Dia membawa gitar kecil.</i>	He carried a <b>ukulele</b> , which	20
438	<i>Warna gitarnya cokelat.</i>	was brown	
439	<i>Bajunya lusuh, tapi bersih.</i>	His clothes were shabby but	20
440	<i>Gambar kotak-kotak berwarna merah-putih yang sudah pudar.</i>	clean with a faded red-and-white plaid pattern.	
441	<i>Mungkin dia tinggal di sekitar sini.</i>	Maybe he lives near here.	20
442	<i>Haruskah aku memberinya uang? Aku masih punya banyak uang dari Papa.</i>	Should I give him some money? I still have a lot of money from Papa.	20

443	<i>Papa memberikanku dua lembar uang lima puluh ribuan, dan harga nasi ayam ini cuma sebelas ribu.</i>	Papa gave me two fifty-thousand rupiahs, and this chicken rice only cost eleven thousand.	20
444	<i>Aku belum bisa menghitung sebanyak itu.</i>	I can't count that much yet.	20
445	<i>Tapi melihat jumlah lembaran kertas di kantongku, aku tahu aku masih punya banyak uang.</i>	But looking at the number of pieces of paper in my pocket, I know I still have plenty of money.	20
446	<i>Tapi, dia tidak menghampiri orang-orang untuk meminta uang.</i>	But he didn't approach people for money.	20
447	<i>Anak itu duduk di meja seberangku bersama gitarnya.</i>	The boy sat at the table across from me with his ukulele.	20
448	<i>Dia mengayun-ayunkan kakinya sambil menunggu dibawakan makanan oleh Mbak-mbak Penjaga Rumah Makan.</i>	He swung his legs while waiting for the food to be brought him by a Waitress.	20
449	<i>Sambil menunggu, dia memainkan sedikit gitarnya.</i>	While waiting, he played his ukulele.	20
450	<i>Papa tidak bisa main gitar.</i>	Papa couldn't play ukulele.	20
451	<i>Mama juga tidak main gitar.</i>	Mama couldn't play the ukulele either.	20
452	<i>Mereka berdua tidak memainkan alat musik apa pun.</i>	Neither of them plays any musical instruments.	20
453	<i>Tapi Mama menyuruhku bermain piano.</i>	But Mama made me play the piano.	20
454	<i>Papa bilang permainanku buruk sekali.</i>	Papa said my playing was terrible.	20
455	<i>Tidak lama, Mbak-mbak Penjaga Rumah Makan membawakan anak itu makanannya.</i>	It wasn't long before, the Waitress brought the boy his food.	20
456	<i>Dia juga memesan nasi ayam, sepertiku.</i>	He also ordered chicken rice, like me.	20
457	<i>Dia makan pakai tangan.</i>	He eats with his hands.	20



458	<i>Ketika dia makan, gitarnya dia letakkan di kursi di sebelahnya.</i>	He places his ukulele on the chair next to him when he eats.	20
459	<i>Dia makan lahap sekali.</i>	He eats with a great appetite.	20
460	<i>Mungkin belum makan sejak kemarin-kemarin.</i>	Maybe he hasn't eaten since yesterday.	20
461	<i>Kudengar anak-anak pengamen tidak sering mendapat kesempatan makan.</i>	I heard that buskers don't often get the chance to eat.	20
462	<i>Kasih.</i>	What a poor.	21
463	<i>Kuperhatikan cara dia makan.</i>	I watched how he ate.	21
464	<i>Aku belum pernah makan dengan tangan.</i>	I've never eaten with my hands.	21
465	<i>Aku juga belum pernah makan ayam sendiri.</i>	I've never eaten chicken on my own either.	21
466	<i>Anak itu pandai sekali makan pakai tangan.</i>	That child is very skilled at eating with his hands.	21
467	<i>Dia menyobek ayamnya, meletakkannya ke atas nasi, lalu meraup nasi itu dengan jari-jarinya.</i>	He tore the chicken apart, placed it on the rice, and then scooped it up with his fingers.	21
468	<i>Kuputuskan untuk mencoba caranya makan.</i>	I decide to try his way of eating.	21
469	<i>Tapi aku tidak bisa mengambil nasi dengan baik.</i>	But I couldn't pick up the rice correctly.	21
470	<i>Nasinya selalu keluar dari sela-sela jariku.</i>	The rice kept falling through my fingers.	21
471	<i>Tak lama kemudian, mejaku sudah dipenuhi bulir-bulir nasi.</i>	Before long, my table was covered with grains of rice.	21
472	<i>Anak itu balik memperhatikanku sekarang.</i>	The boy is now watching me.	21
473	<i>Aku berhenti mencoba makan karena malu ketahuan tidak bisa makan sendiri.</i>	I stopped trying to eat because I was embarrassed to be caught not being able to feed myself.	21
474	<i>Selama ini biasanya aku disuapi Mama.</i>	I was usually fed by Mama.	21

475	<i>"Hei." Anak itu bicara padaku.</i>	"Hey." The boy spoke to me.	21
476	<i>"Hei." Aku balik bicara pada anak itu.</i>	"Hey." I replied.	21
477	<i>"Kamu nggak bisa makan, ya?" katanya.</i>	"You can't eat by yourself, can you?" He said.	21
478	<i>"Bisa kok," kataku, meskipun aku tahu itu tidak benar.</i>	"I can," I replied, even though I knew that wasn't true.	21
479	<i>Anak itu memperhatikanku lagi.</i>	The boy looked at me again.	21
480	<i>Seperfinya dia mau tahu aku benar-benar bisa makan atau tidak.</i>	It seemed he wanted to see if I could really eat or not.	21
481	<i>Tapi aku memang sebenarnya tidak bisa makan, jadi aku tidak bisa membuktikan padanya kalau aku bisa makan.</i>	But the truth is, I couldn't eat by myself. So, I couldn't prove to him that I could.	21
482	<i>Tiba-tiba, dia melompat turun dari kursinya, lalu berjalan ke mejaku sambil membawa piring makanan dan gitarnya, lalu kembali lagi untuk mengambil gelas es teh dan sendok-garpu.</i>	Suddenly, he jumped from his chair and walked over to my table with his plate and ukulele. Then, he returned to get his iced tea and spoons.	21
483	<i>Dia duduk di seberangku.</i>	He sat down opposite me.	21
484	<i>Kulihat nasi di piringnya masih ada separuh.</i>	I saw that he still had half of the rice on his plate.	21
485	<i>Tapi dia tidak melanjutkan makan.</i>	But he didn't continue eating.	21
486	<i>Dia menarik piringku.</i>	He pulled my plate away.	21
487	<i>Kupikir, dia mau memakan makananku.</i>	I thought he was going to eat my food.	21
488	<i>Tapi karena aku takut pada anak pengamen, aku tidak berani menentangnya.</i>	But I didn't dare oppose the Busker boy because I was afraid of him.	21
489	<i>Bisa saja dia memukul kepalaku dengan gitarnya.</i>	He might hit me on my head with his ukulele.	21
490	<i>(Untungnya, Papa tidak bisa main gitar. Kalau dia bisa</i>	<i>(Fortunately, Papa can't play the guitar. If he could play, he</i>	21



	<i>main gitar, dia pasti akan punya gitar. Dan dia akan menggunakannya untuk mementungku).</i>	would have one and use it to hit me).	
491	<i>Tapi ternyata dia memotongkan ayamku, mencampurnya dengan nasi, lalu mengulurkan sendoknya ke mulutku.</i>	But it turned out that she cut up my chicken, mixed it with rice, and then held out his spoon to my mouth.	22
492	<i>Aku kaget sekali—ternyata dia mau menyuapiku.</i>	I'm so surprised that he actually wanted to feed me.	22
493	<i>Seperti Mama.</i>	Just like Mama.	22
494	<i>Lalu karena aku lapar, aku mulai makan.</i>	Because I was hungry, I started eating.	22
495	<i>"Kamu berapa tahun?" kata anak itu.</i>	"How old are you?" the boy asked.	22
496	<i>"6 tahun."</i>	"Six years old."	22
497	<i>"Kenapa kamu belum bisa makan sendiri?"</i>	"Why can't you eat by yourself yet?"	22
498	<i>Biasanya aku dibantu Mama."</i>	"My mom usually helps me."	22
499	<i>"Mana Mama kamu?"</i>	"Where's your mom?"	22
500	<i>"Di kamar."</i>	"In the room."	22
501	<i>"Kenapa kamu makan sendirian kalau kamu nggak bisa makan sendiri?"</i>	"Why are you eating alone if you can't eat by yourself?"	22
502	<i>"Karena Mama sedang bertengkar dengan Papa."</i>	"Because Mama is fighting with Papa."	22
503	<i>"Oh." Anak itu menyendokkan makanan sekali lagi.</i>	"Oh." The child scooped up the food once more.	22
504	<i>"Kenapa bertengkar?"</i>	"Why are they fighting?"	22
505	<i>"Karena Papa mau tinggal di dekat kasino.</i>	"Because Papa wants to live near a casino.	22
506	<i>Kata kamus, kasino itu 'tempat menyelenggarakan permainan dengan menggunakan uang sebagai hadiah secara sesuai dengan peraturan'."</i>	Based on <i>Kamus Besar Bahasa Indonesia</i> means 'a place where games are played using money as prizes in accordance with regulations.'	22
507	<i>"Hah? Apaan itu?"</i>	"What do you mean?"	22

508	<i>"Kamu juga tidak tahu? Aku tidak tahu."</i>	"You don't know either? Neither do I."	22
509	<i>Aku baca artinya di kamus sebagai 'tempat menyelenggarakan judi secara legal'.</i>	I read its meaning in the dictionary as 'a place where gambling is conducted legally'.	22
510	<i>Tapi aku tidak tahu artinya judi dan artinya legal.</i>	But I didn't know what is gambling and legally mean.	22
511	<i>Lalu aku cari arti judi, dan aku tidak tahu artinya taruhan.</i>	Then, I looked up the meaning of gambling and I didn't know what is betting mean.	22
512	<i>Aku cari artinya legal, lalu aku jadi benar-benar kebingungan."</i>	I looked up the 'legally' word mean, the I got really confused.	22
513	<i>Dia memasang wajah bingung.</i>	She made a confused face.	22
514	<i>"Aku nggak tahu kasino."</i>	"I didn't know what a casino is."	22
515	<i>Tapi aku tahu tempat judi.</i>	But I know the place to play gambling.	22
516	<i>Ada di dalam gang sana.</i>	There is one down that alley.	22
517	<i>Papa kamu suka judi, ya?"</i>	Your Papa likes gambling, huh?	22
518	<i>Aku mengangguk. "Kata Mama, Papa suka judi."</i>	I nodded. "Mama said Papa liked gambling."	22
519	<i>Katanya, itu bukan cara menghabiskan uang yang baik."</i>	She said it wasn't a good way to spend money."	22
520	<i>"Kenapa?"</i>	"Why?"	23
521	<i>"Aku tidak tahu."</i>	"I don't know."	23
522	<i>"Mungkin karena kalau ketahuan judi bisa ditangkap polisi."</i>	"Maybe it's because if you get caught gambling, the police will arrest you."	23
523	<i>Banyak orang yang kena tangkap polisi waktu main judi."</i>	Many people have been caught by the police while playing gambling"	23
524	<i>"Oh. Jadi judi itu kejahatan?"</i>	"So gambling is a crime?"	23
525	<i>"Iya, kayaknya. Soalnya bisa ditangkap polisi."</i>	"Yeah, I think so. You can get arrested by the police."	23



526	"Kamu pernah main judi?"	"Have you ever played gambling?"	23
527	"Pernah. Tapi aku nggak usah bayar, katanya."	"I have. But I didn't have to pay, he said."	23
528	"Jadi, kamu jahat?"	"So, are you bad?"	23
529	"Nggak. Aku kan cuma main-main. Lagi pula, aku nggak ditangkap polisi."	"Nope. I was just playing around. Besides, I wasn't arrested by the police."	23
530	"Oh."	"I see"	23
531	Kulihat makanan di piringku hampir habis.	I look at the food on my plate is almost done.	23
532	Aku makan cepat sekali.	I ate so fast.	23
533	3 Spalnya, aku memang lapar.	Because I was starving.	23
534	Aku tidak mendapat makan siang tadi, soalnya kami terjebak kemacetan. 3	I didn't get lunch earlier because we were stuck in traffic.	23
535	"Kamu berapa tahun?" Aku bertanya kepada anak itu.	"How old are you?" I asked the boy.	23
536	"10 tahun."	"10"	23
537	"Oh."	"I see"	23
538	Buru-buru, dia menyendokkan nasi terakhir untukku.	Hurriedly, he spooned the last of the rice for me.	23
539	Lalu dia melanjutkan makannya sendiri.	Then, he continues eating on his own.	23
540	Sepertinya dia lapar.	He looks hungry.	23
541	3 Aku minum es jerukku.	I drink my orange juice.	23
542	Aku suka es jeruk.	I love orange juice because of	23
542	Soalnya, warnanya bagus.	its colour. It's so attractive like	
543	Mirip lampu kuning.	a yellow-on-light traffic.	
544	Si Anak Pengamen bicara lagi. "Aku nggak pernah lihat kamu sebelumnya."	Busker Boy spoke again. "I've never seen you before."	23
545	"Aku baru datang hari ini. Kami baru pindah."	"I just came today. We just moved in."	23
546	"Pindah ke mana?"	"Where did you move to?"	23
547	"Ke Rusun Nero."	"To Tenement Nero."	23
548	"Ke Rusun Nero."	"To Tenement Nero."	23
549	"Oh. Kasihan."	"That's too bad."	23
550	"Kenapa?"	"Why?"	23

551	<i>"Soalnya, tempatnya jelek. Kadang-kadang nggak ada air."</i>	"Because the place is awful, sometimes there's no water."	24
552	<i>Suka mati lampu. Terus, gelap. Suka ada bau tikus mati juga."</i>	"The power goes out, so it's dark. There's also the smell of dead rats."	24
553	<i>Pernah, suatu hari ada tikus mati yang jatuh dari atap dan masuk ke bak mandi."</i>	"Once, a dead rat fell on the roof and into the bathtub."	24
554	<i>Pokoknya, jelek, deh. Terus, ada banyak cerita hantunya, gitu."</i>	"In short, it's horrible. Then there are many horror stories."	24
555	<i>Aku tidak suka tikus. Aku juga nggak suka hantu."</i>	"I don't like rats. I don't like ghosts either."	24
556	<i>Aku mau menangis, tapi aku ingat kalau Papa benci sekali kalau aku menangis."</i>	"I want to cry, but I remember that Papa hates it when I cry."	24
557	<i>Mungkin, bukan cuma sisir, aku juga akan dipukul pakai sapu kalau ketahuan menangis."</i>	"Maybe it's not just a comb. If he catches me crying, I might also get hit with a broom."	24
558	<i>"Memangnya kamu tinggal di mana?" tanyaku."</i>	"Where do you live?" I asked."	24
559	<i>Anak itu melihatku. "Di Rusun Nero."</i>	"The boy looked at me. "In Tenement Nero."	24
560	<i>"Oh." Aku diam sebentar. "Kasihannya."</i>	"I see." I paused. "What a poor."	24
561	<i>Lalu, dia tersenyum lebar. "Kamu aneh."</i>	"Then, she smiled widely, "You're strange."	24
562	<i>"Oh ya?"</i>	"Oh, really?"	24
563	<i>"Iya," katanya. "Tapi nggak apa-apa."</i>	"Yes," he said. "But, it's okay."	24
564	<i>"Anehnya kenapa?"</i>	"Why am I strange?"	24
565	<i>"Nggak tahu." Dia mengangkat bahunya. "Tapi kamu ngomongnya aneh. Kayak orang besar."</i>	"I don't know," he shrugged. "You speak strangely. Like an adult."	24
566	<i>Aku bingung. "Mama dan Kakek Kia selalu menyuruhku bicara seperti ini."</i>	"I'm confused. "Mama and Kakek Kia always told me to talk like this."	24



567	<i>"Katanya aku tidak boleh bicara seperti anak-anak di sekolah, karena cara bicara mereka kurang baik."</i>	"They said I shouldn't talk like the kids at school because their way of speaking isn't good."	24
568	<i>"Siapa Kakek Kia?"</i>	"Who is Kakek Kia."	24
569	<i>"Kakekku."</i>	"My grandfather."	24
570	<i>"Di mana dia?"</i>	"Where is he?"	24
571	<i>"Nggak tahu. Sudah meninggal."</i>	"I don't know. He passed away."	24
572	<i>"Oh. Kalau sudah meninggal, caranya di kuburan, tuh."</i>	"Oh. If he's passed away, look in the cemetery."	24
573	<i>Nanti, mereka kelihatan di dekat pohon kamboja. Jadi pocong."</i>	Later, they will appear near the frangipani tree. They'll become pocong, a ghost wearing a shroud.	24
574	<i>Kalau cewek, jadi kuntilanak."</i>	If it's a girl, <b>she'll turn into a kuntilanak, a ghost with flowing black hair</b>	24
575	<i>"Ih, kan, seram."</i>	"That's scary."	24
576	<i>"Nggak, ah. Pocong sih lucu. Kayak guling."</i>	"Not really. Pocong is kind of cute. Like a bolster."	24
577	<i>"Kakek kamu jadi pocong juga, ya?"</i>	"Did your grandfather become a pocong too?"	25
578	<i>"Nggak."</i>	"Nope."	25
579	<i>"Di mana kakek kamu?"</i>	"Where is your grandfather?"	25
580	<i>"Aku nggak tahu."</i>	"I don't know."	25
581	<i>"Kenapa? Sudah meninggal juga?"</i>	"Why? Did he pass away too?"	25
582	<i>"Nggak tahu saja."</i>	"I just don't know."	25
583	<i>Lalu dia menghabiskan makanannya."</i>	Then, he finished his food.	25
584	<i>Es tehnya juga habis dengan cepat."</i>	The iced tea also disappeared quickly.	25
585	<i>Dia mengeluarkan uang untuk membayar makanannya, tapi Mbak-mbak Penjaga Rumah Makan bilang, "Makanan kamu sudah dibayarin Mas Alri."</i>	He took out the money to pay for his food, but the Waitress said, "Your food has been paid for by Alri."	25

586	<sup>3</sup> Lalu anak itu bilang: "Mas Alri-nya mana?"	Then the boy said, "Where's Alri?"	25
587	Dan Mbak-mbak Penjaga Rumah Makan bilang: "Nggak tahu. Dia kasih uangnya tadi pagi."	And the Waitress: "I don't know. He gave me the money this morning."	25
588	Katanya, kalau kamu makan di sini, dia yang bayar. Kayaknya dia pergi lagi, tuh."	He said that if you ate here, he would cover the bill. It looks like he's gone again, though."	25
589	Anak itu tampak kecewa. "Yah. Mas Alri kalau pergi kan lama banget."	The boy looked disappointed. "Emm. Alri takes so long to come back"	25
590	Lalu Mbak-mbak Penjaga Rumah Makan itu tersenyum dan mengacak-acak rambut anak itu."	Then she smiled and ruffled the boy's hair."	25
591	Mbak-mbak Penjaga Rumah Makan pergi meninggalkan kami karena ada yang memanggilnya."	The Waitress left us because someone had called her."	25
592	Orang yang memanggilnya itu seorang om-om botak yang memesan pecel lele."	The person who called her was a bald man who ordered fried catfish with peanut sauce and vegetables."	25
593	"Siapa Mas Alri?"	"Who is Alri?"	25
594	"Ada deh," kata anak itu."	"Nothing," said that boy."	25
595	Dia melompat turun dari kursinya."	He jumps down from his seat."	25
596	Gitarnya dia ambil."	He grabs his ukulele."	25
597	Mungkin dia mau pergi."	Maybe he will be leaving."	25
598	Aku turun dari kursiku juga. Berjalan mengikutinya."	I get off my seat too and walk after him."	25
599	"Kamu mau ke mana?" tanyaku."	"Where are you going?" I asked."	25
600	"Nggak tahu. Kamu mau ke mana?"	"I don't know. Where are you going?"	25
601	"Tidak tahu. Mungkin mau pulang. Kamu tidak mau pulang?"	"I don't know. Probably going home. Don't you want to go home?"	25



602	<i>Dia menggeleng. "Nggak bisa pulang."</i>	He shook his head. "I can't go home."	25
603	<i>"Kenapa tidak bisa pulang?"</i>	"Why can't you go home?"	25
604	<i>"Nggak boleh pulang," katanya. "Nanti, kalau sudah lewat jam 7 baru bisa masuk rumah."</i>	"I can't go home," he said. "Later, if it's after 7, I can go into the house."	26
605	<i>"Kenapa?" tanyaku lagi.</i>	"Why?" I asked again.	26
606	<i>"Kalau di atas jam 7, Papa pergi main judi. Jadi, rumah kosong."</i>	"If it's past 7 o'clock, Papa will go to play gamble. So, the house is empty."	26
607	<i>Aku tidak mengerti maksudnya.</i>	I don't understand what he means.	26
608	<i>Tapi aku sudah terlalu bingung.</i>	But I was already too confused.	26
609	<i>Hari ini ada banyak sekali hal membingungkan.</i>	There are so many confusing things today.	26
610	<i>Jadi, aku tidak bertanya-tanya lagi.</i>	So, I didn't ask any more question.	26
611	<i>"Jadi, kamu mau di sini saja sampai jam 7?"</i>	"So, do you want to stay here until 7?"	26
612	<i>Dia mengangguk.</i>	He nodded.	26
613	<i>"Berapa lama lagi itu?"</i>	"How much longer is that?"	26
614	<i>"Heh... Dua jam lagi."</i>	"Hmm... Two more hours."	26
615	<i>Dua jam itu lama sekali.</i>	Two hours is a long time.	26
616	<i>Aku tidak mau menunggu di luar selama itu.</i>	I don't want to wait outside that long.	26
617	<i>Kasihlah dia. Aku bilang padanya kalau aku mau pulang.</i>	I felt sorry for him. I told him I was going home.	26
618	<i>Dia cuma mengangguk saja.</i>	He just nodded.	26
619	<i>Ketika aku berjalan memasuki pagar Rusun Nero, kulihat dia bersandar di bawah tulisan SEDIA AYAM GORENG sambil memainkan gitarnya dan bernyanyi pelan-pelan</i>	When I walked through the gate of Nero Tenement, I saw him leaning under the sign that read READY FRIED CHICKEN, playing his ukulele, and singing softly.	26
620	<i>Sebenarnya, tangga sampai ke lantai tiga tidak terlalu tinggi.</i>	Actually, the stairs to the third floor are not that high.	26

621	<i>Tapi, rasanya capek sekali.</i>	But it feels very tiring.	26
622	<i>Dan perjalanannya terasa lama sekali.</i>	And the walk seemed to take forever.	26
623	<i>Anak-anak tangganya jorok.</i>	The stairs were filthy.	26
624	<i>Ada kecoa yang muncul dari 42<sup>ang</sup>.</i>	A cockroach emerged from a crack.	26
625	<i>Kalau ada kecoa, dia akan melotot dan mendengus- dengus, lalu menyuruh Mama mengusirnya sambil bilang, "KAU INI TIDAK BECUS MEMBERSIHKAN RUMAH! TIDAK BECUS MELAKUKAN APA-APA!"</i>	If there was a cockroach, Papa would glare and snort, then tell Mama to get rid of it while saying, "YOU'RE NOT ABLE TO CLEAN THE HOUSE! YOU CAN'T DO ANYTHING!"	26





## Appendix 4 Thesis Mentoring Card Advisor 1



## SEKOLAH TINGGI BAHASA ASING JIA

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KOTAMADYA BEKASI

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PROGRAM STUDI

English Literature

JUDUL SKRIPSI


Annotated Translation of Novel Di Tanah Lada from Indonesian into English

NAMA PEMBIMBING I

Yeni Nugraha, S.S., M.Hum

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	24/04	discuss chapter 1	[Signature]
2	10/04	check & revise Chap I. Go to Chap II	[Signature]
3	22/05	discuss chapter II	[Signature]
4	31/05	check Chapter II, Go to Chap III	[Signature]
5	6/06	Discuss Chapter III	[Signature]
6	14/06	check Chapter, Revise, Chapter III ok	[Signature]
7	5/07	Discuss Chapter IV	[Signature]
8	6/07	check Chap IV, Data 1-10	[Signature]
9	25/07	check Data, 11-20	[Signature]
10	26/07	check Data, 21-20. Ok Chap IV	[Signature]
11	1/8	check Part C & Chapter V	[Signature]
12	7/8	check and revise Chapter V. ok	[Signature]
13	6/8	check Abstract. OK	[Signature]
14	19/8	check All. Ready for Thesis Revisi	[Signature]
15			
16			

## Appendix 5 Thesis Mentoring Card Advisor 2













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**KARTU BIMBINGAN SKRIPSI**

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**JUDUL SKRIPSI** : Annotated Translation of novel Di Tanah Lada from Indonesian into English  
**NAMA PEMBIMBING II** : Inta Masni Sragel, S.S. N.Hum

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	1/5. 2024	check chapter I	
2	14/5. 2024	Revisi chapter I	
3	31/5. 2024	Chapter I ok.	
4	5/6. 2024	Chapter II (revisi) <small>-1 Definisi of translation to RBA annotation.</small>	
5	12/6. 2024	chapter II ok.	
6	25/6. 2024	chapter III	
7	10/7. 2024	chapter III ok	
8	6/8. 2024	chapter IV & chapter V. (check).	
9	8/8. 2024	chapter IV ok ; chapter V ok.	
10	16/8. 2024	Abstract.	
11			
12			
13			
14			
15			
16			

## BIOGRAPHY



Az Zukhrufi Alyaa was born in Jakarta on March 2<sup>nd</sup>, 2000, as the third daughter from Muh. Salamun and Siti Chotijah.

She graduated from State Senior High School 2 Tambun Utara, Bekasi, in 2018 with a major in science studies. In 2024, she obtained her degree in Bachelor of Literature from

Faculty of Language and Literature, School of Foreign Language JIA. During her study at the School of Foreign Language JIA, the writer was involved in several committees and organizations, including serving as a committee member for the “Social Project with the BGBJ” in 2022, participating in “JEALFEST” annual event of HMIJ in 2022/2023, “English Drama 2023” as chief committee, and student Association of English Department Jia (HMIJ) as head of media and communication in 2023. In addition to her organizational experiences, she interned at Yayasan Seribu Satu Cita (YSSC) as graphic designer in 2023, and worked as a Content Creator at Pas Media Agency in 2024.

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