ANALYSIS OF THE INTERROGATIVE SIMPLE SENTENCES FROM ENGLISH INTO INDONESIAN IN *E-LOVE* NOVEL BY CAROLINE PLAISTED THROUGH TRANSLATION PROCEDURE APPROACHES

A PAPER

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DEIHANNISA HANNIFA

43131.510141.005

ENGLISH LITERATURE PROGRAMME SCHOOL OF FOREIGN LANGUAGE – JIA
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THE APPROVAL SHEET

ANALYSIS OF THE INTERROGATIVE SIMPLE SENTENCES FROM ENGLISH INTO INDONESIAN LANGUAGES IN *E-LOVE* NOVEL BY CAROLINE PLAISTED THROUGH TRANSLATION PROCEDURE APPROACHES

Deihannisa Hannifa

43131.510141.005

Supervised and Approved by:

Advisor I

Advisor II

Yeni Noryatin, SS., M.Hum
NIDN. 0425028105

Ade Surista, M.Pd
NIDN. 0425127503

The Chairman of STBA JIA

Drs. H. Sudjianto. M. Hum
NIP. 195906051985031004

ii

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Name   : Deihannisa Hannifa

Student Number   : 43131.510141.005

Department   : English Literature

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Deihannisa Hannifa
43131.510141.005

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THE IMPROVEMENT SHEET

Nama   : Deihannisa Hannifa

Student Number   : 43131.510141.005

Title   : Analysis of the Interrogative Simple Sentences from English
into Indonesian Languages in e-love Novel by Caroline
Plaisted through Translation Procedure Approaches

Supervised and Approved by:

Examiner I

Imron Hadi, SS., M.Hum
NIDN. 0430076401

Examiner II

Inta Masni Sinaga, SS., M.Hum
NIK. 43D118170

The Chairman of STBA JIA

Drs. H. Sudjianto. M. Hum.
NIP. 195906051985031004

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MOTTO

"There is an ease after every difficulty."

DEDICATION

I dedicate this paper to:

My endless love, Ibu and Ayah.

My lovely brother, Zopfan

My beloved sister, Astria

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ABSTRACT

This study focused on translation procedures in the interrogative simple sentences in e-love novel by Caroline Plaisted into its translation *e-love* novel by Susanty Lesmana. It aims to find the type of interrogative sentences, the use of translation procedures, and describe the translation procedure most often used by the translator in the novel. The data were taken from 6 initial titles in the novel of 11 titles. This research is used qualitative method. The objected of the research is interrogative. From all research conducted, it is found 30 data. The research found the result, first about type of interrogative question are yes-no questions, wh-questions, declarative questions and tag questions. Secondly, about the translation procedures contained in the novel. In researching, the writer found 5 procedures contained in the novel, including; transposition procedure 10 data (33%), modulation procedure 9 data (30%), reduction procedure 7 data (23%), expansion procedure 2 data (7%) and literal procedure 2 data (7%).

Keywords: Translation, translation procedure, interrogative, novel.

ANALISIS KALIMAT SEDERHANA INTEROGATIF DARI BAHASA INGGRIS KE DALAM BAHASA INDONESIA PADA *E-LOVE* NOVEL KARYA CAROLINE PLAISTED MELALUI PENDEKATAN PROSEDUR PENERJEMAHAN

DEIHANNISA HANNIFA

ABSTRAK

Penelitian ini bertujuan untuk mengetahui prosedur penerjemahan pada kalimat sederhana interogatif dalam novel *e-love* karya Caroline Plaisted ke dalam novel e-love yang diterjemahkan oleh Susanty Lesmana. Ini bertujuan untuk menemukan jenis kalimat interogatif, penggunaan prosedur penerjemahan, dan menggambarkan prosedur penerjemahan yang paling sering digunakan oleh penerjemah dalam novel tersebut. Data diambil dari 6 judul awal di dalam novel yang terdiri dari 11 judul. Penelitian ini menggunakan metode kualitatif. Objek data dari penelitian ini adalah kalimat interogatif. Dari semua penelitian yang dilakukan, ditemukan 30 data. Hasil penelitian menunjukan bahwa pertama, tentang jenis pertanyaan interogatif yang terdiri dari *yes-no question, wh-questions, declarative questions,* dan *tag questions.* Kedua, tentang prosedur penerjemahan yang terdapat pada novel. Dalam meneliti, penulis menemukan 5 prosedur yang terdapat pada novel, diantaranya; prosedur *transposition* 10 data (33%), prosedur *modulation* 9 data (30%), prosedur reduction 7 data (23%), prosedur *expansion* 2 data (7%) dan prosedur *literal* 2 data (7%).

Kata kunci: Terjemahan, prosedur penerjemahan, kalimat pertanyaan, novel.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

A. **Background of the Research**

Linguistics is the study of language. The term that most often found in connection with foreign language teaching is applied linguistics. Applied linguistics is an interdisciplinary field of linguistics that identifies, investigates, and offers solutions to language. One of the study of applied linguistics is translation. Linguistics is studied because people need the language in every aspect of life.

One of the most important aspect in human life is language. Language is a tool of communication and interaction between one person to another person to find out a meaning. Foreign language is a must aspect that students nowadays need to learn. Students should at least learn a foreign language, especially English that makes foreign communication will be easier. English is a lingua franca that used in global communication even on textual, audio or visual media. Since, English grows, there are lot of new words can be used by students in communicate. With the development of English, students have to learn the process to reproduce a meaning contained in a text from one language to another language called translation.

Translation is one way to understand English. The first major translation in the Western world is regarded to the Hebrew Bible. The dispersed Jews had forgotten their progenitor language, Hebrew. To be able read the Bible, Jews needed the Bible to be translated into Greek. This translation is known as the "Septuagint", a name that refers to the seventy translators who were commissioned to translate the Hebrew Bible in Alexandria, Egypt. Each translator worked in solitary confinement in his own

cell, and according to legend all seventy versions proved identical. For later, The "Septuagint" became the source text translations into Latin, Coptic, Armenian, Georgian and other languages. (Lebert, 2017, par. 2)

The development of science and technology is growing rapidly. The need of translation increase in various fields. Translation is really helpful for students to get a variety of references obtained from various resources. Translation makes students understand the meaning which contained in other languages. Therefore, students can gain many progress on science and technology. The translation is very useful not only in students' homeland but also universally.

Translation typically has been used to transfer written or spoken source texts to equivalent written or spoken target language texts. Translation occurs when people deliver a purpose in a language into another language. To produce a good translation, the translator must have a good knowledge about the source and the target languages. The result of a good translation should fulfill the rule of target language so that reader will feel comfortable in reading it.

There are two practical problems that translator faces in translation. First, the translator does not understand the meaning of a word, a sentence or a paragraph, so is missed the message contained in it. Second, the translator gets difficulty to translate a text, even though already understand the source language (SL). To overcome it, the translator needs to take the procedure. Nida and Taber said that the procedure consists of "three steps of translation",

these are *analysis* (understanding the SL), *transfer* (translate in the mind), and *reconstruct* (translate). (as cited in Hoed, 2006, p. 11)

Translation methods is one way to translate which relate to the whole texts. While, to translate sentences and the smaller units of language the translator can use translation procedures. (Newmark, 1988, p. 81) Procedure approaches proposed by Newmark are: literal, transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, componential analysis, synonymy, through-translation, shifts or transpositions, modulation, recognized translation, compensation, paraphrase, couplets, notes. The writer chooses to research about the translation procedure approaches with the interrogative simple sentences as the object.

Interrogative sentences are generally used to perform of asking a question or making a request. Question mark is a symbol of interrogative sentences. The question mark is put at the end of the interrogative sentence. Interrogative sentences can be divided into: 1. Yes-no questions, 2. Wh-questions, 3. Declarative questions, 4. Alternative questions, 5. Tag questions, 6. Rhetorical question. (Greenbaum and Nelson, 2009, p. 105) There are many interrogative sentences contained in a novel. Sometimes an interrogative sentence can be translated into a statement.

Regarding the growth of translation, readers can understand the meaning which conveyed in books, magazines, newspapers or novels. In this case, the translation plays an important role as a means for the novel readers to enjoy a variety of literary works. Novel is one of the most interesting book

among teenagers. One of the novel that has been translated into Indonesian language is 'e-love' by Caroline Plaisted which is translated with the same title by Susanty Lesmana.

E-love novel is intended to be read by teenagers which tells a story of first love on the internet. Samantha, a girl who really likes to chat with her friends through an internet chat application that was very popular at the time, became acquainted with Dan, a boy who lives in a village. The story of this novel is interesting to read, because it is packed with a style of language that is often used among teenagers. There are many interrogative sentences in this novel which used by the writer as the object of the research.

The writer gives an example from e-love Novel by Carolina Plaisted as the SL, and the e-love Novel as the TL.

For example:

Source Language	Target Language
"Well he has, hasn't he?" (C. 1, P. 133, L. 20)	*"Memang sudah dia ambil, kan?"* (C. 1, P.11, L. 24)

From the datum above, the interrogative simple sentence that found is tag questions. This type interrogative question consists of two parts. The first part makes a statement and the second part asks the question that expecting agreement. While, the translation procedure approach is expansion. It is because, in the sentence above, the translator added word *'ambil'* which is

not actually exist in SL. There was element of the SL being added. The translator adds the word *'ambil'* to inform the reader what her teacher did to her phone.

Expansion refers to the case where the translator exceeds the number of words of the SL text in translation. There is a word added by the translator into the TL text. The translator reproduces a new word which does not occurs in the SL. Expansion procedure also occurs when the translator tries to shift from the implicit to the explicit. From the analyses, the writer can conclude that the translation procedure is expansion.

The writer can see many problems contained in the translation. One way to translate a sentence or a word is to use a procedure. Procedures are used to facilitate the process of translation. Since there are several procedures used in this novel, the writer is interested to examine what procedures are used by the translator. How a sentence or a word can be incorporated into a particular procedure.

From the above reasons, therefore the writer chooses the title: Analysis of the Interrogative Simple Sentences from English into Indonesian Languages in *e-love* Novel by Caroline Plaiste though Translation Procedure Approaches.

B. **Questions and Scopes of the Research**

1. **Question of the Research**

    Based on the background of the research above, the writer has some questions to analyzed, those problems can be mentioned detail as the following questions:

    a. What type of interrogative simple sentences is found in e-love novel by Caroline Plaisted?

    b. What kind of translation procedures which is used by the translator in translating interrogative simple sentences in e-love novel by Caroline Plaisted?

    c. What translation procedure is mostly used in the e-love novel by Caroline Plaisted?

2. **Scope of the Research**

    In this research, the writer focuses on analyzing translation procedure approaches of interrogative simple sentences from the *e-love* novel by Caroline Plaisted. The theory which used by writer are taken from Peter Newmark and Greenbaum & Nelson. By classifying and analyzing those interrogative simple sentences, people can understand the meaning of those interrogative simple sentences which translated from source language to target language through translation procedure approaches.

C. **Objectives and Significances of the Research**

1. **Objectives of the Research:**

   a. To know type of the interrogative simple sentences which found in e-*love* novel by *Caroline Plaisted.*

   b. To analyze the translation procedures which is used by the translator in translating interrogative simple sentences in e-love novel by Caroline Plaisted.

   c. To find out the translation procedure which mostly used in the e-love novel by Caroline Plaisted.

2. **Significances of the Research**

   Theoretically, this research paper expected to enrich the writer's knowledge and help the writer to understand about translation procedure theory. This paper purposes to give knowledge about the translation procedure to the reader. The writer also hopes that the next researcher can make this paper as a reference of translation procedure research.

   Practically, this research paper makes the writer gets experiences in analyzing interrogative simple sentences by using translation procedure. From this paper, the reader can figure out how to analyzing translation procedure. For the next researcher, this paper provides a reference and inspiration to learn and get more information about procedure of translation.

D. **Operational Definitions**

After having read and understood many theories of the title components, study, the writer discuss about translation. Where that the translation divided into the method, technique, strategy, and procedure of translation. The writer can conclude some definition as the real existence of the title as follow:

1. Translation

   Translation is one way to understand English language, it is transferring a meaning for one language to another language. Translation used to produce an equivalent meaning from the source to the target languages.

2. Translation Procedure

   Translation procedure is a set of ways to translate sentences and the smaller units of language. This translation procedure used to found an equivalence elements from the source to the target languages.

3. Interrogative

   Interrogative sentences is used when there is a question or a request. Generally interrogative sentences are marked with a question mark.

4. Novel

Novel is an art work which contains a story. Novel is often used as one of the objects of qualitative research.

E. **Systematization of the Research**

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

Chapter I: Introduction explains about the background of the research, questions and scopes of the research, the objectives and significance of the research, operational definitions, and the systemizations of the research.

Chapter II: Theoretical Description consists of the definitions of analysis: The ways of Translation (method, technique, strategy and procedure), Benefit (personal, education, and country), Novel (SL – TL). This chapter also contains about concept and Research of the Relevance.

Chapter III: Methodology of the Research contains about method of the research: Time and places of the research, Kind of the Research: Procedure of the research, Technique of the data collection, Technique of the data analysis, and Sources of the primary and secondary data.

Chapter IV: Analysis Data shows about the data description, data analysis, and the interpretation of the research findings.

Chapter V: Conclusion and Suggestion give the summary of conclusion which relate to analysis discussion, suggestion which relate to significance of the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Translation

Throughout history, translation studies was known as a new consolidation discipline in 1980s decade. The subject began to be taken seriously when appeared onto the world stage in the late 1970s and was no longer seen as an unscientific field of enquiry of secondary importance. Throughout the 1980s interest in the theory and practice of translation grew steadily. Then, in the 1990s, Translation Studies finally came into its own, for this proved to be the decade of its global expansion. Once perceived as a marginal activity, translation began to be seen as a fundamental act of human exchange. Today, interest in translation studies field has never been stronger than before. The study of translation is taking place alongside an increase in its practice all over the world. (Bassnett, 2002, p.1)

Generally, translation is a tool used to reproduce a meaning contained in a text from one language to other language. Translation requires a process that aims a target text reader is capable to understand the equivalent meaning of the language. It is important to ensure that the target text reader can understand what is contained in the text, so the target text reader does not miss the real meaning of the source text language. This consideration is clarified in several definitions of translation expressed by some experts.

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1. **Definition of Translation**

The concept of translation proposed by Catford (1965), translation is an operation undertaken on languages, the process to replace a text from one language to another language. Clearly, then, any theory of translation must apply a theory of language—a general linguistic theory. (p. 1) While, Larson (1988) said that translation stands up of translating the meaning of the source language into the receptor language. This is done by way of semantic structure which transferring from the form of the first language to the form of a second language. Its meaning which is being transferred must be held constant. Only the form changes. (p. 3)

Beside that, another experts also give statement about the definition of translation which is not much different. Munday (2008), compared the translation to several meanings, it can intend to common subject areas, the products (the text that has been translated) or the process (the act of generating translations, otherwise known as translating). The translation process between two different written languages involves the translator changing the original written text (Source Text or ST) in the original verbal language (Source Language or SL) into a written text (Target Text or TT) in a different verbal language (Target Language or TL). (p. 5) Bell (1991) also give an idea "translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language." (p. 6)

In 2003, Lefevere compared translation is of course a rewriting of an original text. It is a manipulation done by copying a text into another text, which is conducted in the service of power, and in its positive aspect can help in the evolution of a literature and a society. All rewritings, whatever their intention, reflect a certain ideology and a poetics and as such manipulate literature to function in a given society in a given way. Rewritings can be represented such as new concepts, new genres, new devices, and the history of translation is the history also of literary innovation, of the shaping power of one culture upon another. But rewriting can also suppress innovation, distort and hold down, and in an age of ever increasing manipulation of all kinds, the study of the manipulative processes of literature as exemplified by translation can help us towards a greater awareness of the world in which we live. (p. xi) Another opinion from Robinson (2003), "Translation is different things for different groups of people. For people who are not translators, it is primarily a text; for people who are, it is primarily an activity." (p. 6)

There are many definitions of translation. From all definitions above, translation can be described as an activity transferring source text language into target text language with the equivalent meaning. Translation is also the process of changing the small units of languages such as words, phrases, clauses, paragraphs and others written language into another language.

2. **Translation Equivalence**

The concept of equivalence can be said to be the important feature in translation. The concept of equivalence has become biggest concern for translation students because it is the key in the study of translation. Translation equivalence shows that source text and target text share some kind of similarity.

According to Newmark (1988), equivalent effect obtained by producing the same effect (or one as close as possible) on the readership of the translation as was acquired on the readership of the original (this is also called the 'equivalent response' principle. Nida calls it 'dynamic equivalence'). The purpose of translation is to obtain an equivalent result, but equivalent results are not possible in this two following cases (a) if the purpose of the SL text is to affect and the TL translation is to inform (or vice versa); (b) if there is a pronounced cultural gap between the SL and the TL text. (p. 48) While, Baker (2011) stated, that the term equivalence is adopted for the sake of convenience, like the division of language into different fields – because most translators are used to it rather than because it has any theoretical status. It is used here with the proviso that although equivalence can usually be achieved to some extent, it is influenced by a variety of linguistic and cultural factors and is therefore always relative. (p. 5)

Another opinion from Nida who gives a statement that equivalence has two basic orientations, they are:

a. Formal equivalence

   The focus of formal equivalence is on the message itself, in both form and content. It must be noted that the message in the receptor language should match as closely as possible to the different elements in the source language. Formal equivalence is thus keenly oriented towards the ST structure, which gives strong influence in determining accuracy and correctness.

b. Dynamic equivalent is 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 'aims at complete naturalness of expression'. (as cited in Munday, 2008, p. 42)

Another translation equivalence offered by Hatim (2013, p. 33) as the following levels:

a. SL and TL words having similar orthographic or phonological features (formal equivalence);

b. SL and TL words referring to the same thing in the real world (referential or denotative equivalence);

c. SL and TL words triggering the same or similar associations in the minds of speakers of the two languages (connotative equivalence);

d. SL and TL words being used in the same or similar contexts in their respective languages (text-normative equivalence);

e. SL and TL words having the same effect on their respective readers (pragmatic/dynamic equivalence).

Based on those definitions, the equivalence of translation as an empirical phenomenon, is found by comparing SL and TL texts to obtain equivalent meanings.

3. **Translation Process**

Translation process is the process undertaken by the translator to translating source text language into another text language that can be acceptable by the reader. The process of translation is a series of actions in which the translator devotes his knowledge, skills, abilities, and habits to divert the message through the thought process (internal) that translator do when doing translation. Following are classified about the process of translation by some expert in translation.

According to Nida and Taber (1982), the process of translation consists three steps, they are: first, analyzing the message from the source language. In this step, the translator analyze the SL text in the basis of the relationship of existing grammar (SL and TL grammars) and analyzing the meanings of the words and combinations of words. The second, transferring the result of analysis into similar message. In this step, the message of SL which have been understood are transferred into translators' mind. The last process is restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. (p. 33)

The process of translating proposed by Newmark (1988), consist of four levels, there are more or less consciously in mind to translate: (1) The source language text level, the level of language, where the process starts and which we continually (but not continuously) go back to. (2) The referential level, the level of objects and events, real or imaginary, which we progressively have to visualise and construct, and which is an essential part, first of the comprehension, then of the reproduction process. (3) The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the source language text. This level encompasses both comprehension and reproduction: it offers an overall picture, to which we may have to adjust the language level (4) The level of naturalness, of common language suitable to the writer or the speaker in a certain situation. (p. 19)

B. The Procedures of Translation

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. Translation methods is one way to translate which relate to the whole texts. While, to translate sentences and the smaller units of language the translator can use translation procedures. (Newmark, 1988, p. 81)

In this part, the writer discuss about procedure of translation which use always depends on a variety of contextual factors. As Newmark (1988, pp. 77-93) point out in his book, translation procedure are divided into sixteen types:

1.1. Transference

Transference is the process of displace a source text to a target text. It is the same as Catford's transference, and includes transliteration, which relates to the conversion of different alphabets: e.g. Russian (Cyrillic), Greek, Arabic, Chinese, etc. into English. The word then becomes a 'loan word'. The normally transferred of words are:

a. The names of all living (except the Pope and one or two royals) and most dead people.

b. The names of geographical and topographical including newly independent countries such as Zaire, Malawi, unless they already have recognised translations.

c. The names of periodicals and newspapers.

d. The names of titles of as yet untranslated literary works, plays, films.

e. The names of private companies and institutions.

f. The names of public or nationalised institutions.

g. The names of street names, addresses, etc.

1.2. Naturalisation

This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then- to the normal morphology (word-forms) of the TL. For example: television (English) into *televisi* (Indonesian)

1.3. Cultural Equivalent

The cultural equivalent is a prediction translation where in the word SL culture is translated by the TL cultural word. This translation uses are limited, since they are not accurate, but they can be used in general texts, publicity and propaganda, as well as for brief explanation to readers who are ignorant of the relevant SL culture. Functional cultural equivalents are even more restricted in translation, but they may occasionally be used if the term is of little importance in a popular article or popular fiction. They are important in drama, as they can create an immediate effect. However, the main purpose of the procedure is to support orsupplement another translation procedure in a couplet. For examples: pajamas party (*menginap bersama*), bachelor party (*pesta bersama sebelum pernikahan*)

1.4. Functional Equivalent

This procedure common applied to cultural words, requires the use of a culture free word, sometimes with a new specific term; it therefore neutralises or generalises the SL word. This procedure, which is a cultural componential analysis, is the most accurate way of translating. This procedure occupies the middle, sometimes the universal, area between the

SL language or culture and the TL language or culture. For example: 'common-law wife' (concubine) translated into *selir*

1.5. Descriptive equivalent

Descriptive equivalent is an equivalent modified by describing the source language word. Description and function are essential elements in explanation and therefore in translation. In translation discussion, function used to be neglected; now it tends to be overplayed. For example: *samurai* is described as *aristokrasi Jepang dari abad kesebelas hingga abad kesembilan belas*

1.6. Synonymy

The word 'synonym' used in the sense of a near TL equivalent to an SL word in a context, where a precise equivalent may or may not exist. This procedure is used for a SL word where there is no clear one-to-one equivalent, and the word is not important in the text. For example: *personne gentile* translated into 'kind person' (*orang baik*)

1.7. Through-Translation

Through-translation is the literal translation of common collocation, names of organization and components of compound. It also called by calque or loan translation. Normally, through-translations should be used only when they are already recognised terms. For example: 'First name' translated into *nama depan*

1.8. Shifts or Transpositions

Shifts or transpositions is a translation procedure involving a change in the grammar from SL to TL. For instance that consist into four types, they are:

a. One type, the change from singular to plural.

b. A second type of shift is required when an SL grammatical structure does not exist in the TL.

c. The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL.

d. The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure.

1.9. Modulation

Vinay and Darbelnet coined the term 'modulation' to define 'a variation through a change of viewpoint of perspective. Free modulations are used by translators 'when the TL rejects literal translation', The other modulation procedures are: (a) abstract for concrete; (b) cause for effect; (c) one part for another; (d) reversal of terms; (e) active for passive; (f) space for tim; (g) intervals and limits; (h) change of symbols. For example: 'you are going to have a child' translated into *kamu akan menjadi ayah*

1.10.   Recognized Translation

This translation occurs when translator normally use the official or the generally accepted translation of any institutional term. For example: *Rechtsstaat* translated into 'constitutional state' (*Konstitusi negara*)

1.11.   Compensation

This is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

1.12.   Reduction and Expansion

It is the translation procedure that the translator practice intuitively in some translation cases. However, for each there is at least one shift which translator may like to bear in mind, particularly in poorly written texts:

a. SL adjective of substance plus general noun, TL noun: atteintes inflammatoires et infectieuses, 'inflammations and infections'; science linguistique (etc.), 'linguistics'.

b. For expansion, a not uncommon shift, often neglected, is SL adjective, English TL adverb plus past participle, or present participle plus object: cheveux egaux, 'evenly cut hair'; belebend, 'life-giving'.

1.13.   Paraphrase

This is an amplification or explanation of the meaning of a segment of the text. It is used in an 'anonymous' text when it is poorly written, or has important implications and omissions. For example: Numerophobia, explained as *ketakutan terhadap angka merupakan hal yang irasional*

karena setiap hari kita harus berurusan dengan angka dalam kehidupan sehari-hari, dari memberitahukan waktu, menghitung barang-barang, kartu kredit, uang diantara hal hal lainnya.

1.14.   Couplets

Couplets, triplets, quadruplets combine two, three or four of the above mentioned procedures respectively for dealing with a single problem.

For example:

Carburator (Borrowing + Calque)

Karburator → komponen mesin

1.15.   Notes

Notes are additional information in a translation. It is well known as various forms translation's procedure as follow:

a.   Within the text

　1)   As an alternative to the translated word.

　2)   As an adjectival clause.

　3)   As a noun in apposition.

　4)   As a participial group.

　5)   In brackets, often for a literal translation of a transferred word.

　6)   In parentheses, the longest form of addition.

b.   Notes at bottom of page.

c.   Notes at end of chapter.

d. Notes or glossary at end of book.

For example:

Crumphet = England's traditional cake

Crumphet = *kue tradisional Inggris*

1.16.   Literal translation

It is the other translation procedures that use by translator. Literal translation is direct translation of the source language based on its grammar and idiomatic. In principle, this translation is a revisable and complete solution.

C. The Definition of Interrogative

An interrogative sentence is a type of sentence that asks a question. Interrogative is generally used when people want to ask something. (Compare with sentences that make a statement, deliver a command, or express an exclamation). An interrogative sentence ends with a question mark. Interrogative sentences are typically marked by *inversion* of the subject and predicate: that is, the first verb in a verb phrase appears *before* the subject.

1. The Concept of Interrogative in English

In 2013, Luo compared the sentence types (or types of grammaticalized speech acts) divided to three members, declarative, imperative, and interrogative (though exclamatives are also very often

included in the literature). The strategies of their form vary, but the declarative is the default sentence type and is typically left unmarked, the imperative is generally shown by verbal affix(es), and the interrogative has many forms. The core issue of the present thesis is the forms, or "strategies", for asking questions, in particular polar questions (also known as yes/no questions). Content questions (also known as wh- questions, information questions, constituent questions) are also covered, but less central. (p. 1)

Based on Greenbaum and Nelson (2009, pp. 105-106), there are two main types of interrogative sentences, they are:

a. Yes–no questions begin with a verb. They need subject–operator inversion. That is, a reversal of the order of subject and verb (the order that is normal in declaratives). The verb that appears before the subject is an operator:

a.1)   Should (op) the government (S) cut income taxes?

a.2)   Does (op) this shop (S) open 24 hours a day?

They are called yes–no questions because they expect the answer yes or no. They may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered simply with yes or no.

b. Wh-questions begin with an interrogative word or phrase:

a.1.1)   Why should the government cut income taxes?

a.1.2)   On which days does this shop open 24 hours?

They are called wh-questions because most of the interrogative words begin with wh- (the exception is how). With the wh-question, the questioner can get a more detailed answer to the question.

There are also several other types of questions:

c. Declarative questions have the form of a declarative sentence but the force of a question. They have the declarative subject–verb order, but their interrogative powers are characterized by an increasing intonation in speech and with a question mark in writing:

1) You know my name?

2) He's got the key?

d. Alternative questions present two or more choices, and the hearer is expected to reply with one of them. One type of alternative question resembles the form of yes–no questions:

For example: Should the government reduce its deficit by raising income taxes or by cutting expenditure?

e. Tag questions are attached to sentences that are not interrogative. They invite the hearer to respond in agreement with the speaker:

1) The government should cut income taxes, shouldn't it?

2) You haven't said anything yet, have you?

f. Rhetorical questions do not expect a reply since they are the equivalent of forceful statements. If the rhetorical question is positive it has

negative force, and if it is negative it has positive force. The questions

may resemble either yes–no questions or wh-questions:

1) Is there anything more relaxing than a hot bath?

   ('Surely there isn't . . .')

2) Haven't you eyes? ('Surely you have eyes.')

3) Who could defend such a view? ('Surely no one could . . .')

  Ginsburg (2009) also give an idea "Interrogative features are elements

that play a role in the formation of interrogative constructions." (p. 15)

While, Azar (2002, pp. A8-A15) stated that there are five main types of

interrogative sentences, they are:

	Forms of Yes/No and Information Quest
	A yes/no question = a question that may be answered A: Does he live in Chicago? B: Yes, he does. Or No, he doesn't.
	An information question = a question that asks for information A: Where does he live? B: In Chicago.
Question word order = (Question word) + helping verb + subject + main verb Notice that the same subject-verb order is used in both yes/no and information questions.	
	Question Words
WHEN	a. When did they arrived? b. When will you come?
WHERE	a. Where is she? b. Where can I find a pen?
WHY	a. Why did he leave early? b. Why aren't you coming with us?
HOW	a. How did you come to school? b. How does he drive?
	a. How much money does it cost?

	b. How many people came?
	a. How old are you? b. How cold is it? c. How soon can you get here? d. How fast were you driving? e. How long has he been here f. How often do you write home? g. How far is it Miami from here?
WHO	a. Who can answer that question? b. Who came to visit you?
	a. Who is coming to dinner tonight? b. Who wants to come with me?
WHOM	a. Who(m) did you see? b. Who(m) are you visiting? c. Who(m) should I talk to? d. *To* who(m) should I talk? *(formal)*
WHOSE	a. Whose book did you borrow? b. Whose key is this? (Whose is this?)
WHAT	a. What made you angry? b. What went wrong?
	a. What do you need? b. What did Alice buy? c. What did he talk *about?* d. *About* what did he talk? *(formal)*
	a. What kind of soup is that?

	b. What kind of shoes did he buy?
	a. What did you do last night?
	b. What is Mary doing?
	a. What countries did you visit?
	b. What time did she come?
	c. What color is his hair?
	a. What is Ed like?
	b. What is the weather like?
	a. What does Ed look like?
	b. What does her house look like?
WHICH	I have two pens. a. Which pen do you want?* b. Which one do you want?* c. Which do you want?* d. Which book should I buy?

	a. Which countries did he visit?
	   What countries did he visit?
	b. Which class are you in?
	   What class are you in?

Shortened Yes/No Questions	
a. Going to bed now? = Are you going to bed now? b. Finish your work? = Did you finish your work? c. Want to go to the movie with us? = Do you want to go to the movie with us?	Sometimes in the spoken English, the auxiliary and the subject *you* are dropped from a yes/no question.

Negative Questions	
a. Doesn't she live in the dormitory? b. Does she not live in the dormitory? *(very formal)*	Negative questions are used to indicate the speaker's idea (i.e. when s/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger)

Tag Questions	
a. Jack *can* some, *can't* he? b. Fred *can't* come, *can* he?	A tag question is a question added at the end of a sentence. Speakers use tag questions chiefly to make sure their information is correct or to seek agreement.
a. This/that is your book, isn't it?	The tag pronoun for this/that = it

b. These/those are yours, aren't they?	The tag pronoun for these/those = they
a. There is a meeting tonight, isn't there?	In sentences with *there + be, there* is used in the tag.
a. Everything is okay, isn't it? b. Everyone took the test, didn't they?	Personal pronouns are used to refer to indefinite pronouns.
a. Nothing is wrong, is it? b. Nobody called on the phone, did they? c. You've never been there, have you?	Sentences with negative words take affirmative tags.
a. I am supposed to be here, am I not? b. I am supposed to be here, aren't I?	Am I not? Is formal English Aren't I? is common in spoken English.

2. **The Concept of Interrogative in Indonesian**

Kentjono, Datang, Suhardiyanto and Candrayani (2010, pp. 234-237), maintain that interrogative is a type of word that has a function to direct the point of the problem to the person, object, thing, event, and situation that is the subject of the question. In Indonesian language, these words include the following:

Question Words		
Apa(kah)	a. *Apa yang bias saya kerjakan?* b. *Kamu mau apa?*	Used to ask about object, thing, situation or event.
	a. *Apakah kami semua akan lulus?* b. *Apa dia pacar barumu?*	Used to ask about a possibility with a positive or negative answer.
Siapa(kah)	a. *Siapakah calon pengganti direktur pemasaran?* b. *Siapa yang akan beruntung dalam undian nanti?*	Used to ask questions about *person*.
	a. *Siapa nama anakmu?*	Used to ask questions about *name of person*.
Berapa(kah)	a. *Berapa harga lemari besi ini?* b. *Berapakah anakmu sekarang?*	Used to ask questions about *quantity*.

	a. *Bagaimana tragedi seperti itu dapat terulang lagi*? b. *Bagaimana cara menggunakan alat ini*?	Used to ask the way or process of an action or event.
Bagaimana- (kah)	a. *Bagaimana situasi di luar gedung*? b. *Bagaimanakah kabarmu, Rud*?	Used to ask questions about conditions or circumstances.
	a. *Bagaimana kalau masalah ini dibahas nanti siang*?	Used to ask questions about opinion or thought.
Bila(kah)	a. *Bila kau berangkat ke Medan?* b. *Bilakah kau akan melamarku?*	Used to ask questions about *time*.
Kapan(kah)	a. *Kapan batas waktu pendaftaran calon peserta kursus berakhir*? b. *Sejak kapankah dia menjadi lurah?*	Used to ask questions about *time*.
	a. *Sejak kapan dia mulai berubah?* b. *Sampai kapan krisis ekonomi melanda Asia Tenggara?*	The word *'kapan'* can also be combined with words *since (from)* or *until (to)*.
Mana(kah)	a. *Manakah yang akan menang dalam pertandingan nanti?* b. *Mana yang lebih cantik, Mirta atau Rini?*	Used to ask about one of person, object, thing, or group from some other.
	a. *Mana uang kembaliannya?* b. *Mana janjimu?*	Used to ask questions for *existence*.
	a. *Di mana tempat penukaran uang?* b. *Di mana tanggung jawabmu sebagai seorang dosen?*	*Mana* can also be used in combination with *di, ke, dari, yang,* and *bila*. *Di mana* used to ask questions about a place of existence.
	a. *Sampai di mana pembicaraan kita tadi?*	A question word *'di mana'* can also combine with *sampai* and it is used to ask about the boundary of place of existence.
	a. *Ke mana dia pindah rumah?*	A question word *'ke*

		mana' is used to ask about *destination.*

	a. *Ke mana kamu selama ini sehingga*
	   tidak tahu adikmu menjadi
	   pecandu narkotik?
		Ke mana is also used to ask questions about existence.

	a. *Dari mana manga ini?* b. *Dari mana kamu mandapat dana sumbangan itu?*	*Dari mana* is used to ask questions about *habitat.*
	a. *Yang mana pacarmu?* b. *Kamu ingin membeli rumah yang mana?*	*Yang mana* is used to ask for choice from multiple people, object, thing, or part.
Mengapa -(kah)	a. *Mengapa kamu tampak lesu sejak beberapa hari ini?* b. *Mengapakah kita harus berpisah?*	Used to ask questions about cause or reason.
Kenapa(kah)	a. *Kenapakah kamu menangis?* b. *Kenapa kita tidak dapat mengalahkan tim itu?*	Used to ask questions about cause or reason.
	a. *Kenapa alismu?*	Used to ask questions about *condition.*
Masa/ masakan	a. *Masa kamu tidak percaya kepadaku?* b. *Kamu mana tega mengkhianati teman sendiri?* c. *Masakan dia tidak tahu kalau aku sudah menunggunya di sini?*	Used in the rhetorical question to express about mistrust or doubt.

Based on Alwi, Dardjowidjojo, Lapoliwa and Moeliono (2003, p. 265) the pronominal questioner used as the question marker. In terms of its meaning, the question may be about; a person, an object, or a choice. In addition there are other questioners which are not pronominal, i.e. cause, time, place, manner, and number or sequence. There are eight kinds of questions word, they are: *siapa, apa, mana, mengapa* or *kenapa, kapan* or *bila (mana),di mana, ke mana,* or *dari mana, bagaimana and berapa.*

D. The Definition of novel

A novel is a long prose essay containing a series of stories of one's life with those around him or her by highlighting the character and nature of each actor. Novel is one of the media to entertain people through writing. The story contained in the novel is usually a fictional story. The author of a novel is called a novelist.

According to Eagleton (2005), a novel is a piece of prose fiction of a reasonable length. However, even a definition as toothless as this is still too limited. Not all novels are written in prose. There are novels in verse, like Pushkin's Eugene Onegin or Vikram Seth's The Golden Gate. As for fiction, the distinction between fiction and fact is not always evident. (p. 1) While, she stated, "a novel has always meant for readers a place where stories take form, where adventures and passions develop, where characters of all backgrounds are confronted with extraordinary or everyday events." (Cusani, 2015, p. 26)

The term "novel" is now applied to various writings that have in common only the attribute of the expansion of fiction works 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 (or plots), ampler development

of milieu, and more sustained exploration of character and motives than do the shorter, more concentrated modes. (Abrams, 1999, p. 190)

E. Research of the Relevance

In this study the writer discus about "Analysis of The Interrogative Sentences from English into Indonesian Languages in *e-love* Novel by Caroline Plaiste Though Translation Procedure Approaches". First, the writer found the same relevance written by Bangkit Ambar Sri Rahayu of STBA JIA on "Translation Procedure of Interjection in New Moon Novel by Stephenie Meyer". Her study focused on translation procedures in the interjection words in Stephennie Meyer's novel New Moon. It aims to find the classification of meaning on one's expression by using interjection, the use of translation procedures, and describe the translation procedure most often used by the translator in the novel. The data were taken from 12 initial titles in the novel of 24 titles. This research is used qualitative method. The objected of the research is interjection. The equation is both the researches are used the Newmark theory as a reference for writing the translation procedure. The difference is in her script she makes interjection as the data object. While, the writer makes interrogative simple sentences as the data object.

The second relevance is "An Analysis of Translation Procedure from English into Indonesian Language in Novel The Negotiator" written by Andi

Pramono of Universitas Islam Negeri Syarif Hidayatullah Jakarta. The goal of his research is to analyze the translation procedures in the novel "The Negotiator". In translation process, the translator translates the novel from SL (English) into TL (Indonesia) is to give the information and knowledge to the reader as well as to help the reader to get understanding about contain of the book. The similarities of two languages meaning in translation text do not need to notice the structure and the rule of translation because the translator has one purpose that is to attract the readers to understand the contain of book. The problem is, what types of translation procedures are utilized by the translator in translating the novel "The Negotiator". In his thesis, he uses the descriptive analysis. He tries to answer the research question is by describing the problem in his research, he also explains and describes the opinion to analyze the object of the research. The selected data will be analyzed by using the concepts of Newmark and other relevant theories. The equation is both the researches are used the Newmark theory as a reference for writing the translation procedure. The difference is in his script he makes "The Negotiator" novel as the data object. While, the writer makes more specific to use interrogative sentences as the main data object of the "e-love" novel.

The third relevance is "A Subtitling Analysis of Interrogative Sentence in Monte Carlo Movie" written by Endah Dwi Astuti of Universitas Muhammadiyah Surakarta. This research studies about a subtitling analysis of interrogative sentence in Monte Carlo movie. The objectives of the study are to explain the types of interrogative sentences and to explain the equivalent

translation of interrogative sentences in its subtitle. This research applies descriptive qualitative research. By applying this method, the researcher uses the subtitle of Monte Carlo movie as the data source, while the data of the research are interrogative sentence. As the comparison, there are also data taken from manuscript in English and Indonesian. The method of collecting data is document and interviewing the viewers of the movie to get their opinion of the movie. The technique of analysis applied in this study is descriptive analysis. Although the settings of object data are both about interrogative sentence, but there is a difference in the theme of the discussion. She only discusses about interrogative sentence itself, while the writer discuss the more specific about the translation procedure.

The fourth is "A Translation Analysis of Interrogative Sentences in Born under A Million Shadows Novel and Its Translation" written by Maratina Indah Prasmawati of Universitas Muhammadiyah Surakarta. This research focuses on analyzing the interrogative sentences found in Born under A Million Shadows novel and its translation. The objectives are to describe the types of interrogative sentences found in Born Under A Million Shadows novel and its translation, and to describe the equivalence of interrogative sentences found in Born Under A Million Shadows novel with its translation. This research applies descriptive qualitative method. The data are the interrogative sentences found in Born under a Million Shadows novel and its translation. The data sources are the novel entitled Born under a Million Shadows and its translation "Dalam Sejuta

Bayangan". The way to collect data is using documentation method. The results of the research show that, firstly, there are three types of interrogative sentences found in Born under a Million Shadows novel namely, yes-no questions, questions tag or attached questions, and interrogative-word questions. The equation is both the researches are used interrogative sentences as the data object.

The fifth relevance is "A Translation Analysis of English Interrogative Sentence in Ender's Game Novel by Orson Scott Cardt" written by Heri Budi Susilo of Universitas Muhammadiyah Surakarta. This study aims at analyzing the interrogative sentences found in Ender's Game novel and its translation. This research applies descriptive qualitative method. The objectives are to describe the translation variations of interrogative sentences and to describe the translation accuracy of interrogative sentences in Ender's Game novel. The data are interrogative sentences found in Ender's Game novel and its translation. The data were collected by using content analysis and interview. The results of the research shows that, firstly, there are translation variation of interrogative sentences; yes-no, tag questions, and interrogative-word questions. Second, the translation accuracy is categorized as accurate, less accurate and inaccurate translation. Although the settings of object data are both about interrogative sentence, but there is a difference in the theme of the discussion. He only discusses about interrogative sentence itself, while the writer discuss the more specific about the translation procedure.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

1. Time and Place of the Research

The research was started from the middle of February 2018 to the end of June 2018. During the term, every necessary things related to the process of writing is committed. This paper has some references as the theory of the research. The references are mostly obtained from various kinds of books and journals of translation, linguistics and other supporting books related with this research. The references from e-books were also used in accomplishing this research. The data are used to analyse the translation procedure of interrogative simple sentence in *e-love* novel. The setting of this research are STBA JIA's library and also writer's home.

2. Kind of the Research

Research is process collecting, analyzing, and interpreting information to answer the questions. This research uses qualitative methodological research because it produces descriptive data of written words. Qualitative methods involves the process of collecting, analyzing, interpreting, and writing the results of a results of a study (Creswell, 2012, p.15)

Qualitative research is a medium to develop and understand the meaning of individuals and groups that become social or human problems. In the process, the research involves the questions and procedures that arise, then collects the member setting data, analysis the data inductively, creates the theme from general to the public, and interprets the meaning of the data. In

1

this research, the writing of flexible structure becomes the last written report (Creswell, 2009, p. 232)

B. Procedure of the Research

After understanding the role of systematically and arranging steps of the research, the writer comes to the procedure of how this paper is arranged. In order to achieve this research, several procedures are conducted. Here are the details of procedures of the research:

a.i.1.   **Planning**

a. Identifying the problem.

b. Selecting the title of the research.

c. Formulating the problem.

d. Determining the purpose and objective the research.

e. Conducting the consultation to the first advisor.

f. Submitted the result proposal for getting an approval from the advisors.

a.i.2.   **Preparation**

After this research approved by the advisors, then the writer does the next steps as follows:

a. Determining the novel which will become the objects for this research.

b. Limiting the problem.

c. Collecting the data that will become the object of the research in the novel.

d. Determining the sample of the research to restrict the object of the research.

e. Preparing all of the things needed for collecting the data.

a.i.3. **Implementation**

a. Reading the novel in English and then following the Indonesian version.

b. Giving mark to each sentence which contain the interrogative simple sentence.

c. Inserting the elected data into lists of analysis.

d. Processing and analyzing the data by the procedures employed in the data.

a.i.4. **Finishing**

a. Composing the analyzed data.

b. Formulating the problem and concluding the system.

c. Discussing with the advisors.

d. Revising the result.

e. Concluding the result.

f. Typing and printing the result of the research.

C. Technique of the Data Collection

The scientific writing should be also presented in a sequence. The reason is to explain the subject of discussion from the beginning to the end every sentence will be easy to comprehend when it is analyzed from identification and then comes to description. The data are collected by observing through the

interrogative simple sentences in the source text in English and also target text in Indonesian. The writer read the novels closely to gain the content and context of the text. This close reading was done firstly through the source text, *e-love* novel by Caroline Plaisted and then followed by its Indonesian version entitled *e-love* translated by Susanty Lesmana as target text. Second, finding the data, putting sign and making checklist on it. The last, taking the data and presenting them in data display.

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 kinds of translation ideology.

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 interrogative simple sentences based on the data provided. Second step is describing those data based the findings of the translation procedure approaches. The last step is, analyzing the data found by explaining those data and how the data translated through one of the translation procedure approaches correctly.

E. Sources of the Primary and Secondary Data

1. **The Primary Data**

Primary data means all data that has been processed and understood to explain the title of the paper directly. In this case the primary data is the interrogative simple sentence which found in the *e-love* novel by Caroline Plaisted as data source. This novel is one of the English novel best seller among teenagers. Then classified into the procedure of translation.

2. **The Secondary Data**

Secondary data means all data taken and used in this study. In this case secondary data has indirect function as supporting the main theory in this paper. The secondary data that is used in this research are based on several articles, dictionaries, journals, linguistics books, and translation books which related to procedure of translation as the writer's main focus in this research.

F. Qualitative Validity

Guba and Lincoln proposed four criteria for judging the soundness of qualitative research and explicitly offered these as an alternative to more traditional quantitatively-oriented criteria, they are:

1. **Credibility**

The credibility criteria involves establishing that the results of qualitative research are credible or believable from the perspective of the

participant in the research. Since from this perspective, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes, the participants are the only ones who can legitimately judge the credibility of the results.

2. **Transferability**

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing. The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The person who wants to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is.

3. **Dependability**

The traditional quantitative view of reliability is based on the assumption of replicability or repeatability. Essentially it is related with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice -- by definition if we are measuring twice, we are measuring two different things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around

this fact. The idea of dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The research is responsible for describing the changes that occur in the setting and how these changes affected the way the research approached the study.

4. **Confirmability**

Qualitative research tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others. There are a number of strategies for enhancing confirmability. The researcher can document the procedures for checking and rechecking the data throughout the study. Another researcher can take a "devil's advocate" role with respect to the results, and this process can be documented. The researcher can actively search for and describe and negative instances that contradict prior observations. And, after that one can conduct a data audit that examines the data collection and analysis procedures and makes judgements about the potential for bias or distortion. (as cited in Trochim, 2006, par. 2)

CHAPTER IV

DATA ANALYSIS

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 *"e-love"* Novel by Caroline Plaisted as source text and its Indonesian version *"e-love"* Novel translated by Sutanty Lesmana as target text. Those data which are going to be analyzed are the interrogative simple sentences found in the chapter 1 until the chapter 6 of the *e-love* Novel. In the chapter I, the writer found eight data, chapter II consists of 6 data, chapter III consists of 3 data, chapter IV consists of 3 data, chapter V consists of 3 data, and chapter VI consists of seven data. For all those chapters, the writer found 30 data.

Finding data in *"e-love"* Novel by Caroline Plaisted and *"e-love"* Novel by Susanty Lesmana is analyzed according to some steps. The beginning step is choosing the interrogative simple sentences based on the data provided. Second step is describing those data based the findings of the translation procedure approaches. The last step is, analyzing the data found by explaining those data and how the data translated through one of the translation procedure approaches correctly. Those data are presented as follow:

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Table 4.1 Data Description in e-love Novel

No	Source Language	Target Language
1	"**You can't be serious?**" (C. 1, P. 127, L. 1)	"*Serius nih?*" (C. 1, P. 5, L. 1)
2	"Oh, hi, Mum. **How you doing**?" (C.1, P. 128, L. 26)	"*Oh, hai, Mum! **Gimana kabarnya?**"* (C. 1, P. 6, L. 24)
3	"I'm OK, love, **how about you?**" (C. 1, P. 128, L. 28)	"*Aku baik-baik saja, Sayang. **Kau sendiri bagaimana?**"* (C. 1, P. 6, L. 26)
4	"**You remember Mrs. Dixon, our Geography teacher?**" (C. 1, P. 129, L. 6)	"***Mum ingat** Mrs. Dixon, guru Geografi kami?*" (C. 1, P. 7, L. 5)
5	"**Can you imagine four brothers?**" (C. 1, P. 130, L. 19)	"*Kebayang tidak, punya empat saudara laki-laki?*" (C.1, P. 8, L. 20)
6	"**What did you find out from the Royal Institute?**" (C. 1, P. 132, L. 28)	"*Apa yang kau temukan dari website Royal Institute?*" (C.1, P. 10, L. 32)
7	"**How about you?**" (C. 1, P. 133, L. 2)	"*Kau sendiri bagaimana?*" (C. 1, P. 11, L. 5)
8	"**Anyone out there?**" (C. 1, P. 133, L. 16)	"*Ada yang berminat?*" (C. 1, P. 11, L. 20)
9	"**What could he be like?**" (C. 2, P. 135, L. 20)	"*Seperti apa ya dia?*" (C. 2, P. 13, L. 21)
10	"**How dare he?**" (C. 2, P. 137, L. 5)	"*Keterlaluan sekali!*" (C. 2, P. 15, L. 7)
11	"**When's he going to give you the phone back, then?**" (C. 2, P. 137, L. 24)	"*Lalu kapan dia bakal mengembalikan ponselmu?*" (C. 2, P. 15, L. 26)
12	"Hello, chicken! **How are you?**" (C. 2, P. 142, L. 4)	"*Hallo, Sayang! **Apa kabar?**"* (C. 2, P. 20, L. 4)
13	"**Where are you**?" (C. 2, P. 145, L. 19)	"*Kamu ada di mana*"? (C. 2, P. 23, L. 20)
14	"**And how old are you?**" (C. 2, P. 145, L. 20)	"*Dan umur berapa?*" (C. 2, P. 23, L. 20)
15	"**Sam? You still there?**"	"*Sam? Masih di sana?*

	(C. 3, P. 147, L. 4)	(C. 3, P. 25, L. 4)
16	**"Sam? Have you gone?"** (C. 3, P. 148, L. 10)	***"Sam? Kamu sudah pergi?"*** (C.3, P. 26, L. 12)
17	**"Who were you talking to?"** (C. 3, P. 158, L. 6)	***"Tadi lagi ngomong sama siapa?"*** (C. 3, P. 36, L. 6)
18	**"Sam. You there?"** (C. 4, P. 161, L. 1)	***"Sam? Ada di situ?"*** (C. 4, P. 39, L. 1)
19	**"Was I there?"** (C. 4, P. 161, L. 2)	***"Apakah aku ada di sini?"*** (C. 4, P. 39, L. 2)
20	**"Do you play at school?"** (C. 4, P. 162, L. 4)	***"Kamu main tenis di sekolah?"*** (C. 4, P. 40, L. 5)
21	**"Who is he?"** (C. 5, P. 169, L. 3)	***"Siapa cowok itu?"*** (C. 5, P. 47, L. 3)
22	**"Perhaps he'd be there now?"** (C. 5, P. 174, L. 7)	***"Barangkali dia sudah ada di sana sekarang?"*** (C. 5, P. 52, L. 4)
23	**"No, why should they?"** (C. 5, P. 180, L. 27)	***"Tidak, memangnya kenapa?"*** (C. 5, P. 58, L. 25)
24	**"You know, Mr Love Chat?"** (C. 6, P. 183, L. 1)	***"Itu lho, Mr. Love Chat?"*** (C. 6, P. 60, L. 22)
25	**"What secret?"** (C. 6, P. 183, L. 10)	***"Rahasia apa?"*** (C. 6, P. 61, L. 8)
26	**"Do you speak to him?"** (C. 6, P. 183, L. 22)	***"Kau ngomong gak sama dia?"*** (C. 6, P. 62, L. 21)
27	**"And are you going to see him again?"** (C. 6, P. 183, L. 28)	***"Apa kau akan ketemu lagi dengan dia?"*** (C. 6, P. 62, L. 25)
28	**"You what?"** (C. 6, P. 184, L. 9)	***"Apa?"*** (C. 6, P. 62, L. 7)
29	**"Talk to him?"** (C. 6, P. 186, L. 5)	***"Ngobrol dengan dia?"*** (C. 6, P. 64, L. 3)
30	**"What do you say?"** (C. 6, P. 189, L. 26)	***"Bagaimana?"*** (C. 6, P. 67, L. 27)

B. Data Analysis

The data collected from English Version and Indonesian Version of Novel then analyzed and listed based on the translation procedures, and finally

each group of data that its translation procedures has been analyzed will be analyzed quantitatively in order to get the most dominant type of translation procedure by Newmark (1988, pp. 77-93) and interrogative sentence by Greenbaum and Nelson (2009, pp. 105-106) occurs in the analyzed data. The data is presented as follows:

Datum 1

Source Language	Target Language
"**You can't be serious?**" (C. 1, P. 127, L. 1)	"*Serius nih?*" (C. 1, P. 5, L. 1)

In the first data, the interrogative simple sentence belongs to declarative question. It is because, the sentence have the form of a declarative sentence but force of a question. Declarative questions is one of the type interrogative question that has the declarative subject–verb order, but their interrogative force is signaled by a rising intonation in speech and by a question mark in writing. The translation procedure approach is modulation. In the above modulation procedure, there is a shift or change of negative point of view into positive data. The SL negative sentence **'can't be serious?'** translated into positive sentence ***'serius nih?'*** in the TL text. The word 'not' which has the meaning *'tidak'* in the TL text did not added by the translator in this case.

Modulation is a change in point of view that permits to express the same phenomenon in a different way. Modulation is a variation through a change of viewpoint, of perspective and very often of category of thought. While, the transposition procedure occurs because the literal translation is the replacement of a virtual lexical gap by a grammatical structure. In modulation procedure the word in TL, the meaning of SL and TL has different point semantically, but both SL and TL have same message and intent in meaning contextually.

Datum 2

Source Language	Target Language
"Oh, hi, Mum. **How you doing**?" (C.1, P. 128, L. 26)	*"Oh, hai, Mum! **Gimana kabarnya?**"* (C. 1, P. 6, L. 24)

In the second data, the interrogative simple sentence belongs to wh-question. This type of interrogative simple sentence called wh-question because most of the interrogative word begin with wh- except this one **'how'**. The interrogative word in wh-questions represents a missing piece of information that the speaker wants the hearer to supply. The translation procedure approach is transposition. It is because the translator put noun **'kabar'** in front of subject **'nya'**. The subject is also changed into suffix **'–nya'** to replace the word **'kamu'** which means **'you'** in the SL. It was causing grammatical shift in the TL because the translator replaced the position of subject by noun **'kabar'**. It is because if the

position of subject in front of the noun did not replaced in the TL, the translation would be awkward.

Transposition concerns about the changes of grammatical categories in translation. Transposition probably the most common structural change taken by translators. This is a change of one part of speech for another without changing the sense. The transposition above occurs because the SL grammatical structure does not exist in the TL. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 3

Source Language	Target Language
"I'm OK, love, **how about you?**" (C. 1, P. 128, L. 28)	*"Aku baik-baik saja, Sayang. **Kau sendiri bagaimana?**"* (C. 1, P. 6, L. 26)

In this data, the interrogative simple sentence belongs to wh-question. This wh- question is a request for an information. Wh- questions usually start with a word beginning with wh-, but **'how'** is included. This 'how' question is asking about condition. The purpose of such a wh-question is to seek content information that the asker does not yet know or has perhaps forgotten. A response to this question might be something which previously unknown to the asker. The translation procedure approach is transposition. The translator lays down the subject **'kau'** in the beginning of the sentence. It was causing

grammatical shift because the translator replaced the position of adverb **'how'** by subject *'kau'*.

Transposition is a change of one part of speech for another without changing the sense. But, the transposition procedure makes the meaning can be completely understood. It does not create ambiguous meaning. However, transposition gives the correct meaning that can be understood. The transposition above occurs because the literal translation is grammatically possible but may not accord with natural usage in the TL. From the analyses, the writer can conclude that the translation procedure is transposition.

Datum 4

Source Language	Target Language
"**You remember Mrs. Dixon, our Geography teacher?**" (C. 1, P. 129, L. 6)	"*Mum ingat* **Mrs. Dixon,** *guru Geografi kami?*" (C. 1, P. 7, L. 5)

In this data, the interrogative simple sentence belongs to yes-no question. This question only needs either a yes or a no answer, so this is called yes-no questions. Yes-no question is one of the basic question. The question can be answered by simply with yes or no. Yes-no question does not require a long answer or an explanation. The translation procedure approach is modulation. In the sentence above, **'You'** —which referred to Samantha's mother— was translated into *'Mum'*. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL.

In modulation procedure the word in TL, the meaning of SL and TL has different point semantically, but both SL and TL have same message and intent in meaning contextually. The modulation is that translators to provide semantically equivalent different viewpoints the meaning or scope of its meaning, but in the context of the relevant leave a message or the same purpose. While, the transposition procedure occurs because the literal translation is the replacement of a virtual lexical gap by a grammatical structure. From the analyses, the writer can conclude that the translation procedure approach is modulation.

Datum 5

Source Language	Target Language
"Can you imagine four brothers?" (C. 1, P. 130, L. 19)	"*Kebayang tidak, punya empat saudara laki-laki?*" (C.1, P. 8, L. 20)

In this data, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. The translation procedure approach is modulation. It is because the sentence above changing the positive point of view in SL **'can you imagine'** to be negative in TL *'kebayang tidak'*.

Modulation is a variation of the form of message, obtained by a change in the point of view. Modulation is a change in point of view that allows us to express the same phenomenon in a different way. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL. Yet, this procedure should be better be avoided unless it is necessary for the naturalness of the translation. Although the meaning of the SL text and the TL text has different point semantically, but in the context of the relevant leave a message or the same purpose. From the analyses above, the writer can conclude that the translation procedure approach is modulation.

Datum 6

Source Language	Target Language
"What did you find out from the Royal Institute?" (C. 1, P. 132, L. 28)	*"Apa yang kau temukan dari website Royal Institute?"* (C.1, P. 10, L. 32)

According to the datum above, the interrogative data belongs to wh-question **'what'**. The sentence begins with **'what'** and ends with a question mark. The interrogative pronoun **'what'** placed in the beginning of the sentence is used to ask about thing. It proves that the sentence above is considered as wh-questions. The answer to this question must be something that the questioner does not know yet. The translation procedure approach is expansion. It is because, in the sentence above the translator added word *'website'* which is not actually exist in the SL text. There was element of the SL being added. The

translator adds the word **'website'** to inform the reader that the **'Royal Institute'** which mention in the sentence above is a website not a place.

Expansion refers to the case where the translator exceeds the number of words of the SL text in translation. There is a word added by the translator into the TL text. The translator reproduces a new word which does not occurs in the SL. Expansion procedure also occurs when the translator tries to shift from the implicit to the explicit. From the analyses, the writer can conclude that the translation procedure approach is expansion.

Datum 7

Source Language	Target Language
"How about you?" (C. 1, P. 133, L. 2)	*"Kau sendiri bagaimana?"* (C. 1, P. 11, L. 5)

From the data above, the interrogative sentence belongs to wh-question **'how'**. This type of interrogative simple sentence called wh-question because most of the interrogative word begin with wh- except this one **'how'**. This wh-question **'how'** is asking about condition. The purpose of such a wh-question is to seek content information that the questioner does not yet know or has perhaps forgotten. A response to this question might be something which previously unknown to the questioner. The translation procedure approach is transposition. The transposition in the translation above occurred when the translator lays down

the word **'How'** in the source language text which means **'bagaimana'** at the ending of the sentence in the target language text.

Transposition involves a change in the grammatical change that occurs in translation from SL text to TL text. The procedure also involves replacing one word class with another without changing the meaning of the message. From transposition procedure makes the meaning can be completely understood. It does not create ambiguous meaning even the translator change the position from one to another words. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 8

Source Language	Target Language
"Anyone out there?"	*"Ada yang berminat?"*
(C. 1, P. 133, L. 16)	(C. 1, P. 11, L. 20)

In this data, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. The translation procedure approach is modulation. It is because the translator reproduces the message of the SL text **'anyone out there?'** into the TL *'ada yang berminat?'* in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective. Although the literal meaning of **'anyone out there?'** is *'ada orang di luar sana?'* but the phrase *'ada yang berminat?'* already represents the meaning of the translation. It is because the context that refers to the TL text, there is a guy who explains his description to find friends.

In modulation, the meaning of SL and TL has different point semantically, but both SL and TL have same message and intent in meaning contextually. The translator translates the sentence by looking point of view transformation, perspective, and way of thinking. Modulation is a variation of the form of message, obtained by a change in the point of view, culture and perspective. Modulation is purposed to convert the same idea or message between the SL context and the TL context. From the analyses, the writer can conclude that the translation procedure is modulation.

Datum 9

Source Language	Target Language
"**What could he be like?**"	"*Seperti apa ya dia?*"
(C. 2, P. 135, L. 20)	(C. 2, P. 13, L. 21)

From the sentence above, the interrogative data belongs to wh-question **'what'**. This type of interrogative simple sentence consist of wh-words include 'how'. There are *what, why, who, when, where,* and *how* questions. This 'what' question is asking for information about something. The answer required by the questioner is information about what *'thing'* is being asked. The translation procedure approach is transposition. The transposition in the translation above occurred when the translator lays down the wh-word **'what'** in the SL text which means **'apa'** at the beginning of the sentence in the TL text. The translator

replaced the position of adverb *'seperti'* in front of the wh-word so that the translation would not be awkward.

Transposition is a translation procedure that involves changing grammar from SL text to TL text. In this datum above, the transposition occurs because the grammatical structure does not exist in the TL. Transposition is a change of one part of speech for another without changing the sense. Even the transposition changes the grammatical position, however, it gives the correct meaning that can be understood. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 10

Source Language	Target Language
"How dare he?"	*"Keterlaluan sekali!"*
(C. 2, P. 5, L. 137)	(C. 2, P. 15, L. 7)

In this data, the interrogative simple sentence belongs to wh-question. The wh-question found in this sentence is **'how'**. Wh- questions focus on particular parts of sentences, not generally on the whole sentence the way that yes-no questions do. This wh-question **'how'** is asking about manner. While, the translation procedure approach found in this sentence is modulation. It is because the translator translates **'how dare he?'** into *'keterlaluan sekali!'* instead the literal words *'betapa berani dia?'*. Although the translation has the different

point of view, the translator converts the same idea or message between the SL context and the TL context.

The variation through a change of viewpoint of perspective is called modulation. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL. Unless it is necessary for the naturalness of the translation, this translator should be better avoided. The meaning of the SL text and the TL text has different point semantically, but in the context of the relevant leave a message or the same purpose. From the analyses above, the writer can conclude that the translation procedure approach is modulation.

Datum 11

Source Language	Target Language
"When's he going to give you the phone back, then?" (C. 2, P. 137, L. 24)	***"Lalu kapan dia bakal mengembalikan ponselmu?"*** (C. 2, P. 15, L. 26)

The interrogative simple sentence in this datum belongs to wh-question **'when'**. Most types of this interrogative sentence begins with wh- include 'how', so it is called wh-question. The interrogative word in the wh-question represents the missing piece of information required by the questioner. This wh-question **'when'** is asking about time. With the wh-question, the questioner can get a more detailed answer to the question. The translation procedure approach is

transposition. The translator lays down the wh-word **'when'** which means ***'kapan'*** in the beginning of the sentence. It was causing grammatical shift because the translator replaced the tag question **'then'** by wh-word **'when'** in the TL text. The translator replaced the position of **'then'** in front of the wh-word because the translation is more acceptable to the target language.

Transposition is a translation procedure that involves changing grammar from SL text to TL text. This is a change of one part of speech for another without changing the sense. The transposition above occurs because the SL grammatical structure does not exist in the TL. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 12

Source Language	Target Language
"Hello, chicken! **How are you?**" (C. 2, P. 142, L. 4)	*"Hallo, Sayang! **Apa kabar?**"* (C. 2, P. 20, L. 4)

From the data above, the interrogative sentence belongs to wh-question **'how'**. This type of interrogative simple sentence called wh-question because most of the interrogative word begin with wh- except this one **'how'**. This wh-question **'how'** is asking about condition. The purpose of such a wh-question is to seek content information that the questioner does not yet know or has perhaps forgotten. A response to this question might be something which previously unknown to the questioner. The translation procedure approach is reduction. In

fact, the sentence **'how are you?'** in the SL text, can be translate into *'apa kabarmu?'* in the TL text. But in this case, the word **'you'** which found in the SL text was not translated by translator to the TL text. The word **'you'** which means *'kamu'* being reduced by the translator.

Reduction means the decrease of the SL text. In this procedure, not every word of the SL text is translated into the TL text. The translator is more likely to reduce a number of elements that form the SL. But the translator has to make sure that she does not reduce the important word. So the translation still has a clear meaning for the readers. From the analyses above, the writer can conclude that the translation procedure is reduction.

Datum 13

Source Language	Target Language
"**Where are you**?"	*"Kamu ada di mana"?*
(C. 2, P. 145, L. 19)	(C. 2, P. 23, L. 20)

The interrogative simple sentence in this datum belongs to wh-question **'where'**. Wh- questions usually start with a word beginning with wh-, but **'how'** is included. This wh- question is a request for an information. The purpose of such a wh-question is to seek content information that the asker does not yet. The answer to this question is an explanation which not yet known by the questioner. This wh-question **'where'** is asking about in or at what place or position. The translation procedure approach is transposition. There is transposition structure in

this sentence. The transposition in the translation above occurred when the translator lays down the subject **'kamu'** in the beginning of the TL sentence. It was causing grammatical shift because the translator replaced the wh-word **'where'** by subject **'kamu'**. It is because in the target language, this sentence is more often used when asking for existence.

Transposition is a change of one part of speech for another without changing the sense. From transposition procedure approach the translator makes the meaning can be completely understood. It does not create ambiguous meaning even the translator change the position from one to another words. From the analyses, the writer can conclude that the translation procedure is transposition.

Datum 14

Source Language	Target Language
"And how old are you?"	*"Dan umur berapa?"*
(C. 2, P. 145, L. 20)	(C. 2, P. 23, L. 20)

According to the datum above, the interrogative data belongs to wh-question **'how'**. This type of interrogative simple sentence consist of wh-words include 'how'. There are *what, why, who, when, where,* and *how* questions. The sentence begins with **'how'** and ends with a question mark. The wh-question above is used to ask about condition. The translation procedure approach is transposition. Although the sentence structure above not parallel, but the

translation is acceptable. The transposition in the translation above occurred when the translator lays down the wh-word **'berapa'** after noun **'umur'**. While in the SL text, the wh-word **'how'** followed by noun **'old'**.

The grammatical structure changed by the translator, because literal translation is grammatically possible but may not accord with natural usage in the TL. While, reduction means that not every word of the SL text is translated into the TL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. From the analyses above, the writer can conclude that the translation procedure approach is transposition.

Datum 15

Source Language	Target Language
"Sam? You still there?"	*"Sam? Masih di sana?*
(C. 3, P. 147, L. 4)	(C. 3, P. 25, L. 4)

In this data, the interrogative simple sentence belongs to yes-no question. Yes-no question is one of the basic question. Yes-no question does not require a long answer or an explanation. It is because of this question only needs either a yes or a no answer, so this is called yes-no questions. While, the translation procedure approach is reduction. The words **'you'** which found in the SL text

was not translated by translator to the TL text. The word **'you'** which means ***'kamu'*** being reduced by the translator.

Reduction means that not every word of the SL text is translated into the TL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. In reduction procedure, the translator is more likely to reduce the number of elements that form the SL text. This procedure should respect the principle of relevance. That is, the translator ought to make sure that no crucial information is omitted in the translation. From the analyses, the writer can conclude that the translation procedure is reduction.

Datum 16

Source Language	Target Language
"Sam? Have you gone?" (C. 3, P. 148, L. 10)	*"Sam? Kamu sudah pergi?"* (C.3, P. 26, L. 12)

From the data above, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. The yes-no question is also known as closed questions because there are only two possible responses, those are yes or no. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the

question can be answered by simply with yes or no. The translation procedure approach is transposition. There is transposition structure in this sentence. The transposition in the translation above occurred when the translator lays down the subject *'kamu'* after the word *'sudah'* in the TL text. While in the SL text, the word **'have'** position comes first before the subject **'you'**.

The transposition occurs because the SL grammatical structure does not exist in the TL. This is a change of one part of speech for another without changing the sense. Even the transposition change the grammatical position, however, it gives the correct meaning that can be understood. It does not create ambiguous meaning. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 17

Source Language	Target Language
"Who were you talking to?" (C. 3, P. 158, L. 6)	*"Tadi lagi ngomong sama siapa?"* (C. 3, P. 36, L. 6)

The interrogative simple sentence in this datum belongs to wh-question **'who'**. This type of interrogative simple sentence called wh-question because most of the interrogative word begin with wh- except 'how'. The interrogative word in the wh-question represents the missing piece information of an answer that the questioner wants to hear. With the wh-question, the questioner can get a

more detailed answer to the question. This wh-question **'who'** is used to ask about what or which person or people (subject). The translation procedure approach is transposition. The translation above shows that the word **'who'** in SL text which means ***'siapa'*** changed position by the translator. It is causing grammatical shift in TL text because the place of **'who'** replaced by ***'tadi'*** in front of the SL sentence.

The transposition occurs because the SL grammatical structure does not exist in the TL. Transposition gives the correct meaning that can be understood even the translator changes the grammatical structure. The sense does not change just because the translator changes one part of text for another text. Even the transposition change the grammatical position, however, it does not create ambiguous meaning. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 18

Source Language	Target Language
"**Sam. You there?**"	"*Sam? Ada di situ?*"
(C. 4, P. 161, L. 1)	(C. 4, P. 39, L. 1)

In this data, the interrogative simple sentence belongs to yes-no question. This question only needs either a yes or a no answer, so this is called yes-no questions. Yes-no question is one of the basic question. The question can be answered by simply with yes or no. Yes-no question does not require a long

answer or an explanation. While, the translation procedure approach is reduction. The words **'you'** which found in the SL text was not translated by translator to the TL text. The word **'you'** which means *'kamu'* being reduced by the translator.

Reduction means that not every word of the SL text is translated into the TL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. In reduction procedure, the translator is more likely to reduce the number of elements that form the SL text. This procedure should respect the principle of relevance. That is, the translator ought to make sure that no crucial information is omitted in the translation. From the analyses, the writer can conclude that the translation procedure is reduction.

Datum 19

Source Language	Target Language
"Was I there?"	*"Apakah aku ada di sini?"*
(C. 4, P. 161, L. 2)	(C. 4, P. 39, L. 2)

In this data, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. Yes-no question is type of question that in contra with wh-question. If the wh-question needs an explanation

for the answer, the yes-no question only needs one of both yes-no answer. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. The translation procedure approach is modulation. It is because, in the sentence above the translator translates the word *'there'* which means *'di sana'* in TL text into *'di sini'*. The translator reproduces the message of the SL text into the TL text.

Modulation is a change in point of view that allows us to express the same phenomenon in a different way. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL. Modulation is purposed to convert the same idea or message between the SL context and the TL context. This procedure should be better be avoided unless it is necessary for the naturalness of the translation. From the analyses above, the writer can conclude that the translation procedure is modulation.

Datum 20

Source Language	Target Language
"**Do you play at school?**" (C. 4, P. 162, L. 4)	"***Kamu main tenis di sekolah?***" (C. 4, P. 40, L. 5)

According to the datum above, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. Yes-no question is one of the basic question. Yes-no question does not require a long

answer or an explanation. Because of this question only needs either a yes or a no answer, so this is called yes-no questions. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. The translation procedure approach is expansion. It is because, in the sentence above the translator added word **'tenis'** which is not actually exist in SL. There was element of the SL being added. The translator adds the word **'tenis'** to inform the reader which game refers to what Sam played at the school.

Expansion refers to the case where the translator exceeds the number of words of the SL text in translation. There is a word added by the translator into the TL text. The translator reproduces a new word which does not occurs in the SL. Expansion procedure also occurs when the translator tries to shift from the implicit to the explicit. From the analyses, the writer can conclude that the translation procedure is expansion.

Datum 21

Source Language	Target Language
"**Who is he?**"	"*Siapa cowok itu?*"
(C. 5, P. 169, L. 3)	(C. 5, P. 47, L. 3)

From the sentence above, the interrogative data belongs to wh-question **'who'**. This type of interrogative simple sentence consist of wh-words include 'how'. There are *what, why, who, when, where,* and *how* questions. This 'who'

question is asking for information about someone. The answer required by the questioner is information about which 'subject' is being asked. The translation procedure approach is transposition. The transposition in the translation above occurred because the translator translates the part of speech pronoun **'he'** into **'cowok itu'** which becomes a noun phrase. The translator translates the word 'he' into **'cowok itu'** instead of **'dia'** which has the same meaning in the TL text. The translator changes the word class in the target language.

Transposition involves replacing one word class with another without changing the meaning of the message. The procedure also involves a change in the grammatical change that occurs in translation from SL text to TL text. From transposition procedure makes the meaning can be completely understood. It does not create ambiguous meaning even the translator change the position from one to another words. From the analyses, the writer can conclude that the translation procedure approach is transposition.

Datum 22

Source Language	Target Language
"**Perhaps he'd be there now?**" (C. 5, P. 174, L. 7)	"*Barangkali dia sudah ada di sana sekarang?*" (C. 5, P. 52, L. 4)

In this data, the interrogative simple sentence belongs to yes-no question because the sentence only expects the **yes** or **no** answer. Yes-no question is type of question that in contra with wh-question. It is because the wh-question needs

an explanation for the answer, while the yes-no question only needs one of both yes-no answer. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. The translation procedure approach is literal translation. The translator translates **'Perhaps he'd be there now?"'** into ***'Barangkali dia sudah ada di sana sekarang?"*** directly. The translator did not change the position of grammatical from the SL text into the TL text.

Literal translation is a direct transfer of a SL text into a grammatically and idiomatically appropriate to the TL text. In principle, a literal translation is unique solution in which is reversible and complete in itself. The translation has not needed to make any changes other than the obvious one. This procedure is most commonly found in translations between closely related language and especially those having a similar culture. From the analyses, the writer can conclude that the translation procedure approach is literal translation.

Datum 23

Source Language	Target Language
"**No, why should they?**"	"*Tidak, memangnya kenapa?*"
(C. 5, P. 180, L. 27)	(C. 5, P. 58, L. 25)

The interrogative simple sentence in this datum belongs to wh-question **'why'**. Wh- questions usually start with a word beginning with wh-, but **'how'** is included. This wh-question 'why' is asking for reason. With the wh-question, the

questioner can get a more detailed answer to the question. While, the translation procedure approach is reduction. The words **'they'** which found in the SL text was not translated by translator to the TL text. The word **'they'** which means *'mereka'* being reduced by the translator. It is because, without the word *'mereka'* the subject is already clear with the previous conversation between Sam and her mom.

Reduction means the decrease of the SL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. In reduction procedure, the translator is more likely to reduce the number of elements that form the SL text. This procedure should respect the principle of relevance. That is, the translator ought to make sure that no crucial information is omitted in the translation. From the analyses, the writer can conclude that the translation procedure approach is reduction.

Datum 24

Source Language	Target Language
"You know, Mr Love Chat?" (C. 6, P. 183, L. 1)	*"Itu lho, Mr. Love Chat?"* (C. 6, P. 60, L. 22)

According to data above, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. Yes-no question is one of the basic question. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. The translation procedure approach is modulation. Because the translator reproduces the message of the SL text **'you know'** into the TL *'itu lho'*. The translator translates **'you know'** into *'itu lho'* instead the literal meaning that must be *'kamu tahu'* because the translation sounds more flexible.

Modulation is a change in point of view that allows us to express the same phenomenon in a different way. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL. Modulation is purposed to convert the same idea or message between the SL context and the TL context. This procedure should be better be avoided unless it is necessary for the naturalness of the translation. From the analyses above, the writer can conclude that the translation procedure is modulation.

Datum 25

Source Language	Target Language
"What secret?" (C. 6, P. 183, L. 10)	*"Rahasia apa?"* (C. 6, P. 61, L. 8)

The interrogative simple sentence in this datum belongs to wh-question **'what'**. This type of interrogative simple sentence called wh-question because most of the interrogative word begin with wh- except 'how'. The interrogative word in wh-questions represents a missing piece of information that the speaker wants the hearer to supply. With the wh-question, the questioner can get a more detailed answer to the question. The translation procedure approach is transposition. It because the translator changes the position between wh-word **'what'** which means ***'apa'*** into **'secret'** which means ***'rahasia'***. The translator changes the position because it would be an awkward translation if TL text translated to be ***'apa rahasia?'*** because the grammatical does not exist in the TL text.

Transposition involves replacing one word class with another without changing the meaning of the message. The procedure also involves a change in the grammatical change that occurs in translation from SL text to TL text. It does not create ambiguous meaning even the translator change the position from one to another words. From the analyses, the writer can conclude that the translation procedure is transposition.

Datum 26

Source Language	Target Language
"Do you speak to him?" (C. 6,	*"Kau ngomong gak sama dia?"*

P. 183, L. 22)	(C. 6, P. 62, L. 21)

According to the datum above, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. Yes-no question is one of the basic question. Yes-no question does not require a long answer or an explanation. Because of this question only needs either a yes or a no answer, so this is called yes-no questions. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. The translation procedure approach is modulation. It is because the sentence above changing the positive point of view in SL **'do you speak'** to be negative in TL **'kau ngomong gak'**. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL.

In modulation procedure the word in TL, the meaning of SL and TL has different point semantically, but both the SL and the TL have same message and intent in meaning contextually. The modulation is that translators to provide semantically equivalent different viewpoints the meaning or scope of its meaning, but in the context of the relevant leave a message or the same purpose. From the analyses, the writer can conclude that the translation procedure is modulation.

Datum 27

Source Language	Target Language
"And are you going to see him again?" (C. 6, P. 183, L. 28)	*"Apa kau akan ketemu lagi dengan dia?"* (C. 6, P. 62, L. 25)

From the data above, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. The yes-no question may in fact be answered in other ways. For example, certainly, perhaps, I do not know, what do you think?, but the question can be answered by simply with yes or no. While, the translation procedure approach is reduction. The words **'and'** which found in the SL text was not translated by translator to the TL text. The word **'and'** which means ***'dan'*** being reduced by the translator.

Reduction means that not every word of the SL text is translated into the TL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. In reduction procedure, the translator is more likely to reduce the number of elements that form the SL text. This procedure should respect the principle of relevance. That is, the translator ought to make sure that no crucial information is omitted in the translation. From the analyses, the writer can conclude that the translation procedure is reduction.

Datum 28

Source Language	Target Language
"**You what?**" (C. 6, P. 184, L. 9)	"***Apa?***" (C. 6, P. 62, L. 7)

From the data above, the interrogative simple sentence belongs to declarative question. Because, the sentence have the form of a declarative sentence but force of a question. Declarative questions have the declarative subject–verb order, but their interrogative force is signaled by a rising intonation in speech and by a question mark in writing. The translation procedure approach is reduction. The word **'you'** did not added by the translator in this case. The reduction procedure can be analyze because the word **'you'** in the SL text which means ***'kamu'*** is not translated by the translator in the TL text.

Reduction means the decrease of the SL text. In this procedure, the translator is more likely to reduce a number of elements that form the SL. Reduction means that not every word of the SL text is translated into the TL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. This procedure should respect the principle of relevance. From the analyses, the writer can conclude that the translation procedure is reduction.

Datum 29

Source Language	Target Language
"Talk to him?"	*"Ngobrol dengan dia?"*
(C. 6, P. 186, L. 5)	(C. 6, P. 64, L. 3)

According to this datum, the interrogative simple sentence belongs to yes-no question because the sentence expects the **yes** or **no** answer. The yes-no question may in fact be answered in other ways, but the question can be answered by simply with yes or no. The translation procedure approach is literal translation. The translator translates **'talk to him?'** into *'ngobrol dengan dia'* directly.

Word-for-word translation is transfers SL grammar and word-order, as well as the primary meanings of all the SL words into the translation, and is normally effective only for brief simple neutral sentences. In one-to-one translation which is a broader form of translation, each SL word has a corresponding TL word, but their primary meaning may differ. Literal translation goes beyond one-to-one translation, particularly applicable to languages that do not have definite and /or indefinite articles. In principle, a literal translation is unique solution in which is reversible and complete in itself. The translation has not needed to make any changes other than the obvious one. This procedure is most commonly found in translations between closely related language and especially those having a similar culture. From the analyses, the writer can conclude that the translation procedure is literal translation.

Datum 30

Source Language	Target Language
"**What do you say?**" (C. 6, P. 189, L. 26)	"*Bagaimana?*" (C. 6, P. 67, L. 27)

The interrogative simple sentence in this datum belongs to wh-question **'what'**. The sentence begins with **'what'** and ends with a question mark. The interrogative pronoun **'what'** placed in the beginning of the sentence is used to ask about thing. It proves that the sentence above is considered as wh-questions. The answer to this question must be something that the questioner does not know yet. The translation procedure approach is reduction. The translator only translate the wh-word **'what'** which she translates into *'bagaimana'* instead of *'apa'*. The translator did not translate the others words those are **'do you say?'**.

Reduction means that not every word of the SL text is translated into the TL text. There are certain parts that are removed, but sometimes some of them are very important to be translated, because it involves the context of the sentence. Therefore, the translator should make sure that no crucial information is missing in the target language. In reduction procedure, the translator is more likely to reduce the number of elements that form the SL text. This procedure should respect the principle of relevance. That is, the translator ought to make sure that no crucial information is omitted in the translation. From the analyses, the writer can conclude that the translation procedure is reduction.

C. Interpretation of the Research Findings

In finding research, it showed the result forms of translation procedure of interrogative simple sentence in "e-love" novel by Caroline Plaisted. Here, the frequency and percentage of the forms of translation procedure will describe by detail. The aim is to make easier describing the frequency and the percentage of it.

Having analyzed the data from *e-love* novel, the writer finds some interrogative and procedure of translation. Below is the findings of the research from the forms of interrogative and translation procedure:

Table 4.2 Type of Interrogative

No.	Types of Interrogative	Frequency	Percentage
1	Wh-questions	15	50 %
2	Yes-no questions	13	43 %
3	Declarative questions	2	7 %
Total		**30**	**100 %**

Based on the **Table 4.2,** the writer found 30 data of interrogative simple sentences from six chapters on the *e-love* novel. The type of interrogative sentences are wh-questions that has the highest percentage 50%. It is followed by the yes-no questions 43% and declarative questions 7%. It has known that the most interrogative type that often appears in the novel is wh-question 50%.

Table 4.3 Translation Procedure

No.	Procedure Approach	Frequency	Percentage
1	Transposition	11	36 %
2	Modulation	8	27 %
3	Reduction	7	23 %
4	Expansion	2	7 %
5	Literal	2	7 %
Total		**30**	**100 %**

Based on the table above, there are five procedure approaches of translation that used for interrogative simple sentence in the *e-love* novel by Caroline Plaisted. The transposition translation procedure has the highest percentage 36%. It is followed by modulation translation procedure 27%, reduction 23%, expansion 7% and literal 7%. From the explanation above, it is known that the most procedure that often appears in the novel is transposition procedure with 36 %.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **CONCLUSIONS**

From the analysis presented in the previous chapter, it can be concluded that translation procedure approach of interrogative from 6 chapters in the E-love novel by Caroline Plaisted as follow:

1. Totally, there are 3 types of interrogative that was found in the novel. Wh-questions was found 15 data (50%), yes-no questions 13 data (43%), and declarative questions 2 data (7%).

2. The translator uses 5 different procedures in translating. The transposition translation procedure has the highest percentage (36%) from 11 data. It is followed by modulation 8 data (27%), reduction 7 data (23%), expansion 2 data (7%), and literal 2 data (7%).

3. In translation procedure approach of interrogative, the most used procedure approach is transposition. Transposition translation procedure involves replacing one word class with another without changing the meaning of the message. The procedure also involves a change in the grammatical change that occurs in translation from SL text to TL text. There are 9 case of translating interrogative which use this translation procedure approach (30%).

4. The translation result imply that a translator must muster and understand not only source language but also target language very well.

5. There is no perfect translations, in this research of interrogative simple sentence which translated by translation procedure approaches do not

mean that source language must be the same with target language. Translating depends on the stress of the policy which requires those translation results implicitly.

6.   Implicitly, interrogative is unique because in the process of translation, the form can change from negative to positive questions, or it can be a declarative sentence.

B. **SUGGESTIONS**

Translating a novel is not a simple job. It requires precision in understanding the source language so that it can be translated into the target language precisely. It is not only translate word by word, or sentence by sentence. However, the message contained in the source language text must be conveyed to the target language text properly, so the reader can really understand and feel the message of the novel. Therefore, the writer gives some suggestion for translators, researchers, and English students as well as bellow:

1. For translators, translator must be able to keep the translation procedure in accordance with the novel. So translation is easy to read and understand. Messages contained from the source language into the target language can be conveyed well.

2. For researchers, for those who want to do research, translation is one of the most interesting field for the perusal. Many aspects of the learning scope

can be expanded. In which there is a variety of text as a source of data to be used as an analysis material. Then it is grouped into each procedure based on existing theory.

3. For English students, translation is one of learning that can increase their ability in understanding the language. They will get more information and knowledge from the translation of a text.

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BIOGRAPHY

...writer was born in Bekasi on 6th April, 1996. Her name is ...nnisa Hannifa. Her mother is Dwi Karsa Dianingsih and ... is Tri Indra Yanto. She is the third daughter of three ...en. She has one sister and one brother. She was educated ...ustikajaya I Bekasi Elementary School. Then, she ...nued her education at 26 Bekasi Junior High School and ...ated in 2011. After that, she studied at 9 Bekasi Senior ...ated in 2014. After she finished her study in high school, she decided to continue her study of English and entered the School of Foreign Language JIA Bekasi at English Department. She studied in School of Foreign Language JIA 4 years and she will be graduated in 2018.