

**TRANSLATION ANALYSIS OF THE FORMAL AND
DYNAMIC EQUIVALENCES IN *THE FAULT IN
OUR STARS* NOVEL BY JOHN GREEN**

A PAPER

Submitted to the School of Foreign Language – JIA as partial fulfillment of requirements for the undergraduate degree in English Literature Programme



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THE APPROVAL SHEET

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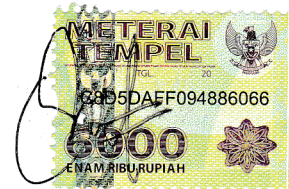


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CHAPTER I

INTRODUCTION

A. Background of the Research

Linguistics is the study of language, and language is a very important point in human life. In this world there are so many languages. Each language has certain characteristics and patterns, which distinguish it from other languages. Linguistics is studied with purpose and objectives. Linguistics is studied as a basic science for other sciences such as language teaching, translation and so on. By studying linguistics people are easily to understand the language and know the benefits of linguistics.

Linguistics provides benefits for anyone who wants to learn about it. Linguistics is not just about language but also the ins and outs of language. People who will learn literature must understand the nature of language and its ability, because in literature it is not possible if there is no language. The translator must also know about the language. Source and target languages must be understood in order to get it delivered correctly. Linguistic science has several functions. The first is to explore a particular language in order to produce a description of the language correctly. The next function is to understand the meaning of a particular language in order to obtain information relating to the behavior or nature of a language.

Language is important means of communication for the community. Language is the most distinctive characteristic from humans who are able to

distinguish from other creatures. Language cannot be separated from human life because it is as a tool to support activities within the community. Language is identical to oral and written. By mastering a language, someone will be easier to mingle and adjust to the environment.

Language is used to express the feelings, ideas and thoughts of a person. When using language of communication, it means having a purpose for the reader or listener to be the main target of one's attention. Language is divided into two, the first is the spoken language that usually used in daily conversation, and the second is the written language as used in the literary works in the form novels, books, so forth. Meanwhile, it need to know that language is a tool of communicate.

Communication is always used and has an important role in everything aspect of human life. Communication is relationship of human contact individuals or group. Almost everyday people do activity by communicating. Communication using a language and language is a sound, a word, a symbol that is structured to build meaning conveyed to the listener by the speaker. One of the most unique human characteristics that distinguish from other beings is language. Everyone uses language to express inner thoughts and emotions, to understand complex and abstract thinking. By studying language, can get a better understanding of how the human mind processes language.

Grammar has an essential role in mastering of English it is the study about how to make words into ideas. Grammar is the structure and meaning of the language system. Grammar plays an important role in understanding

English. All languages have grammar, and every language has its own grammar. People who speak the same language are able to communicate, because they know the grammar, rules make meaning. Grammar has an important role in English because it lies in the meaning of an utterance or writing. In addition, grammar can help the writer makes appropriate and mature uses of the resources of the language.

Using grammars to standardize the process of translating an object such as a novel is very important to do. If someone knows something about grammar, that person can criticize and discuss its translation or someone else translation and learn to improve it. Through English grammar those translation will become clear. According to DeCapua (2008), grammar is absolute and fixed a target or goal that speakers need attain in order to be a good speakers or writers of the language (p.1). Grammar also has sentences types. Which is include simple sentences, compound sentence, complex sentence, compound-complex sentence.

Sentence is an important element in the language, because with the mediation of a sentence a written message can be delivered completely and clearly. Simple sentence is sentences that consist of only one subject and one predicate. Compound sentences are sentences that consisting of two or more subjects and predicates associated with the connecting words and, or, or but. Complex sentence consists of two or more subjects and predicates. What distinguishes this sentence with compound sentence is the main and subordinate clause.

Main clause (dependent clause) is a stand-alone clause because it has a complete meaning, while sub-ordinate clause (independent clause) is a clause that has no complete meaning so that it cannot stand-alone. This type of sentence is generally formed by placing subordinating conjunctions in the beginning of the sub-ordinate clause like: as, when, while, since, until, unless, where, and wherever. The last is compound-complex sentences. They are consisting of three or more subjects and predicates. This type of sentence consists of connecting words in compound sentence and in complex sentence. The types of sentences are very important in translation. The research of translation must have sentence boundaries to be investigated.

Many people need translation to be able to understand a foreign language, and know the contents of the message delivered. Translation is the interpretation of the meaning of the text in a single language called the source language, and the translation results should be equivalence to the target language that conveys the same message. The person who translates the text from one language to another is a translator.

Translation is the activity of understanding text in a language called the source language (SL), and expressing an understanding of the passage into another language, called the target language (TL). Through translation, readers or listeners from different parts of the world get the same information. At this point lays the important role of the translator. A translator is like an actor. Simply translating attempts to change a form of language into another language (target language) with the fixed maintaining the corresponding aspect of all the

elements in it, phrases, clauses, paragraphs, and so on, both oral and in the writing.

Currently, everyone can find many translation products like in movies or novels, such as John Green's famous novel: *The Fault In Our Stars*. A good translation product is a product that is easily translated. According to Robinson (2004), smooth translation is ready to read, very easy to understand by the target language reader, and feels like reading the original text in the target text (p.10). This translation will not make the reader stop reading and feel this text is really a translation. Sometimes, the translator found some sentences or parts of the story which is so hard to understand it. It occurs because there is no equivalence of meaning between source texts with the target text.

In the field of translation, translators need some important strategies and processes to get an ideal translation and equivalence for readers to understand. Finding equivalence is the most important in the translation. Therefore the translators should be careful when they do the translation work to achieve the best translation. To know what kind of equivalence the interpreter must also understand about formal and dynamic equivalence.

Formal equivalence is one kind of equivalence, which is focuses attention in the messages and in the sentences that are translated. Usually formal equivalence is called a literal translation, because the source text is directly translated into the target text word-by-word and well conveyed. While dynamic equivalence is a translation that changes the word or substitutes the meaning of

the target text in order for the translated message to be conveyed well and accepted by the reader. Here is an example of formal and dynamic equivalence.

The writer gives two samples of the above data:

1. Formal Equivalences

SL: After a while the boy smiled, and finally his blue eyes glanced away.

(C.1/P.10/L.7).

TL: *Setelah beberapa saat cowok itu tersenyum, dan mata birunya mengalihkan pandangan.* (C.1/P.18/L.23)

This sentence is called formal equivalence because in the sentence, **After a while the boy smiled, and finally his blue eyes glanced away** translated became *Setelah beberapa saat cowok itu tersenyum, dan mata birunya mengalihkan pandangan*, it is the exact translation and not change the purpose from SL to TL sentence. Literal or word for word, in this translation the translator transfers directly SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL, are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

2. Dynamic Equivalence

SL: I'd shake my head microscopically and exhale in response.

(C.1/P.6/L.14)

TL: *Aku akan menggeleng-gelengkan kepala dengan sangat tidak kentara dan menghela nafas sebagai jawaban.* (C.1/P.13/L.20)

This sentence is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well. And then in this sentence there is an additional explanation from **shake** to be *menggeleng-gelengkan* and **microscopically** explain to be *dengan sangat tidak kentara*. As it is known that **shake** is mean *kocok* and **microscopically** is mean *tidak nyata* but translator did not use this because this word is not acceptable in this sentence. The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From those analyzes the writer can conclude that the translation is **dynamic equivalence**.

From all the explanations above, the reason why the writer chose this topic is because there are many novels that have been translated into Indonesia. When an English novel is translated, the translator uses several types of translation, so the writer chooses the title:

"TRANSLATION ANALYSIS OF THE FORMAL AND DYNAMIC EQUIVALENCES IN *THE FAULT IN OUR STARS* NOVEL BY JOHN GREEN"

B. Questions and Scopes of the Research

1. Questions of the Research

- a. What do the equivalence kinds mean and function in the compound sentence translations in the novel?
- b. What kinds of the equivalences that happened in the compound sentences translation from *The Fault In Our Stars* novel by John Green?
- c. What do the equivalence kinds that mostly exist in the novel?

2. Scopes of the Research

In this research, the analysis just focuses on the compound sentence in the formal and dynamic equivalences which taken from *The Fault In Our Stars* novel as the source language (SL) translated into Indonesian *The Fault In Our Stars* as the target language (TL). The writer uses theory of this paper from Eugene A. Nida. By classifying and analyzing those equivalences in translation, the equivalence processer is easy to understand.

C. Objective and Significance of the Research

1. Objective of the Research

Based on the problems of the research mentioned above, the objectives of the research are described as follows:

- a. This research is for knowing the meaning, and function of the equivalence kinds in the compound sentence translations.
- b. This research is for identifying the kinds of equivalence that happened in the compound sentence translations from *The Fault In Our Stars* novel.
- c. This research is for finding out the equivalence kinds that mostly exist.

2. Significance of the Research

Hopefully this paper can get more advantages and useful not only for writer but also for readers.

a. For the writer

The writer hopes this paper can add the writer's knowledge and ability to know more information and get knowledge about Formal and Dynamic Equivalences

b. For the Reader

This paper expected to give more information and knowledge about Formal and Dynamic Equivalences in "*The Fault In Our Stars*" novel.

D. Operational Definition

After having read and understood many theories which relate to the title of the paper, the writer can conclude some definition as follow :

1. Analysis.

Analysis is the process of parsing a data object in order to understand the relationship and role of each data.

2. Translation.

Translation is the process transferred and understanding a source language into a target language.

3. Translation equivalences.

Translation equivalence is the suitable of the message content from source language into target language.

4. Formal equivalences.

The formal equivalence focuses attention on the message itself, in both of form and content and it is can be called literal translation.

5. Dynamic equivalences.

Dynamic equivalence it is relationship between receptor and message should be substantially the same as that which existed between the original receptor and the message. A word from the sentence can replace or change to get the message clearly.

6. Grammar.

Grammar is one of the essential skill should be mastered by student. Skills deal with how to form sentence and use it in appropriate way.

7. Novel.

A novel is a narrative written long enough imaginatively or in human experience and has elements of intrinsic in it.

E. Systematization of the Research

The systematization of the paper means to present the paper in well-edited composition. This paper is divided into 5 chapters as follows:

Chapter I Introduction explains about the background of the Research, Scopes and questions of the research, the objective and significance of the research, Operational definition, and the systematization of the research.

Chapter II Theoretical Description consists of definitions of Analysis, Translation (technique, procedure, and method), Equivalence, Grammar, Novel. This chapter also contains about Research of the Relevant.

Chapter III Methodology of the Research, this chapter consists of the Method of the research: 1. Time and places of the research 2. Kind of the Research, Procedure of the research, Technique of the data collection, Technique of the data Analysis, and the Sources of the primary and secondary Data.

Chapter IV Analysis data consists of the Research finding and discussion. It includes of the objectives, questions, and assumptions of the research to analysis and interpretation data.

Chapter V consists of the conclusion and suggestion. It includes summary from all chapters and some suggestions for the object of the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Analysis

Analysis is the activity of summarizing a large amount of raw, data and categorize. Separate the relevant components and sections to relate the data collected to answer the problem. Data analysis is the search pattern on the data that appears, the data include objects or images. Patterns are identified and interpreted more generally. According to Creswell (2009), data analysis is a process of collects open-ended data, by request of general questions and development of analysis provided by participants. (p.184) In addition, data analysis is a process of investigation and management data that researchers collect to improve the understanding of the data, and enable researcher to present what has been found in the object of the researcher.

Analysis of data can also be interpreted as activities that are done to change data from the results of research into information that can later be used to draw conclusions. Data analysis is a very important part, because with the analysis of data can be given meaning useful for research problem. Data that has been collected by researchers will not be of any use if not analyzed first.

The analysis includes data collection, data selection, categorization, finding what is important, and what to learn and deciding what to write into a study. According to Ghony and Almanshur (2012), process of data analysis begins by examining all existing data from various sources written in research

records and so on. The first step is to find the data, after researched and studied carefully, the next step the researcher make the data reduction, which is done by way of abstraction. Abstraction is an attempt to make a core summary. The process of data analysis is a core part of the research. After all the data collected and has been analyzed the next stage is to make it a research report with a good and correct arrangement. (p.245-246)

B. Translation

Translation is a process of transferring one language into another language. The process of transferring language does not change the meaning of the message, the change a language must be retain the meaning contained in the message. According to Hoed (2006), translation is transferred in writing messages from the text of a language (English) into another language text (Indonesian). In this case the translated text is called the source text and the language is called the source language, while the text composed by the translator is called the target text and the language is called the target language. (p.23)If there is a change of word it is for the achievement of a good translation and must be in accordance with the rules of translation.

A translation is not a copy of a painting in which the copier is willing to follow the lines, the proportions, the shapes, the attitudes of the original he imitates. A translation is entirely different: a good translator does not work under such constraints. Bad translations render the letter without the spirit in a low imitation. Good translations keep the spirit without moving away from the

letter. They are free and noble imitations that turn the familiar into something new. (Lefevere, 1992, p. 12) In other words the translation is the process of changing the source language to the target language, and the message conveyed can be received well by the reader. The meaning of the language source is the same as the meaning received by the reader.

According to Nida and Taber (1982), translating consists of reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several contradictory elements. Translating must purpose primarily at "reproducing the message." But to reproduce the message one must make a good many grammatical and lexical adjustments. (p. 22)

According to Benjamin, translation is essential to the "living on" of texts. Indeed, without translation, interpretation the original will die. As translation reinterprets the original for different audiences, it provides for its continued flourishing and in the process, for the future of national and transnational cultures. (as cited in Bermann and Wood, 2005, p. 6).

Bermann and Wood (2005) said that, translation can never be independent of its origin. Since the original defines itself historically through the ever incomplete attempt to restore and reinstate itself. It is from the start, translation caught up in a process of repetition that involves alteration and transformation, dislocation and displacement. The task of the translator is not only in terms of translation, but also in terms of ability in translation.

Translation is not simply a property of the original work, but rather a potentiality that can be simply realized or achieved. (p. 73-74)

Need to know that, translation studies could be complete without consideration of the discipline in an historical perspective. Approach to translation has emerged at different periods of European and American culture and to consider how the role and function of translation has varied. So, for example, the distinction between word for word and sense for sense translation, established within the Roman system, has continued to be a point for debate in one way or another right up to the present, while the relationship between translation and emergent nationalism can shed light on the significance of differing concepts of culture. (Bassnett, 2002, p. 47)

Newmark (1988) defined that, other than as a means of communication, translation is also used for multilingual notices, which have at last appeared increasingly conspicuously in public places. He also stated, as a technique for learning foreign languages, translation has a two instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either as a form of control or to exercise his intelligence in order to develop his competence. This is its strong point in foreign-language classes, which has to be sharply distinguished from its normal use in transferring meanings and conveying messages.(p.7)

Hatim and Munday (2004) stated that, translation is a phenomenon that has a huge effect on everyday life. (p.3)Moreover, the reference to translation reveals that translation is no longer an activity to preserve it, but in the context

of professionals, the more processes and products of related with translation, making one more interested in translation and able to analysis and determine appropriate forms in other language. Meanwhile in order to translate well the translator must know the steps of translation.

Based on Catford (1965), there are several types or categories of translation in terms of the extent, levels, and ranks of translation. (p. 21-25)It defined as follows:

1. Full vs. Partial translation.

This distinction relates to the extent of SL text which is submitted to the translation process. By text we mean any stretch of language, spoken or written, which is under discussion. In a full translation the entire text is submitted to the translation process that is, every part of the SL text is replaced by TL text material. In a partial translation, some part or parts of the SL text are left unrelated. They are simply of transferred and incorporated in the TL text. In literary translation it is not uncommon for some SL lexical items to be treated in this way, either because it is regarded as untranslatable or for the deliberate purpose of introducing local color into the TL text.

2. Total vs. Restricted translation.

This distinction relates to the levels of language involved in translation. By total translation what is most usually meant by translation that is, translation in which all levels of the SL text are replaced by TL material. Strictly speaking, total translation is a misleading term, since though total

replacement is involved it is not replacement by equivalents at all levels. Restricted translation is replacement of SL textual material by equivalent TL textual material, at only one level, that is translation performed only at the phonological or at the graphological level, or at only one of the two levels of grammar and lexis.

- a. In phonological translation SL phonology is replaced by equivalent TL phonology, but there are no other replacements except such grammatical or lexical changes as may result accidentally from phonological translation.
- b. In graphological translation SL graphology is replaced by equivalent TL graphology, with no other replacements, except, again in accidental changes.
- c. Phonological translation is practised deliberately by actors and mimics who assume foreign or regional accents though seldom in a self-conscious or fully consistent way. Except in the case of particularly good mimics, the phonological translation is usually only partial.

The phonological performance of foreign-language learners is another example of phonological translation. Graphological translation is sometimes practised deliberately, for special typographic effects, and also occurs involuntarily in the performance of persons writing a foreign language. Both phonological and graphological translation must be included in a general theory of translation because they help to throw light on the conditions of

translation equivalence, and hence on the more complex process of total translation.

- 1) Graphological translation must not be confused with transliteration. The latter is a complex process involving phonological translation with the addition of phonology graphology correlation at both ends of the process, i.e. in SL and TL. In transliteration, SL graphological units are first replaced by corresponding SL phonological units, these SL phonological units are translated into equivalent TL phonological units, finally the TL phonological units are replaced by corresponding TL graphological units.
- 2) Restricted translation at the grammatical and lexical levels means, replacement of SL grammar by equivalent TL grammar, but with no replacement of lexis, and replacement of SL lexis by equivalent TL lexis but with no replacement of grammar. Pure translation restricted to either of these levels is difficult if not impossible to the close interrelations between grammar and lexis and the tendency for exponents of grammatical categories to be fused with exponents of lexical items. Grammatical translation requires that the SL text be replaced by a text which is purely TL in its grammar, but still retains all the SL lexical items.

3. Rank of Translation.

A third type is translation relates to the rank in a grammatical hierarchy at which translation equivalence is established. In normal total translation the grammatical units between which translation equivalences are set up

may be at any rank, and in a long text the ranks at which translation equivalence occur are constantly changing: at one point, the equivalence is sentence to sentence, at another, group to group, at another word to word, etcetera.

Translation are rank-bound in this sense, usually at word or morpheme rank, that is they set up word-to-word or morpheme equivalences, but not equivalences between high rank units such as the group, clause or sentence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale may be said unbounded translation.

- a. In rank-bound translation, always trying to select TL equivalents at the same rank. A word rank-bound translation is useful for certain purposes, for instance, for illustrating in a crude way differences between the SL and the TL in the structure of higher-rank units as in some kinds of interlinear translation of texts in exotic languages. Often, rank-bound translation is bad translation, because it involves using TL equivalents which are not appropriate to location in the TL text, and which are not justified by the interchangeability of SL and TL texts in one and the same situation.
- b. The popular terms free, literal, and word-for-word translation, though freely used, partly correlate with the distinctions deal with here. A free translation is always unbounded equivalences shunt up and down the rank scale, tend to be at the higher ranks sometimes between larger units than the sentence. Word for word translation generally means what it is

says. Literal translation lies between these extremes, it may start as it was from a word for word translation, but make changes in conformity with TL grammar, this may make it a group for group or clause for clause translation. One notable point, however is that literal translation, like word for word, tends to remain lexically word for word.

Nida and Taber said that, translation has three steps called "three steps of translation". The basic principle is that translation cannot be done in one step. A careful translation must take three things. (as cited in Hoed, 2006, p. 69) Here is the translation step by Nida and Taber (1982).

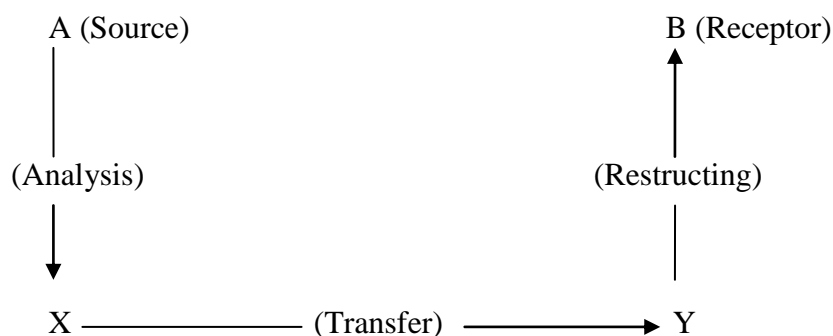


Diagram 1 (p. 33)

In the first step of analysis, the source language should be read in its entirety and understood the contents of the message, although only in outline. This step called "analysis" includes aspects of structure, semantics, language styles and messages. The analysis aims to enable the translator to properly understand the message that the source language (SL) has in common and the way of linguistic disclosure.

In the second step of transfer, begin to translate in the mind and if necessary start to be written. In this second step, it has to do what is called

"deverbalization", that is to break away from source language ties to capture the contents of its message in more detail (usually paragraph by paragraph). In this step the translator have not translated exactly, but do it in minds accompanied by making notes, useful deverbalization before the transfer step begins.

In the third and this is final step, it is the actual translation and begin to organize of sentences carefully. This third step according to Nida and Taber is called "restructuring". The meaning of translation is to change the structure of the source language into the target language. In this step the translator have to see if the text of the translation it have made already meets the requirements of legibility and whether the language used is in conformity with the reasonableness of the expected language. (as cited in Hoed, 2006, p.70)

1. Translation Technique

Translation technique is how to overcome the difficulty of translating at the level of words, sentences, or paragraphs. Based on, Hoed (2006). Meanwhile, translation techniques are applied in translation to describe translation results and classify the types of translation solutions. There are several translation techniques that will be discussed here. (p. 72-78)

a) Transposition

Transposition is to change the structure of the sentence in order to obtain the correct translation.

Example: SL : He was unconscious when he arrived at the hospital.

TL : *Setibanya dirumah sakit, ia sudah dalam keadaan tidak sadar.*

b) Modulation

Translation provides a semantically equivalent, different point of view meaning or scope of meaning, but in the context of giving the same message or meaning.

Example: SL: The Laws of Germany govern this Agreements.

TL: *Perjanjian ini diatur oleh hukun Jerman.*

c) Descriptive Translation

The translator performs a "description" that contains the meaning of the word in question. This is done because it cannot find the word translation in the source language (either because it does not know or because it does not yet exist in the target language).

Example: SL: Licensed software.

TL: *Perangkat lunak yang dilisensikan.*

d) Additional Explanation (Contextual Conditioning)

The translator gives a special word to describe a word that is considered foreign to the reader of TL, it is purpose for the reader to understand the word.

Example: SL: He is fond of sushi with wasabi.

TL: *Ia suka sekali sushi dengan bumbu (wasabi).*

e) Footnote

The translator gives a footnote to clarify the meaning of the word translation in question because without any additional explanation the word translation is not expected to be well understood by the reader.

Example: SL: All of the software in your phone.

TL: *Semua perangkat lunak dalam telepon seluler* anda.*

f) Phonological Translation

The translator was unable to find an appropriate match in the target language, so the translator decided to create a new word derived from the sound of the word in the source language to conform to the phonological and spelling system (graphology).

Example: SL: Cryptographic software.

TL: *Perangkat lunak kriptografis.*

g) Official or Standard Translation

There are a number of terms, names, and expressions that are standard or official in the target language, so the translators directly use it as equivalents.

Example: SL: Newcastle.

TL: Newcastle.

h) Not Given a Match

The translator cannot find the translation in the target language, so for the moment the translator quotes from the original.

Example: SL: Some products of XYZ may require you to agree to additional terms through on-line “click-wrap” license.

TL: *Beberapa produk XYZ dapat mewajibkan anda untuk menyetujui ketentuan-ketentuan tambahan melalui suatu lisensi “one-line click-wrap”.*

i) Match of Cultures

Translating by providing the equivalent of cultural element there is exist in the target language.

Example: SL: “A” level exam.

TL: *Ujian SPMB.*

2. Translation Procedures

According to Hatim and Munday (2004), these procedures are called oblique translation methods. In the listing which follows, the first three procedures are direct and the others are oblique. (p. 149-151)

a) Borrowing

To overcome a lacuna, usually a metalinguistic one, a new technical process, an unknown concept, borrowing is the simplest of all translation methods.

Example : American English ‘dollars’ and ‘party’, Mexican Spanish food names ‘tequila’ and ‘tortillas’.

b) Calque

A calque is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements.

Example: English - French calque

Compliments of the Season: Compliments de la saison!

Science-fiction : Science-fiction

c) Literal Translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translator's task is limited to observing the adherence to the linguistic servitudes of the TL.

Example: SL: All the places I want to see before I die.

TL: Semua tempat yang ingin aku lihat sebelum aku mati.

If, having tried the first three procedures, translators regard a literal translation as unacceptable, the translator must turn to the methods of oblique translation. By unacceptable is meant that the message, when translated literally:

- i. gives another meaning
- ii. has no meaning, or
- iii. is structurally impossible, or
- iv. does not have a corresponding expression within the metalinguistic experience of the TL, or

v. has a corresponding expression, but not within the same register.

d) Transposition

The method called transposition involves replacing one word class with another without changing the meaning of the message. Translators must, therefore, choose to carry out a transposition if the translation thus obtained fits better the utterance or allows a particular of style to be retained. Indeed, the transposed form is generally more literary in character.

Example: SL: We must bring the flower.

TL: *Bunga itu harus kita bawa.*

e) Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

Example : “It is not difficult to show” become “It is easy to show”.

f) Equivalence

Vinay and Darbelnet said that, refer to cases where languages describe the same situation by different use of language style or structural means. (as cited in Munday, 2008, p. 58) In such cases it dealing with the method which produces equivalent texts to be easily understood by the reader.

Example: SL: When in Rome do as the Roman do.

TL: Dimana bumi dipijak disitu langit di *junjung*.

g) Adaptation

This seventh method it is reach the extreme limit of translation: it is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. Therefore, adaptation can be described as a special kind of equivalence, a situational equivalence. This adaptation is particularly frequent in the translation of book and film title. This procedure involves changing the cultural reference when a situation in the source culture does not exist in the target culture.

Example: SL: All American Girl

TL: Pahlawan Amerika

3. Translation Method

The method of translation is the way in which the translation process is done in relation to the purpose of the translator. Translation methods are choices that affect the whole text. Based on Newmark (1988), there are eight translation methods. The methods in this context are principles which provide the basis of the way people translating text which obviously headed to the kinds of translation. Translation can be done by choosing one of the eight methods. The methods can be classified into two : four of them are

oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis). It can be seen in the figure below :

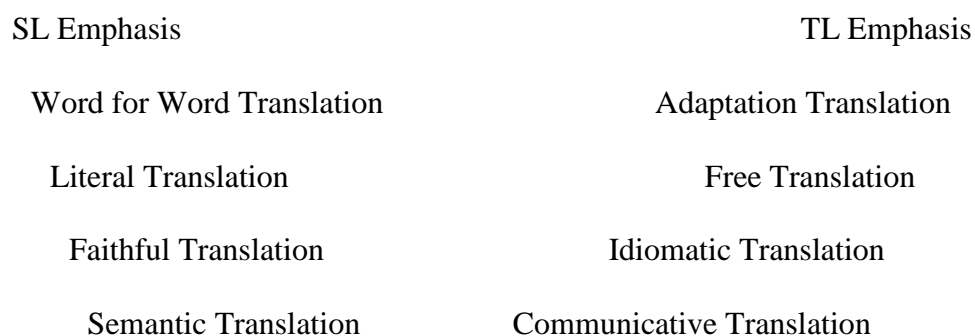


Diagram 2 (p. 45)

From the figure above, it can be explained that the eight methods of translation are:

a) Word-for-word translation

The source language word order is maintained and the words translated singly by the most common meanings out of context. The use of word for word translation is either to understand the mechanics of the source language or to construe a difficult text as a pretranslation process.

b) Literal translation

The source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are translated singly, out of context.

c) Faithful translation

Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the target language

grammatical structure. It attempts to be completely faithful to the intentions and the text realization of the source language writer.

d) Semantic translation

It may translate cultural words by culturally neutral third or functional terms but not cultural equivalent and it may make other small concessions to the readership.

e) Adaptation

This is the freest form of translation. It is used mainly for plays (comedies), poetry, the source language culture converted to the culture and the text rewritten.

f) Free translation

It reproduces the matter without the manner, or the content with the form of the original.

g) Idiomatic translation

Idiomatic translation reproduces the message of the original but tends to distort of meaning by preferring colloquialisms and idioms where these do not exist in the original.

h) Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

C. Equivalences

Translating words and phrases out of context is certainly a futile exercise, for that it needs understanding of how the lower levels, the individual words, phrases and grammatical structures, control and shape the overall meaning of the text. (Baker, 2011, p. 6) Beside of this statement, equivalence is also required in translation. Proper selection of words and not changing the meaning of messages is an important point in translation. Every translation has points of strength and points of weakness, and every translation is open to improvement.

Translation may be denned as follows: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford, 1965, p. 20) This definition is intentionally wide not vague, though it may appear so at first sight. These are 'textual material' where 'text' might have been expected and 'equivalent'. The use of the term 'textual material' underlines the fact that in normal conditions it is not the entirety of a SL text which is translated, that is, replaced by TL equivalents.

Sometimes the overriding purpose of any translation should be to achieve equivalent effect. Equivalent effect is the desirable result, rather than the aim of any translation, bearing in mind that it is an unlikely result in two cases: (a) if the purpose of the SL text is to affect and the TL translation is to inform, (b) if there is a pronounced cultural gap between the SL and the TL text. The translator is essentially trying to make the translated message the same as the message in the source language. The more “universal” the text consider “To be or not to be”, the more a broad equivalent effect is possible.

However, in the communicative translation of vocative texts, equivalent effect is not only desirable, it is essential, it is the criterion of the effectiveness, and therefore the value of the translation of notices, instructions, persuasive or eristic writing, and perhaps popular fiction, is to be assessed. In informative texts, not possible if SL and TL culture are remote from each other, since normally the cultural items have to be explained by culturally neutral or generic terms, the topic content simplified SL. The TL reader reads the text with the same degree of interest as the SL reader, although the impact is different. However, the vocative “persuasive” thread in most informative texts has to be rendered with an eye to the readership with an equivalent effect purpose. (Newmark, 1988, p. 48)

Hervey and Higgins provide a useful of the concept of equivalence in translation, pointing out that the difficulty associated with the notion of achieving equivalent effect in translation is that it implies the translator is attempting to reproduce in the TT the “same” effect achieved in the ST. This is problematic, clearly, since the effect varies across individuals or even upon the same individual at different times, and in any case is unknowable without recourse to undue mentalism or psychologising, that is speculation about other people’s states of minds based on insufficient, indeed unknowable data. The only effect translators can truly know is that produced on their own minds, and therefore the only equivalence possible is what seems acceptable to each translator, perhaps after consultation. Adequate translation depends on a high level of competence in the two languages, both linguistically and culturally.

But the translator's best efforts will fail to render an ST effect if not even equivalent TT effect is available. (as cited in Armstrong, 2005, p. 45)

According to Chesterman noted that, equivalence is obviously a central concept in translation theory. While Kenny said that, equivalence is supposed to define translation, and translation in turn defines equivalence. Equivalence is very important in translation need to know that, in determining the equivalence must be in accordance with the target text, so the readers can receive translations well. (as cited in Munday, 2008, p. 49)

Hatim and Munday (2004) said, Equivalence is a relative concept in several respects, it is determined on the one hand by the historical-cultural conditions under which origin texts are produced and received in the target culture. (p.170) According to Baker (2011), there are five types of equivalence. (1) Equivalence at word level, (2) Equivalence above word level, (3) Grammatical equivalence, (4) Textual equivalence, and (5) Pragmatic equivalence. The definition as follows:

1. Equivalence at word level

As translators, need to interpret or communicating the overall meaning of a stretch of language. To achieve this, it need to start by decoding the units and structures which carry that meaning. The smallest unit which we would expect to possess individual meaning is the word. (p. 9)

2. Equivalence above word level

Words start combining with other words to form stretches of language. It goes without saying that words rarely occur on their own, they almost

always occur in the company of other words. But words are not strung together at random in any language. There are always restrictions on the way they can be combined to convey meaning. Restrictions which admit no exceptions, and particularly those which apply to classes of words rather than individual words, are usually written down in the form of rules. The ones of the rules of English. Example: is that a determiner cannot come after a noun. (p. 51)

3. Grammatical Equivalence

Grammatical equivalence refers to the diversity of grammatical categories across languages. Grammatical rules may vary across languages and this may pose some problems in the terms of finding a direct correspondence in the target language which later may induce the translator either to add or to omit information in the target language because of the lack of particular grammatical devices in the target language itself. (p. 92) It includes number, gender, person, tense and aspect, and voice.

4. Textual equivalence

Textual equivalence, when refer to the equivalence between a SL text and a TL text in terms of information and cohesion. It is up to the translator to decide whether or not to maintain the cohesion ties as well as the coherence of the source language. (p. 132) It is consists of: reference, substitution and ellipsis, conjunction, lexical cohesion.

Cohesion is the network of lexical, grammatical and relations which provide links between various parts of a text. These relations or ties

organize and, to some extent, create a text, for instance by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs.

5. Pragmatic equivalence

Pragmatic equivalence, when refer to implicatures and strategies of avoidance during the translation process. Implicature is not about what is explicitly said but what is implied. Therefore, the translator needs to work out implied meanings in translation in order to get the source language message across. The role of the translator is to recreate the author's intention in another culture in such a way that enables the target language reader to understand it clearly. (p. 231)

According to Nida in Munday (2008), there are two types of equivalence.

(1) Formal Equivalence and (2) Dynamic Equivalence. (p.42) The definition as follows:

1. Formal Equivalence

Formal equivalence focuses attention on the message itself, in both form and content. In such a translation one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept. Viewed from this formal orientation, the message in the receptor language should match as closely as possible in the source language.

2. Dynamic Equivalence

Dynamic or functional, equivalence is based on what Nida calls 'the principle of equivalent effect', where the relationship between receptor and

message should be substantially the same as that which existed between the original receptors and the message. The message has to be adjusted to the receptor's linguistic needs and cultural expectation and purpose at complete naturalness of expression. This response can never be identical, for the cultural and historical settings are too different, but there should be a high degree of equivalence of response, or the translation will have failed to accomplish its purpose.

Dynamic equivalence in translation is far more than only correct communication of information. In fact, one of the most essential, and people must also feel as well as understand what is said. The poetry of the Bible should read like poetry, not like a boring prose account. Similarly, the letters of Paul should reflect something of the freshness of a general letter, and not sound like a theological dissertation. (Nida and Taber, 1982, p. 27)

Nida, Taber, and Margot from their study of biblical translation, concentrate on questions related to cultural transfer, they propose several categories used translation techniques when no equivalence exists in the target language: adjustment techniques, essential distinction, explicative paraphrasing, redundancy and naturalization. (Molina and Albir, 2002, p. 501)

1. Techniques of adjustment

Nida (1964) suggest three types: additions, subtractions and alterations. There are used to : 1) to adjust the form of the message to the characteristics of the structure of the target language, 2) to produce semantically equivalent

structures, 3) to generate appropriate stylistic equivalences, 4) to produce an equivalent communicative effect. (p. 502)

a. Additions.

Nida lists different circumstances that might oblige a translator to make an addition: to clarify an elliptic expression, to avoid ambiguity in the target language, to change a grammatical category, to amplify implicit elements, to add connectors. Examples are as follows.

He went up to Jerusalem. There he taught the people some languages require the equivalent of *He went up to Jerusalem. Having arrived there, he taught the people.*

b. Subtractions.

Nida lists four situations where the translator should use this procedure, in addition to when it is required by the TL: unnecessary repetition, specified references, conjunctions and adverbs.

c. Alterations.

These changes have to be made because of incompatibilities between the two languages. There are three main types.

- i. Changes due to problems caused by transliteration when a new word is introduced from the source language.
- ii. Changes due to structural differences between the two languages, e.g., changes in word order, grammatical categories.
- iii. Changes due to semantic, especially with idiomatic expressions. One of the suggestions to solve this kind of problem is the use of a

descriptive equivalent, a satisfy equivalent for objects, events or attributes that do not have a standard term in the TL. It is used for objects that are unknown in the target culture and for actions that do not have a lexical equivalent.

2. The essential differences

Margot (1979) presents three criteria used to justify cultural adaptation.

It called the essential differences. (p. 503)

- a. Items that are unknown by the target culture. He suggests adding a classifier next to the word (as Nida does) by using a cultural equivalent are more common in the target culture. However, he warns the reader that this procedure is not always possible. Taber and Nida (1974) list five factors that have to be taken into account when it is used: a) the symbolic and theological importance of the item in question, b) its frequency of use in the Bible, c) its semantic relationship with other words, d) similarities of function and form between the two items, e) the reader's emotional response.
- b. The historical framework. Here Margot proposes a linguistic rather than a cultural translation, on the grounds that historical events cannot be modified.
- c. Adaptation to the specific situation of the target audience. Margot maintains that the translator's task is to translate and that it is up to preachers, commentarists and Bible study groups to adapt the biblical

text to the specific situation of the target audience. He includes footnotes as an aid to cultural adaptation.

3. The explicative paraphrase

Nida, Taber and Margot coincide in distinguishing between legitimate and illegitimate paraphrasing. The legitimate paraphrase is a lexical change that makes the TT longer than the ST but does not change the meaning. The illegitimate paraphrase makes ST items explicit in the TT. Nida, Taber and Margot agree this is not the translator's job as it may introduce subjectivity. (p. 503)

4. The concept of redundancy

According to Margot (1979), redundancy tries to achieve symmetry between ST readers and TT readers. This is done either by adding information (grammatical, syntactic and stylistic elements, etc.) when differences between the two languages and cultures make a similar reception impossible for the TT readers, or by suppressing information when ST elements are redundant for the TT readers. (p. 503)

5. The concept of naturalization

This concept was introduced by Nida (1964) after using the term natural to define dynamic equivalence (the closest natural equivalent to the source language message). Nida claims that naturalization can be achieved by taking into account: 1) the source language and culture understood as a whole, 2) the cultural context of the message, 3) the target audience. (p.503)

If the writer wants to preserve the dynamic dimension of translation, a clear distinction should be made between the definition of technique and its evaluation in context. A technique is the result of a choice made by a translator, its validity will depend on various questions related to the context, the purpose of the translation, audience expectations. If a technique is evaluated out of context is justified, this denies the functional and dynamic nature of translation. A technique can only be judged meaningfully when it is evaluated within a particular context. Therefore, Molina and Albir do not consider it makes sense to evaluate a technique by using different terminology, two opposing pairs (one correct and the other incorrect). (Molina and Albir, 2002, p. 508-509) Translation techniques are not good or bad is used functionally and dynamically in terms of:

- 1) The genre of the text (letter of complaint, contract, tourist brochure).
- 2) The type of translation (technical, literary).
- 3) The mode of translation (written translation, sight translation, consecutive interpreting).
- 4) The purpose of the translation and the characteristics of the translation audience.
- 5) The method chosen (interpretative-communicative).

D. Grammar

Based on Sneddon (1996), a grammar is essentially a set of generalizations about a language, each structure described being a general description of a large number of utterances of a particular form. In order for structures to be conveniently discussed labels must be applied to them. These labels are called grammatical terms. Grammatical terms used in this work are defined in the section dealing with the structure they label. A glossary of common terms is also provided. Terms used are basically the common terms of traditional grammar, although some are used in a somewhat different way from what is usual in grammars of English. (p. 4)

Meanwhile Greenbaum and Nelson (2009) said that, grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand and the system of meaning on the other. A set of rules, that to combine words into larger units. Another term for grammar in this sense is syntax. Some combinations of words are possible in English and others are not. But knowing the rules in evaluative and operational senses does not mean that someone can say what the rules are. The analytic grammar makes explicit the knowledge of the rules with which operated when use the language. (p. 1)

According to Lobeck and Denham (2014), the study of grammar is connected to the study of writing. For them, grammar covers a broad range of rules, including punctuation rules. Prescriptive grammatical rules, the rules of how to speak and write a language according to some authority, are typically

those consciously learn in school and outside it. Descriptive grammatical rules, the set of unconscious rules that allow to produce and understand a language, different from the grammar rules typically learn, and descriptive grammar and prescriptive grammar also differ in terms of what is considered grammatical and ungrammatical. (p.4)

The rules supposed to reflect the language the way as it is, and the people who know about it and use it are the final authority on that. And where the people who speak the language distinguish between formal and informal ways of saying the same thing, the rules must describe that variation too. This rules intended for someone to write correctly in accordance with grammar. (Huddleston and Pullum, 2005, p. 5)

Grammar has sentence types, which is includes simple sentence, compound sentence, complex sentence, and compound-complex sentence. Here is a types of sentence by Altenberg and Vago (2010) :

1. Simple sentence

A sentence that contains only one clause, it is one subject and one verb phrase. Meanwhile, simple sentence is used to describe the general matters about sentences. (p. 207)

Example: The little boy laughed.

2. Compound sentence

A sentence that is made up of two or more sentences (clauses) joined by a coordinating conjunction most commonly *and*, *or*, and *but*.

Example: Jane put the glass vase on the table and her mother picked it up.

This is an example of a compound sentence. It actually contains two sentences. Since a sentence within a sentence is called a clause, we can also say that sentence 1 contains two clauses. Just as a simple sentence must contain at least a subject and a verb phrase, each of the sentences (clauses) within a compound sentence must contain its own subject and verb phrase. (p.210)

3. Complex sentence

A complex sentence consists of at least two sentences (clauses), a main clause and a dependent clause. The dependent clause is a subpart of the main clause and adds information to it. Example, with the dependent clause underlined:

Sally visited her before she moved.

A dependent clause is joined to another clause by a subordinating conjunction such as *although*, *if*, *where*. The easiest way to identify a dependent clause is to look for a subordinating conjunction and see if it's followed by a sentence. If it is, then the subordinating conjunction plus the sentence directly following it is a dependent clause. (p. 214)

4. Compound - Complex sentence

A compound-complex sentence is a combination of a compound and a complex sentences, it has at least two main clauses and at least one dependent clause.

Example: His friends were always there for William, and he appreciated the help that they often gave him.

This sentence which are both compound (two clauses connected with but) and complex (two clauses connected with that), are called compound-complex sentences. (p. 229)

E. Novel

According to Eagleton (2005), a novel is a piece of prose fiction of a reasonable length. Even a definition as toothless as this, however, is still too restricted. Not all novels are written in prose. As for fiction, the distinction between fiction and fact is not always clear. The truth is that the novel is a genre which resists exact definition. The point about the novel, however, is not just that it eludes definitions, but that it actively undermines them. The novel is an anarchic genre, since its rule is not to have rules. An anarchist is not just someone who breaks rules, but someone who breaks rules as a rule, and this is what the novel does too. Myths are cyclical and repetitive, while the novel appears excitingly unpredictable. In fact, the novel has a finite repertoire of forms and motifs. But it is an extraordinarily capacious one even so. (p. 1)

The term "novel" is now applied to a great variety of writings that have in common only the attribute of being extended works of fiction written in prose. As an extended narrative, the novel is distinguished from the short story and from the work of middle length called the novelette, its magnitude permits a greater variety of characters, greater complication of plot, ampler development of environment, and more sustained exploration of character and

motives than do the shorter, more concentrated modes. As a narrative written in prose, the novel is distinguished from the long narratives.

The term for the novel in most European languages is roman, which is derived from the medieval term, the romance. The English name for the form, on the other hand, is derived from the Italian novella (literally, a little new thing), which was a short tale in prose. In fourteenth-century Italy there was a vogue for collections of such tales, some serious and some scandalous; the best known of these collections is Boccaccio's Decameron, which is still available in English translation at any well-stocked bookstore. Currently the term "novella" or (in the German form, novel) is often used as an equivalent for novelette. (Abrams, 1999, p. 190)

F. Research of the Relevance

After seeking for the same title of the research in many sources, the writer finds the same title in STBA-JIA library. The first title is: "THE SHIFT ANALYSIS OF TRANSLATION ENGLISH NOUN PHRASE INTO THEIR INDONESIAN EQUIVALENTS IN DAN BROWN'S NOVEL *THE DA VINCI CODE*" by R. Eka Naviana Lestari 2014.

In the above title, the analysis is stressed on the shift of English noun phrase translation, means the main theme is about translation shift, and the data object is about noun phrases which have equivalences between SL and TL, means the equivalences are not the main idea, and the setting of the object data is different, it is in *Davinci Code* novel by Dan Brown. In this paper, the writer

focuses on equivalence, especially in formal and dynamic equivalence by Eugene A. Nida, and the object data in this paper is *The Fault In Our Stars* novel by John Green.

The second is, the writer found the same title about equivalence by Misbakhul Munir 2008, earning bachelor's degree in faculty of languages and arts of Semarang state university. The title is: "WORD LEVEL EQUIVALENCE OF INDONESIAN-ENGLISH TRANSLATION OF ABBREVIATION FOUND IN THE JAKARTA POST."

The writer found the equation in those titles. Both of them is explain equivalence of translation. While the different is, Misbakhul focuses equivalence in word level by Mona Baker and stressed in abbreviation. The object of the data is also different. Misbakhul takes the data object from Jakarta post.

The third is, the writer finds the same title in STBA-JIA library. The title is: "TRANSLATION TECHNIQUE ANALYSIS OF SINGLE SENTENCE IN THE NOVEL OF *SUNSET IN ST TROPEZ* BY DANIELLE STEEL". By Tri Setiawati (2014). In this title, the analysis stressed in translation techniques, meaning that the main theme is about translation techniques, and data objects using a single sentence. The object data settings are also different. It is in the *Sunset In ST. Tropes* novel by Danielle steel. The equation is, in this paper both describe the translation, including the meaning and process of translation. And then the data object is the same that is novel.

The fourth is, the writer finds the same title in STBA-JIA library. The title is: "THE ANALYSIS OF TRANSLATING POETRY INTO ENGLISH POETRY (SAPARDI DJOKO DAMONO'S POETRIES)". By Fitriana Puspita 2011. In this title, the analysis stressed in translating poetry into English poetry, the source text is Indonesian poetry and target text is English poetry. The object data is taken from Djoko Damono's poetries, Fitriana analyzing more than one poetry in Indo or English poetry. Meanwhile the writer of this paper take from novel and just take from one SL novel and TL novel, these are differences between Fitriana title and this paper's title and the object data is different too. The equation is, in this paper both describe the translation, including the meaning and process of translation. Meanwhile, the two objects that taken in Fitriana title and this paper's title is Indonesian and English object.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method of the Research

1. Time and Place of the Research

As already mentioned in the previous chapter, this paper has some references as the theory of the research. This research was begin in March 2018 and will be finished in August 2018. The references are taken by looking for the books directly and searching for the electronic sources. It mean the collecting references are taken by some books in STBA JIA library, e-books and the other sources from the internet. Place of the research in STBA JIA, and the source data is taken from *The Fault In Our Stars* novel by John Green as source language and *The Fault In Our Stars* by Ingrid Dwijani Nimpoeno as target language.

2. Kind of The Research

This research needs some steps to make an analysis. There is collecting data, analyzing, and interpreting information to answer the questions. This research uses the qualitative method with the content analyzing of the formal and dynamic equivalences in *The Fault In Our Stars* novel by John Green and translated into Indonesian *The Fault In Our Stars* novel by Ingrid Dwijani Nimpoeno.

In this research, the method that the writer used is descriptive qualitative method. “Qualitative methodology refers in the produces descriptive data people own written and spoken words and observable behavior.” This research will explore formal and dynamic equivalences in written words in the form compound sentence and the writer will describe it, so that the application of qualitative methods is appropriate to be used in this study. It can be concluded that a qualitative approach is a research process to analysis data descriptively in narrative form. (Taylor, Bogdan, & DeVault, 2016, p. 7).

In addition, Creswell (2014) said that qualitative method is purely because it involves the analysis, description, and evaluation of collecting data. (p. 232) The selection of qualitative methods for this research is related to the objectives of the research that have been explained above which to find out what kinds the equivalence in the compound sentence in *The Fault In Our Stars* novel and it translation.

B. Procedure of the Research

Several procedures were conducted to achieve the research result. These procedures, besides involving the researcher, were also gaining some other’s perspective and suggestions from various resources to achieve accurate data, analysis and also research result. Here are the details of procedures of the research:

1. Planning

In order to achieve the result of this research, in order to achieve the result of this research, the several basic things during the writing are to identify the problem, to select the fixed title, determining the purpose and objective of the research, and to consider the advantage later. The research used books of the theories to strengthen and to prove the analysis of the research. Despite having read some books, it is important to get some advice from advisor I and advisor II.

2. Preparation

After this research is approved by the advisors, then the writer does the next steps as are determining the novel which will become the objects for this research, collecting the data that will become the object of the research in the novel, determining the sample of the research to restrict the object of the research, and then preparing all of the things needed for collecting data.

3. Implementation

To obtain the research well, the writer reading the novel in English and then followed the Indonesian version, giving mark to each compound sentence which contained formal or dynamic equivalence, analyzing the data for obtaining the result of the research.

4. Finishing

a. Composing the analyzed data

Before reporting the result to finish the research, each need to be composed after the data are given the mark and it will be gathered with other data.

b. Discussing with the advisors

Discussing with first and second advisor has been done every time to maximize the result of the research.

c. Revising the result

During the analysis, it is important to seek advices about how to analyze the sentence types of syntactic properties and pragmatic notions that found in *The Fault In Our Stars* novel from advisor I and advisor II. The advisor gave some corrections on mistakes in the material or technical in writing. Revising the mistakes in the research is important to make the research better.

d. Concluding the result

The final phase to make the research can be understood is concluding the result of all chapters. The research can be concluded with finding the kinds of formal and dynamic equivalences in the compound sentence which taken from *The Fault in Our Stars* novel.

C. Technique of the Data Collection

The data were collected by observing thoroughly the compound sentence in the source language and also its translation in Indonesian. The first step was by reading the novels closely thus the content and context of the texts

were gained. This close reading was done firstly through the source language, *The Fault in Our Stars* novel by John Green and then followed by its Indonesian version entitled *The Fault in Our Stars* by Ingrid Dwijani Nimpoeno. All the existing compounding sentence in both source language and its translation in the target language were then listed in a different sheet and was done in every chapter, began with first chapter of the source language and continued the same way. The data that have been listed are the data for the analysis.

D. Technique of the Data Analysis

In order to obtain the accurate data which is relevant enough to the object being analyzed, the writer simply uses some references as some of the sample of the paper, journals, dictionaries, books and e-books as references and other sources regarding the formal and dynamic equivalences.

After the data have been collected from the data sources, the data are analyzed by using descriptive method through the following steps. The beginning step is choosing the compound sentences based on the data provided. Second step is describing those data based the findings of formal and dynamic equivalences approaches. The last step is, analyzing the data found by explaining those data and how the data translated through formal or dynamic equivalences approaches correctly.

E. Sources of the Primary and Secondary Data

Data are differed into two kinds, quantitative and qualitative data and the data sources of the both data kinds are divided into two types they are primary data and secondary data (Kutha R., 2010, p. 143). The writer means here as the qualitative ones, they are:

1. Primary data sources

The primary data in this research are compound sentence as object data which are taken from *The Fault in Our Stars* novel as data source. This novel is published in January 2012, is the sixth novel by author John Green. The title is inspired by Act 1, Scene 2 of Shakespeare's play *Julius Caesar*, in which the nobleman Cassius says to Brutus: "The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings." The story is narrated by Hazel Grace Lancaster, a 16-year-old girl with cancer. Hazel is forced by her parents to attend a support group where she subsequently meets and falls in love with 17-year-old Augustus Waters, an ex-basketball player and amputee.

2. Secondary data sources

Secondary data are the additional data obtained from various sources, the secondary data that are used in this research are based on several articles, dictionaries, journals, grammar books, *The Fault in Our Stars* novel itself and translation books which related to ideology of translation as the writer's main focus on this research.

CHAPTER IV

ANALYSIS DATA

A. Data Description

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussions. The data are taken from “*The Fault in Our Stars*” novel by John Green as source language and its Indonesian version “*The Fault in Our Stars*” novel translated by Ingrid Dwijani Nimpoeno as target language. Those data which are going to be analyzed are the formal and dynamic equivalences found in the eleven chapters of the novel.

Finding the data in “*The Fault in Our Stars*” novel by John Green and “*The Fault in Our Stars*” novel by Ingrid Dwijani Nimpoeno is analyzed according to some steps. The beginning step is choosing the compounding sentences based on the data provided. Second step is describing those data based on the findings of the formal and dynamic equivalences. The last step is, analyzing the data found whether the data includes formal or dynamic data equivalences.

B. Data Analysis

In the data of the research, the writer analyzes data from the novel which contain formal and dynamic equivalences. The description is read in the novel that contains compounding sentences in the final of words to make the interpretation data analysis easily.

Datum 1

SL: The cylindrical green tank only weighed a few pounds, and I had this little steel cart to wheel it around behind me. (C.1/P.8/L.10)

TL: *Tangki silinder hijau itu beratnya hanya beberapa kilogram, dan aku punya kereta baja kecil untuk menyeretnya dibelakangku.* (C.1/P.16/L.7)

In chapter one, 9 of 40 data have been found. In the sentence above can be called the translation of word for word and **wheel it around behind me** translated became *menyeretnya dibelakangku* . The words **wheel it around behind me** as we knows is *memutar di belakangku*. So, *menyeretnya dibelakangku* is the best translate that the reader can understand and the sentences is easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to delivered well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this

translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 2

SL: He looked my age, maybe a year older, and he sat with his tailbone against the edge of the chair. (C.1/P.9/L.3)

TL: *Kelihatannya dia sebaya denganku, mungkin setahun lebih tua, dan dia duduk dengan tulang ekor di pinggir kursi.* (C.1/P.17./L.6)

In the sentence above **He looked my age** translated became ***Kelihatannya dia sebaya denganku***, it is the exact translation and not changes the purpose from SL to TL sentence. In the sentence above, the translator transfer directly of a SL text into TL text. This sentence can be called literal translation or word for word translation. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL, are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 3

SL: I had this pageboy haircut, and I hadn't even bothered to, like brush it.

(C.1/P.9/L.10)

TL: *Rambutku dipotong model bob, tapi aku bahkan tidak mau repot-repot menyisirnya. (C.1/P.17/L.15)*

In the sentence above, the word **pageboy** translate become *model bob*. Based on oxford dictionary, pageboy is a modern female or male hairstyle. It has straight hair hanging to below the ear, where it usually turns under. So, *model bob* is the best translate that the reader can understand and the sentences is easy to understand that pageboy in this sentence mean hairstyle, which is usually known in target language is *model bob*. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 4

SL: I cut a glance to him, and his eyes were still on me. (C.1/P.9/L.15)

TL: *Aku melirik cowok itu, and matanya masih terpaku padaku.*

(C.1/P.17/L.21)

In the sentence above, the word **him** translated became *cowok itu*, the female character in the novel was looking at a man. So, *cowok itu* is the best translate that the reader can understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 5

SL: He clasped Isaac by both shoulders and then took a half step away from
him. (C.1/P.15/L.11)

TL: *Dia mencengkeram bahu Isaac, lalu menjauh setengah langkah darinya.*
(C.1/P.25/L.24)

In this sentence above, there is an meaning alteration from **both shoulders** to be *bahu*. As it is known that **both shoulders** are means *kedua bahu*, but translator just translate the **bahu** not use *kedua bahu*. The translate *bahu* is the best translate that the reader can understand and the sentences is became easy

to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 6

SL: I thought we were in a church basement, but we are literally in the heart of Jesus. (C.1/P.16/L.8)

TL: *Kupikir kita berada diruang bawah tanah gereja, tapi secara harfiah kita berada didalam jantung Jesus.* (C.1/P.27/L.2)

In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the meaning from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL, are rather the same (not so different), so the translator can

focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 7

SL: I enjoy looking at beautiful people, and I decided a while ago not to deny myself the simpler pleasure of existence. (C.1/P.16/L.20)

TL : *Aku suka memandangi makhluk cantik, dan beberapa saat yang lalu kuputuskan untuk tidak mengingkari kenikmatan sederhana dari keberadaanku.* (C.1/P.27/L.16)

In the sentence there is a meaning alteration from **enjoy** to *suka*, **people** to *makhluk*, and **I decided a while ago not to deny myself the simpler pleasure of existence** translated became *beberapa saat yang lalu kuputuskan untuk tidak mengingkari kenikmatan sederhana dari keberadaanku*. As it to knows that **enjoy** is *menikmati*, **people** is *orang* but these is not used and *Beberapa saat yang lalu kuputuskan untuk tidak mengingkari kenikmatan sederhana dari keberadaanku* is the exact translation. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to

understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 8

SL: I yanked my hand free but turned back to him. (C.1/P.20/L.21)

TL: *Kusentakkan tanganku, tapi aku kembali memandang Augustus.*

(C.1/P.33/L.15)

In the sentence TL above there is an additional word that is *memandang* and there is an meaning alteration from **him** became **Augustus**. In this sentence Augustus is the main male character in the novel. So, the words *memandang* and **Augustus** is the best translate that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 9

SL: You put the killing thing right between your teeth, but you don't give it the power to do its killing. (C.1/P.20/L.24)

TL: *Kau meletakkan pembunuh itu persis di antara gigimu, tapi tidak memberinya kekuatan untuk melakukan pembunuhan.* (C.1/P.32/L.21)

In the sentence above can be called the translation of word for word, the sentence above is the exact translation and did not meaning alteration from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 10

SL: Well, I can't feel pressure in old prosty, and I can't get the hang of driving left-footed. (C.2/P.23/L.1)

TL: *Wah, kaki palsuku tidak bisa merasakan tekanan, dan aku tidak pernah bisa menyetir dengan kaki kiri.* (C.2/P.35/L.6)

In chapter two, 4 of 40 data have been found. In the sentence above **old prosty** is translate became **kaki palsu**, because the main male character in the

novel using a prosthetic limb on one of his leg and this sentence above is dialog of the main male. Based on gradsaver.com, old prosty is prosthetic leg, in the novel main character is survivor of osteosarcoma. So, **old prosty** translate become *kaki palsu* is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 11

SL: Gus opened his mouth to respond but then stopped wonderful.

(C.2/P.28/L.21)

TL: *Gus membuka mulut untuk menjawab, tapi kemudian menahan diri.*

(C.2/P.54/L.10)

In the sentence above **stopped wonderful** is translate became *menahan diri*, if it translated literally **stopped wonderful** to be *berhenti dengan baik* but translator not use these because it words not balance in the sentence. So,

stopped wonderful translate become *menahan diri* is the exact translation that the reader can understand and the sentence is easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 12

SL: My favorite book, by a wide margin, was *An Imperial Affliction*, but I didn't like to tell people about it. (C.2/P.33/L.18)

TL: *Buku favoritku jelas Kemalangan Luar Biasa, tapi aku tidak suka membicarakannya dengan orang lain.* (C.2/P.49/L.13)

In this sentence there is a part that is omitted **My favorite book, by a wide margin, was An Imperial Affliction** translated became *Buku favoritku jelas Kemalangan Luar Biasa* and **by a wide margin** not translated (omitted). So, *Buku favoritku jelas Kemalangan Luar Biasa* is the exact translation that the reader can understand and the sentences became easy to understand. The

sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 13

SL: I didn't want to care about it, but I did a little. (C.2/P.36/L.6)

TL: *Aku tidak ingin peduli, tapi sedikit peduli.* (C.2/P.52/L.25)

In the sentence above, **I did a little** is translate became *sedikit peduli*, if it translated literally **I did a little** to be *saya melakukan sedikit* but translator not use these because it words not balance in the sentence. So, **I did a little** translate become *sedikit peduli* is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to

makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 14

SL: "I've been dating Derek Wellington for a bit," she said, but I don't think it will last. (C.3/P.42/L.24)

TL: "*Aku mengencani Derek Wellington untuk sementara ini,*" katanya , tapi kurasa tidak akan lama. (C.3/P.61/L.4)

In the chapter three, 2 of 40 data have been found. In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the form from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 15

SL: I think my shcool friends wanted to help me through my cancer, but they eventually found out that they couldn't. (C.3/P.45/L.13)

TL: *Kurasa teman-teman sekolahku ingin membantuku mengatasi kanker, tapi pada akhirnya mereka tahu bahwa mereka tidak bisa. (C.3/P.64/L.21)*

In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the form from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 16

SL: Flirting was new to me, but I like it. (C.4/P.52/L.10)

TL: *Aku baru belajar menggoda, tapi aku menyukainya. (C.4/P.74/L.18)*

In chapter four, 4 of 40 data have been found. In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the form from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements

of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 17

SL: "Issac, I don't know about you, but I have the vague sense that we are being outflanked. (C.4/P.57/L.1)

TL: "*Issac, aku tidak tahu denganmu, tapi kurasa kita sedang dikepung.* (C.4/P.80/L.18)

In the sentence above there is an meaning alteration from **about you** translated became *denganmu*. If it translated literal its became *tentang kamu*, but it not used by translator. Moreover, there are some words that are not interpreted, such as **have and vague**. So, *denganmu* is the best translate that the reader can understand and the sentences is easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 18

SL: Issac and Monica are no longer a going concern, but he doesn't want to talk about it. (C.4/P.37/L.2)

TL: *Issac and Monica sudah putus tapi Issac tidak ingin membahasnya.*
(C.4/P.80/L.20)

In the sentence above there is a meaning alteration from **no longer a going concern** translated became *sudah putus*. In the story in this novel, Issac and Monica have a relationship but not for long and finally they no longer have a special relationship. The form is not the same but the content from SL to TL text is same and gets the better message that the reader can understand and the sentences is easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 19

SL: "I'm about to lose my eyesight and she can't handle it." (C.4/P.60/L.9)

TL: “*Aku yang hendak kehilangan penglihatan, tapi dia yang tidak bisa menghadapinya.*” (C.4/P.85/L.6)

In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the form from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 20

SL: I have been wanting to call you on a nearly minutely basis, but I have been waiting until I could form a coherent thought in re *An Imperial Affliction*.
(C.5/P.66/L.9)

TL: *Aku ingin menelponmu setiap menit, tapi aku menunggu sampai bisa membentuk pikiran yang koheren berkenaan dengan Kemalangan Luar Biasa.* (C.5/P.92/L.1)

In the chapter five, 4 of 40 data have been found. In the sentence above there is a change the form and mean from **call you on a nearly minutely basis** translated became *menelponmu setiap menit*. If **on a nearly minutely basis** is

translated literally became *secara hampir teliti* but it is not used. The translator translate *menelponmu setiap menit* is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 21

SL: Isaac bit his nails, and I could see some blood on the corner of a couple of his cuticles. (C.5/P.74/L.18)

TL: *Isaac menggigiti kukunya, dan aku bisa melihat sedikit darah dipojok beberapa kutukulanya.* (C.5/P.103/L.23)

In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the form from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that

received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 22

SL: "I hated leaving him for that but I had to pick up Graham at school," she said. (C.5/P.77/L.9)

TL: "*Aku benci meninggalkan Isaac di saat seperti itu, tapi aku harus menjemput Graham di sekolah,*" jelasnya. (C.5/P.107/L.12)

In the sentence above there is a meaning alteration from **him** translated became **Isaac** and **for that** became *di saat seperti itu*. If translated literally **for that** its mean *untuk itu* but it is not used. *Di saat seperti itu* is the exact translation that the reader can understand and the sentences are become easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to

understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 23

SL: A few of them are broken near the filters, but I think this pack could easily get me to my eighteenth birthday. (C.5/P.85/L.4)

TL: *Beberapa batang rokoknya patah didekat filter, tapi kurasa bungkus rokok ini bisa bertahan sampai ulang tahun kedelapan belasku.* (C.5/P.117/L.20)

In the sentence above, the word **them** translated became *rokok* because in the previous sentence the main character in the novel is talking about cigarettes, and in the sentence **I think this pack could easily get me to my eighteenth birthday** translated became *kurasa bungkus rokok ini bisa bertahan sampai ulang tahun kedelapan belasku*. This is the exact translation that the reader can understand and the sentences are become easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 24

SL: There's nothing easy about this for any of us, but you take your humor where you can get it. (C.6/P.101/L.7)

TL: *Ini sama sekali tidak mudah bagi kami semua, tapi kami harus terus mempertahankan rasa humor selagi bisa.* (C.6/P.139/L.1)

In the chapter six, 2 of 40 data have been found. In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the purpose from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 25

SL: Thinking about you dying makes us sad, Hazel, but you are not a grenade.
(C.6/P.103/L.6)

TL : *Memikirkan kau sekarat membuat kami sedih, Hazel, tapi kau bukan granat.* (C.6/P.141/L.6)

In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the purpose from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 26

SL: He reached for my hand but I shook my head. (C.7/P.110/L.18)

TL: *Dia meraih tanganku, tapi aku menggeleng.* (C.7/P.150/L.20)

In the chapter seven, 1 of 40 data have been found. In the word **shook** translated become *menggeleng*, if translated literally **shook** is mean *tergunjang* but it is not used. And **my** and **head** in SL not interpreted because *menggeleng* its mean **shake the head**. So, **I shook my head** translated became *aku menggeleng* is the best translate that the reader can understand and the sentences is easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 27

SL: Your cancer is not going away, Hazel, but we've seen people live with your level of tumor penetration for a long time. (C.8/P.116/L.2)

TL: *Kanker mu tidak akan hilang, Hazel, tapi kita telah melihat orang-orang dengan tingkat penetrasi tumor sepertimu bertahan hidup untuk waktu yang lama.* (C.8/P.157/L.14)

In the chapter eight, 1 of 40 data has been found. In the sentence above, the word **tumor** translated become **tumor**, the same form and spelling because tumor is the name of a disease. So, it is the best translate that the reader can understand and the sentences is easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to

makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 28

SL: The world went on, as it does, without my full participation, and I only woke up from the reverie when someone said my name. (C.9/P.131/L.9)

TL: *Dunia terus berjalan, sebagaimana biasa, tanpa partisipasi sepenuhnya dariku, dan aku baru tersadar dari lamunan ketika seseorang menyebut namaku.* (C.9/P.177/L.22)

In the chapter nine, 2 of 40 data have been found. In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the purpose from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 29

SL: He took my arm, and I walked with him to the elevator, grateful to have an excuse to avoid the stairs. (C.9/P.132/L.6)

TL: *Issac memegangi lenganku dan aku berjalan bersamanya menuju lift, bersyukur punya alasan untuk menghindari tangga.* (C.9/P.179/L.4)

In the sentence above, the translator translate **he** became **Isaac** and **took** became *memegang*. If translated literally **he** its mean *dia* and **took** is mean *mengambil* but it not used. The sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 30

SL: “You’ve gotta pick your battles in this world, Hazel,” my mom said, “but, if this is the issue you want to champion, we will stand behind you.” (C.10/138/L.8)

TL: *“Kau harus memilih pertempuran didunia ini, Hazel,”ujar Mom, “tapi, seandainya ini kasus yang ingin kau menangkan, kami akan berdiri di belakangmu.” (C.10/P.186/L.23)*

In the chapter ten, 9 of 40 data have been found. In the sentence above **mom** in the TL still translated **mom**. If translate literally **mom** it is mean *ibu* but it not used this word. The sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 31

SL: We got back into the car and I texted Augustus that we were outside whenever he was ready. (C.10/P.139/L.16)

TL: *Kami kembali ke mobil dan aku meng-sms Augustus bahwa kami ada diluar, kapan pun dia siap. (C.10/P.188/L.19)*

In the sentence above, the translator translate **texted** became *meng-sms*. If translated literally **texted** its mean *pesan* but it not used, translators translate this word because sending messages by phone is called *sms* in TL culture. The sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 32

SL: Thirty second later, the front door opened, and a smiling Augustus appeared, a roller bag behind him. (C.10/P.140/L.7)

TL: *Tiga puluh detik kemudian, pintu depan terbuka, dan Augustus yang sedang tersenyum muncul, menyeret tas beroda dibelakangnya.*
(C.10/P.189/L.14)

In the sentence above, the translator translate **roller bag behind him** translated became *menyeret tas beroda dibelakangnya* the word *menyeret* it

mean that he drag the bag behind him. The sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 33

SL: "They just piss me off sometimes, and I don't want to be pissed off today."

(C.10/P.146/L.8)

TL: "*Terkadang mereka menjengkelkanku saja, dan hari ini aku tidak ingin merasa jengkel.*" (C.10/P.197/L.13)

In this sentence can be called the translation of word for word, the sentence above is the exact translation and not change the purpose from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered

well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 34

SL: Mom conked out within seconds, but Augustus and I stayed up to look out the window for a while. (C.10/P.148/L.18)

TL: *Mom tertidur dalam hitungan detik, tapi aku dan Augustus tetap terjaga untuk melihat ke luar jendela selama beberapa saat.* (C.10/P.200/L.20)

In the sentence above **mom** in the TL still translated **mom**. If translate literally **mom** it is mean *ibu* but it not used this word. The sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 35

SL: He hit his (real) knee with my knee and I hit his knee back with mine.

(C.10/P.149/L.12)

TL: *Augustus menyodokkan lutut nya ke lututku dan aku balas menyodokkan lututnya dengan lututku.* (C.10/P.202/L.1)

In the sentence above, the word **hit** translated became *menyodok* if translated literally **hit** its mean *memukul* but it not used, because in this story when when they sit side by side their knees touching each other intentionally. The sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

Datum 36

SL: Toward the end of the movie, almost everyone is dead, and there is this insane moment when the Spartans start stacking the bodies of the dead up.
(C.10/P.150/L.12)

TL: *Menjelang akhir film, nyaris semua orang mati, dan ada momen gila ketika orang Sparta mulai menumpuk mayat untuk membentuk dinding mayat.* (C.10/P.203/L.10)

In this sentence can be called the translation of word for word and **start stacking the bodies of the dead up** translated became *mulai menumpuk mayat untuk membentuk dinding mayat* it is the exact translation and not change the meaning from SL text to TL text. Literal or word for word, in this translation the translator transfers directly a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 37

SL: I was reading this long poem called *Howl* by Allen Ginsberg for my poetry class, and Gus was reading *An Imperial Affliction*.
(C.10/P.152/L.12)

TL: *Aku membaca puisi panjang berjudul Howl karya Allen Ginsberg untuk kelas puisiku, dan Gus membaca ulang Kemalangan Luar Biasa.*
(C.10/P.206/L.4)

In this sentence can be called the translation of word for word, the sentence above is the exact translation and not change the purpose from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 38

SL: "I'm in love with you, and I'm not in the business of denying myself the simple pleasure of saying true things." (C.10/P.153/L.17)

TL: "*Aku jatuh cinta kepadamu, dan aku tidak mau mengingkari diriku sendiri dari kenikmatan sederhana berkata jujur.*" (C.10/P.207/L.21)

In the sentence above can be called the translation of word for word and **I'm not in the business of denying myself the simple pleasure of saying true things** translated became *aku tidak mau mengingkari diriku sendiri dari kenikmatan sederhana berkata jujur* it is the exact translation and not change

the meaning from SL text to TL text. Literal or word for word, in this translation the translator transfers directly from SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 39

SL: The blue-andwhite tram arrived, and Augustus handed our cards to the driver, who explained that we needed to wave them at this circular sensor.
(C.11/P.161/L.1)

TL: *Trem biru-dan-putih tiba, dan Augustus menyerahkan kartu kami kepada sopirnya, yang menjelaskan bahwa kami perlu melambaikan kartu-kartu itu pada sebuah alat sensor melingkar.* (C.11/P.216/L.19)

In the chapter eleven, 2 of 40 data have been found. In the sentence above can be called the translation of word for word, the sentence above is the exact translation and not change the purpose from SL text to TL text. Literal or word for word, in this translation the translator transfer directly of a SL text into TL text. The use of word for word in the sentence above is to understand the content of the source language and the message that received by the reader TL equal to the reader SL and messages are delivered well, and the grammatical

elements of the compound sentences between SL and TL are rather the same (not so different), so the translator can focus more on the SL. From the fact of those analyses, the writer can conclude that the translation is **formal equivalence**.

Datum 40

SL: Phalanxifor had introduced a measure of ambiguity to my cancer story, but I was different from Augustus. (C.11/P.166/L.18)

TL: *Phalanxifor telah memasuki sedikit ambiguitas ke dalam kisah kankerku, tapi aku berbeda dengan Augustus.* (C.11/P.224/L.14)

In the sentence above, the word **introduced** translated became *memasuki* and **measure** became *sedikit*. If translate literally **introduced** its mean *diperkenalkan* and **measure** its mean *mengukur* but this words not used, because the sentence TL above is the exact translation that the reader can understand and the sentences is became easy to understand. The sentence above is called dynamic equivalence, because with the dynamic equivalence the message will be able to deliver well.

Nida stated that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message (as cited in Munday 2008). The translator replace the word to makes balance the text from SL to TL text and gets the better message, this translation can be accepted by the reader and the sentences are easy to

understand. From the fact of those analyses, the writer can conclude that the translation is **dynamic equivalence**.

C. Interpretation of the Research Findings

According to data analyze which has been analyzed in eleven chapter of *The Fault in Our Stars* novel by John Green which consists of 40 compound sentences. Chapter one consist of 9 data, chapter two consists of 4 data, chapter three consists of 2 data, chapter four consist of 4 data, chapter five consists of 4 data, chapter six consists of 2 data, chapter seven consists of 1 data, chapter eight consists of 1 data, chapter nine consists of 2 data, chapter ten consists of 9 data, and chapter eleven consists of 2 data, the total of the data are 40 the interpretation of the data is formed in the following table.

The Result Of The Translation Analysis Of The Formal And Dynamic Equivalences In *The Fault In Our Stars* Novel By John Green found in the novel.

Chapter	Equivalence Kinds		
	Formal	Dynamic	
One	3	6	T O T A L
Two		4	
Three	2		
Four	2	2	
Five	1	3	
Six	2		
Seven		1	
Eight		1	
Nine	1	1	
Ten	4	5	
Eleven	1	1	
Data	16	24	
Percentage	40 %	60 %	100 %

Table 4.1

In the chapter one formal equivalences consists of 4 data, chapter two consist of 0 data, chapter three consists of 2 data, chapter four consist of 1 data, chapter five consist of 1 data, chapter six consists of 2 data, chapter seven consist of 0 data, chapter eight consist of 0 data, chapter nine consist of 1 data, chapter ten consists of 4 data, and chapter eleven consist of 1 data. The total of formal equivalences in the eleven chapter are 16 data. While, the dynamic equivalences in the chapter one consists of 5 data, chapter two consists of 4 data, chapter three consist of 0 data, chapter four consists of 3 data, chapter five consists of 3, chapter six consist of 0 data, chapter seven consist of 1, chapter eight consist of 1 data, chapter nine consist of 1, chapter ten consists of 5 data, and chapter eleven consist of 1 data. The total of dynamic equivalences in the eleven chapters is 24 data. As we seen on the table above, the lowest percentage is the formal equivalence (40%), and the highest percentage is the dynamic equivalence (60%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

After analyzing the data in the previous chapters, they can be concluded that there are two kinds of equivalences, formal and dynamic equivalences in the *Fault in Our Stars* novel. The conclusion addresses three questions of the study. It can be listed as follows:

1. Kinds of the equivalences are formal and dynamic. These equivalences are used to get the main purpose of the translation. That is to deliver a message from source language into target language to be received by the reader well.
2. Identifying what kinds of the equivalences that happened in the compound sentence based on formal and dynamic equivalences.
 - a. Formal equivalence focuses attention on the message itself, in both form and content. In such translation like poetry to poetry, sentence to sentence or word for word.
 - b. Dynamic equivalence is relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message.

After analyze the datum, the researcher can be concluded that the datum in compound sentence is the formal or dynamic equivalence.

3. From the formal and dynamic equivalences, that mostly exist in the novel is dynamic equivalence. It found 24 data (60%).

B. SUGGESTIONS

Translating a novel is not easy, it is not only transferring the sentence from the source language into target language, but also moving the messages and the equivalence between source language into target language is very well so, the translating can be received well by the reader. Based on the analysis of the data the conclusion, researcher gives some suggestions as follows :

1. The Reader

Researcher hopes this research will help the reader to analyzing the translation equivalences. it is also hoped this research can give more information and knowledge about translation equivalence which can be found in the novel, movie or other.

2. The Writer

This research gives more knowledge and ability to know more information and get knowledge about Formal and Dynamic Equivalences.

3. The Next Researchers

The researchers who want to do the same research, translation is very interesting to be observed. There are many aspect that can be discovered by widen scope of the study. This research hopefully can provide

information and became one of the references for the next researchers with the same topics.

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BIOGRAPHY



The writer was born in Way Jepara, Lampung on May 4th, 1995. Her name is Citra Aji Rahayu. She is second daughter of two children. She has a brother and educated at 01 Elementary School Tunggal Warga, Lampung in 2002. She continued her education to 05 Junior High School Banjar Agung, Lampung and graduated in 2010. In 2014, she completed her education in HMPTI Senior High School Lampung as Science Department Student. After finished her education at Senior High School, she was interested in joining English Department of School of Foreign Language JIA Bekasi. She took Undergraduate program (S1). After studied 4 years at School of Foreign Language JIA Bekasi, she hopes will graduated this year.