

**THE ANALYSIS OF TRANSLATING
DEMONSTRATIVE REFERENCE IN
J.K. ROWLING'S NOVEL *HARRY POTTER AND
THE CHAMBER OF SECRETS* INTO INDONESIAN
VERSION**



THESIS

Submitted as a Partial Fulfillment For Requirements
For The Sarjana Sastra Degree in English Department
Faculty of Letters and Fine Arts
Sebelas Maret University

By
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**FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2009**

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Stated whole-heartedly that this thesis entitled *The Analysis of Translating Demonstrative Reference in J.K Rowling's Novel 'Harry Potter and the Chamber of Secrets' into Indonesian Version* is originally made by the researcher. It is neither a plagiarism, nor made by others. The things related to other people's work are written in quotation and included within bibliography.

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Rina Novianti

MOTTO

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do.

~Eleanor Roosevelt~

Kemenangan yang seindah-indahnya dan sesukar-sukarnya yang boleh direbut oleh manusia ialah menundukkan diri sendiri.

~Ibu Kartini~

DEDICATION

I whole heartedly dedicate this thesis to:

Allah SWT

My Mother and father, for the everlasting love

My Sisters for the sincere care

For every one whom I love

For every one who loves me

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Thank God, I've finally made it! After a long pray, hope, and struggle I have taken for this whole semester. However, I believe that my journey would be so much harder without guidance and encouragement from these affectionate people whom hopefully I will not miss to mention each of them. I want to thank to:

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know, how hard and how big were the obstacles that I face when I did my thesis, and we both know that we share our thesis together (just kidding).

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Finally, I hope that the result of this research will be beneficial for English Department students especially for those who study translation.

Surakarta, December 30th, 2009

Rina Novianti

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ABSTRACT

Rina Novianti. C0304044. An Analysis of Translating Demonstrative Reference in J.K Rowling's Novel 'Harry Potter and the Chamber of Secrets' into Indonesian Version

This research belongs to a descriptive qualitative study in which the researcher tries to find out the strategies applied by the translator in translating the demonstrative references in the novel, to find out the accuracy and the acceptability of the translation.

The data source of this research is the whole text of *Harry Potter and the Chamber of Secrets*, written by J.K Rowling and its translated version by Listiana Srisanti. The data were taken based on purposive sampling. Hence, they were selected purposively which contain demonstrative reference corresponding to the research objectives.

The result of the analysis shows that there are five strategies applied to render the demonstrative reference in the novel, they are; literal translation, structural adjustment, shifting, amplification, and deletion. The strategy of literal translation was found in 25 cases (24.27 %) of all the collected data. It is divided into two forms, 24 cases (23.30 %) applied free morpheme and only 2 cases (1.94%) applied enclitics. The second strategy is structural adjustment, which was applied the Same Function Word in 22 cases (21.36%) and the Different Function Word in 6 cases (5.83 %). On the Third strategy the translator applied translation of shifting in the form of proper name in 1 case (0.97 %) and personal reference in 6 cases (5.83 %). The fourth strategy is amplification; the researcher found 32 cases (31.07 %) applied this strategy. The fifth strategy; deletion is also divided into two forms; Totally Deleted were 5 cases (4.85 %) and Included to Other were 4 cases (3.88 %).

In regard with the quality assessment of the translated demonstrative reference in terms of accuracy and acceptability, the researcher found 62 cases (60.19 %) categorized as the most accurate, 34 cases (33.01 %) as the accurate ones, 2 cases (1.94 %) as the less accurate, and 5 cases (4.85 %) found not accurate. The average of the mean for accuracy is 1.5 meaning that it is accurate. In the acceptability level, the researcher found 97 cases (98.06 %) are acceptable, 6 cases (1.94 %) are less acceptable, and no data found not acceptable. The average of the mean for acceptability is 1.04 meaning that it is acceptable.

This thesis is expected to give a significant contribution to some other researchers and students who study translation.

ABSTRAK

Rina Novianti. C0304044. Analisa Terjemahan Referensial Demonstratif pada Novel J.K. Rowling ‘Harry Potter and the Chamber of Secrets’ Menjadi Versi Bahasa Indonesia

Penelitian ini termasuk dalam studi deskriptif kualitatif dimana peneliti berusaha untuk mencari tahu strategi yang digunakan oleh penerjemah dalam menerjemahkan makna referensial demonstratif pada novel, dan juga untuk mengetahui tingkat keakuratan dan keberterimaan dari hasil terjemahan.

Sumber data dari penelitian ini adalah seluruh teks pada novel *Harry Potter and the Chamber of Secrets* yang ditulis oleh J.K. Rowling dan versi terjemahannya oleh Listiana srisanti. Data diambil secara purposif. Data tersebut diambil secara purposif dimana hanya data yang terdapat referensial demonstratif saja sebagai objek penelitian.

Hasil dari penelitian ini menunjukkan bahwa ada lima strategi yang diterapkan untuk menerjemahkan referensial demonstratif pada novel, yaitu; *literal translation*, *structural adjustment*, *translation by shifting*, *amplification*, dan *deletion*. Strategi *literal translation* ditemukan pada 25 data (24.27%) dari semua data yang terkumpul. Strategi tersebut terbagi menjadi dua bentuk; 24 data menggunakan morfem bebas dan hanya 2 data (1.94%) menggunakan enklitik. Strategi kedua adalah *structural adjustment* yang menggunakan *the Same Function word* pada 22 data (21.36%) dan *the Different Function Word* pada 6 data (5.83%). Pada strategi ketiga penerjemah menerapkan *translation by shifting* dengan bentuk *proper name* 1 data (0.97%) dan *personal reference* pada 6 data (5.83%). Strategi keempat adalah *amplification*; peneliti menemukan 32 data (31.07%) menerapkan strategi ini. Strategi kelima, *deletion* juga terbagi menjadi dua bentuk; *Totally Deleted* 5 data (4.85%) dan *Included to Other* 4 data (3.88%).

Berdasarkan penilaian kualitas terjemahan dari referensial demonstratif pada tingkat keakuratan dan keberterimaan, peneliti menemukan 62 data (60.19%) digolongkan menjadi paling akurat, 34 data (33.01%) sebagai data yang akurat, 2 data (1.94%) sebagai data kurang akurat, dan 5 data (4.85%) tidak akurat. Mean rata-rata untuk tingkat keakuratan sebesar 1.5 yang berarti hasil terjemahannya akurat. Pada tingkat keberterimaan, peneliti menemukan 97 data (98.06%) berterima, 6 data (1.94%) kurang berterima, dan tidak ada data yang tidak berterima. Mean rata-rata untuk tingkat keberterimaan sebesar 1.04 yang berarti hasil terjemahan berterima.

Skripsi ini dimaksudkan agar dapat memberikan kontribusi berarti bagi para peneliti lainnya dan juga pada mahasiswa yang mempelajari ilmu penerjemahan.

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² Dosen Pembimbing

**ANALISA TERJEMAHAN REFERENSIAL
DEMONSTRATIF PADA NOVEL J.K. ROWLING 'HARRY
POTTER AND THE CHAMBER OF SECRETS' MENJADI
VERSI BAHASA INDONESIA**

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ABSTRAK

2009. Penelitian ini termasuk dalam studi deskriptif kualitatif dimana peneliti berusaha untuk mencari tahu strategi yang digunakan oleh penerjemah dalam menerjemahkan makna referensial demonstratif pada novel, dan juga untuk mengetahui tingkat keakuratan dan keberterimaan dari hasil terjemahan.

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² Dosen Pembimbing

CHAPTER I

INTRODUCTION

A. Research Background

Language plays an important role in human life. Through language, human expresses his feeling, ideas, intention, thought, etc, and also integrates himself to be member of society. Besides, language is also used as the link of the development of science and technology.

The development also requires the demand of getting more information about the latest information and inventions. Since English is an international language used widely all over the world, people tend to note their developments in that particular language. It requires people to comprehend English in order to have a key to enter the development of knowledge. However, people in Indonesia rarely have enough knowledge about this foreign language. To solve the gap of comprehension, they usually need translation.

Literary works; such as novel, *teenlit*, *chicklit*, children story book, etc are consumed as entertainment in leisure time. Most sort of advanced science and highly qualified literature come into Indonesia from the Western, i.e. the US and British. Those are some of the reasons why the demands of translation activity increase and require a serious study.

Based on the translator's point of view of literal forms, the short story or novel is the second most difficult to translate after literature since the translator has to be careful to preserve certain cohesive effects. As dialogue becomes more

important in fiction, the selected words somehow created a sense, an atmosphere; these aspects have to be considered.

In the literal sense, translators have to transfer all aspects exposed in the works such as the style of how the writer conveys the messages, the plot, idiosyncratic, diction, and also setting a situation and emotional feeling. As Newmark states *'translation, often, though by any means always, is an activity of rendering the meaning of a text into another language in the way that the author intended the text'*. (1998:5)

There are many requirements that a translator should have in order to be able to make a good, understandable, and more over a readable translation. The requirements are as follow: the translator must have (1) a complete knowledge of the source language (SL), (2) a complete knowledge of the target language (TL), (3) an intimate acquaintance with the subject matter and (4) a complete knowledge of the translation theory (Nida: 1964: 145). In translating a text, sometimes a translator has to make some variations. These variations happen since the system of language is different from one to another. Nida and Taber state:

"In the first place it is essential to recognize that each language has its own genius. That is to say, each language possesses certain distinctive characteristics which give it special character, e.g.: word building capacities, unique pattern of phrase order, technique for linking clause into sentences, markers of discourse and special types of poetry, proverbs and songs." (1974: 34)

A good text usually has to have unity, both the unity of the form as well as the meaning. It doesn't only consist of sentences for employing these unities. It is rather to be something that is realized by sentences, in other words, a text is best

regarded as a semantic unit (a unit not of form but of meaning) that once more, is expressed or encoded by sentences. (Halliday and Hasan, 1976: 2)

Cohesion is one of entities that can hold the unity of the text. Since a text usually consists of sentences, it obviously needs something to tie them together. Halliday and Hasan say, '*Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another.*' (1976: 4)

The cohesion between sentences in a text is totally required. When the readers have to catch what is being talked about, they usually refer to the previous context, and this can be realized through the employment of reference. Due to the differences of systemic language and culture, a translator will face the difficulties on transferring demonstrative reference.

Every language has its own culture, and so do Indonesian and English. It makes them belong to different language families, and it is natural that translators may face challenges on translating demonstrative reference.

The research conducts a study on the translation of demonstrative references found in *Harry Potter and the Chamber of Secrets* by J.K Rowling and its Indonesian version *Harry Potter dan Kamar Rahasia*. This novel was translated by Listiana Srisanti and published by Gramedia Jakarta in 2002.

Here are some examples of translation of the demonstrative references taken from novel by J.K Rowling *Harry Potter and the Chamber of Secrets* and its translation:

Example 1:

He told Dumbledore everything except that Mr. Weasley owned the bewitched car, making it sound as though he and Ron had happened to find a flying car

parked outside the station. He knew Dumbledore would see through **this** at once, but Dumbledore asked no questions about the car.

*Dia menceritakan segalanya kepada Dumbledore, kecuali bahwa Mr Weasley-lah pemilik mobil tersihir itu. Dia menceritakannya sedemikian rupa, sehingga seakan-akan dia dan Ron kebetulan menemukan mobil terbang diparkir di luar stasiun. Dia tahu Dumbledore akan segera tahu **hal yang sebenarnya**, tetapi Dumbledore tidak bertanya apa-apa soal mobil ini.*

050/HPCS: 69/HPKR: 103

‘This’ is made explicit in the target language into ‘hal yang sebenarnya’ which is equivalent to ‘the real thing’ in the source text. Here, ‘this’ refers anaphorically to the previous text ‘that Mr. Weasley owned the bewitched car’. The translation is not totally explicit since it does not refer directly to the referent. But somehow, the translation is more explicit than the demonstrative reference ‘this’ and thus the target readers will understand the target text more easily. This translation does not only cause the expansion of meaning but also the lexical items.

Example 2:

(Mr. Dursley re-scheduling the task to welcome Mr. and Mrs. Mason)
 “To right, you will,” said Uncle Vernon forcefully. “The Masons! don’t know anything about you and it’s going to stay **that way**².

*“Betul sekali, kau harus begitu,” kata Paman Vernon keras. ”Suami-istri Mason! sama sekali tak tahu-menahu tentang kau dan harus tetap **begitu**².*

006.2/HPCS:7/HPKR:14

‘That way’ is translated using colloquial expression ‘begitu’. In term of form, ‘that way’ is actually more equivalent to ‘seperti itu’ since they both are standard languages. But somehow they are already equivalent in term of style (formality). The referential meanings of both ST and TT are similar contextually and they substitute the previous statement: “*The Masons don’t know anything*

about you...” The translation above does not reduce the meaning, but it reduces the number of the lexical items (two free morphemes in ST into one free morpheme in TT).

Through reference, especially the demonstrative, a text can be made implicit as well as explicit without losing any information and the author’s style. Related to the translation studies, the demonstrative reference can be explored in the way of rendering message from ST to TT. A translator can decide whether she/he still wants to maintain the reference implicit or to make it explicit with the appropriate and relevant choice of lexical items.

Those examples above show the uniqueness of demonstrative references. They are interesting to be studied and analyzed. The phenomenon challenges translator’s competencies deal with the strategies and techniques in translating such kind of cases.

A translator has to transfer all of messages accurately. Besides, she/he also has to make a good compilation of word in order to make it sound natural. The naturalness in the translation of literary works is something difficult to achieve due to the competence in creating new words strictly based on the situation employed by the source text.

Based on the phenomenon above, the researcher investigates the strategies used by the translator to transfer the demonstrative reference in the novel entitled *Harry Potter and the Chamber of Secrets*, the accuracy and the acceptability of its translation.

B. Research Limitation

The researcher focuses on the analyzes the translation strategies employed to transfer the English demonstrative references into the Indonesian as reflected in the novel entitled *Harry Potter and the Chamber of Secrets* by *J.K Rowling* and its translated version.

The objectives of the research are limited to how demonstrative references are translated into Indonesian and how accurate and acceptable the translated demonstrative references are.

C. Problem Statements

Based on the research background above, some problem statements are proposed as follow:

1. What are the strategies used by the translator to transfer demonstrative references in *J.K Rowling's novel Harry Potter and the Chamber of Secrets*?
2. How are the accuracy and the acceptability of the demonstrative references translation used in *J.K Rowling's novel Harry Potter and the Chamber of Secrets*?

D. Research Objectives

The research is conducted to achieve following objectives:

1. To know the strategies in transferring the English demonstrative reference into Indonesian.
2. To examine the accuracy and acceptability of the translation of demonstrative reference in *J.K Rowling's novel Harry Potter and the Chamber of Secrets*.

E. Research Benefits

It is expected that this study will be beneficial to the students of English Department, lecturers and other researchers:

1. This research is expected to be helpful for the students of English Department and learners of English to increase and develop their knowledge about the translation of demonstrative references.
2. This research is expected to be useful for the lecturers as additional input and reference in teaching translation.
3. This research can be used to stimulate other researcher to conduct further research related to this research in a more detailed discussion or from different points of view.

F. Thesis Organization

Thesis organization of this research is organized as follows:

CHAPTER I : INTRODUCTION consisting of Research Background, Problem Statements, Research Limitation, Research Objectives, Research Benefits, and Thesis Organization.

CHAPTER II : LITERARY REVIEW consisting of Definition of Translation, Process of Translation, Problems of Non-Equivalence, Strategies of Translation, Cohesion and Translation Quality Assessment.

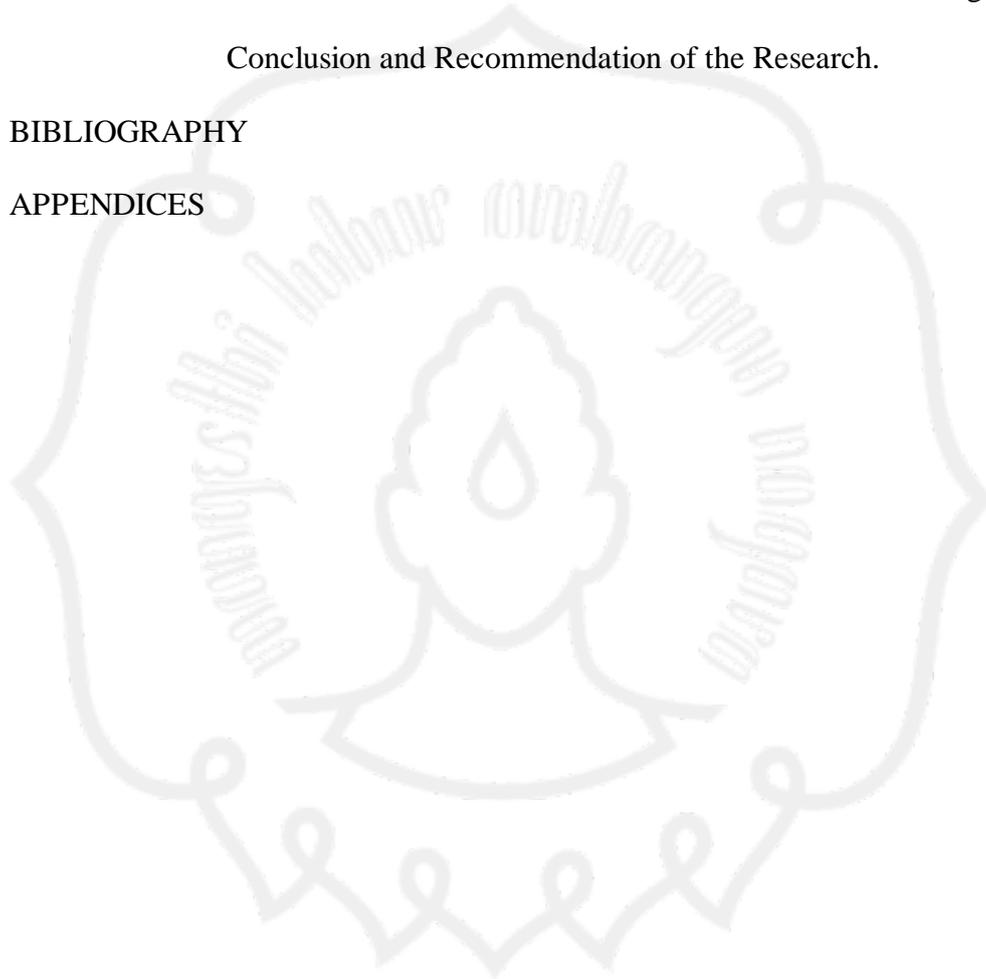
CHAPTER III : RESEARCH METHODOLOGY consisting of Research Method, Source of Data, Sample and Technique of Sampling, Research Design, Technique of Collecting Data and Technique of Analyzing Data.

CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION consisting of the Analysis of Translation Strategies of Demonstrative references in the Novel, the Accuracy and the Acceptability of the Translated Text.

CHAPTER V : CONCLUSION AND RECOMMENDATION containing of the Conclusion and Recommendation of the Research.

BIBLIOGRAPHY

APPENDICES



CHAPTER II

LITERATURE REVIEW

A. Translation

1. Definition of Translation

Newmark states, '*Translation is a craft consisting in the attempt to replace a written message and / or statement in one language by the same message and / or statement in another language*' (1982: 7). This definition implies that the basic process of translation is to transfer message from source language into target language. The translated message, written or spoken, whether it is in the form a text, a sentence, a paragraph, a phrase, a clause or even a word, is expected to be transferred into target language faithfully.

However, the translator needs to consider about the equivalence even though it is not an easy to do as every language has no exact equivalent in another language. In a similar thought, Nida and Taber (in Zuchridin Suryawinata and Sugeng Hariyanto, 2000:12) define translation as follows: '*Translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and the second in terms of style*'. It is emphasized that the equivalence is the first priority in translation process without ignoring the style. Here, Nida and Taber remind translators to produce the closest equivalence. This is due to the fact that an exact equivalence is difficult to achieve in order to produce a good translation.

Nida and Taber's definition of translation above is supported by Bell who argues that '*Translation is the expression in another language (or target*

language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences' (1991:5). The theory indicates that style is also an important part to consider because it keeps the sense of original and emotional intensity of the message.

To make a qualified result of translation, a translator must master the systems and rules of the two languages well. He/she must be able to catch correctly the author's idea, thought, and message, then express them in the target language as equivalence as possible.

Moreover, Brislin wrote in his book; *Translation: Application and Research* "*Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form*" (1976:1). Brislin proposes a wider perspective of translation definition as he includes thoughts and ideas. He also states that translation can be presented in the form of oral and written form.

Thus, the first important thing to point out here is that translation is an activity or a process of representing meaning or message from one language into another. Secondly, in the process of transforming a text from one language onto another, the translator attempts to achieve the level of equivalence. In this case a translator ought to minimize difference for translation is intended to reproduce the equal message from SL into TL.

From all of the definition above, we can say that in the process of translation, transferring the message from SL to TL is the main problem. Since there are some different aspects between the source language and the target

language, a translator will find it difficult to gain exact equivalences. Therefore, solution by Nida and Taber can be applied. A translator only needs to search the closely natural equivalence. Moreover, Nida also says that '*a natural translation involves two principle areas of adaptation, namely, grammar and lexicon. In general, the grammatical changes are dictated by obligatory structure of the receptor language.*' (1964:167)

In order to produce an ideal translation, the process of translation should also consider the style. In short, translation is a process of transferring the message from SL to TL with closely related meaning by considering the semantic, grammatical and style of both languages.

2. Process of Translation

Process of translation is very important for a translator to consider. If s/he does not do the process well, s/he will not produce a good translation. Concerning this, Nida and Taber (1969) state;

'The second system of translation consists of a more elaborated procedure comprising three steps, relationship and a grammatical analyze in term of 1. Analysis, in which the surface structure, i.e., the message as given in language (A) is analyze in term of a grammatical relationship and (B) the meaning of the words and combination of word, 2. Transfer, in which the analyzed material is transferred in the mind of the translator from the language A to language B, 3. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable, in the receptor language.' (1969: 33)

In their further explanation, Nida and Taber also provide a diagram of the translation process as follows:

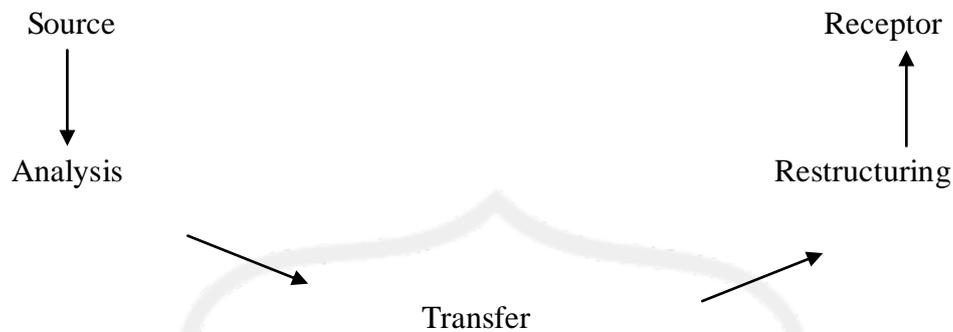


Diagram 2.1 Process of Translation (Nida and Taber, 1969)

From the diagram above, it can be seen that the translation process can be broken down into three stages; *analysis*, *transfer*, and *restructuring stages*.

1. Analysis Stage

Here, according to Nida, *'the SL structure is analyzed grammatically and semantically (involving the meaning of words, the meaning of phrase and the meaning of the whole text) to feel the tone and to get the feeling of the text.'* (1964:16)

In analyzing the source text, a translator has to comprehend the main theme of the text well. Moreover, it will be possible for the translator to do it if s/he has not good competence in SL. Therefore, the translator is acquired to master SL, lexically and grammatically. Besides, cultural competence is also needed in this step because translation tightly correlates with the culture as Toury said (in Pujiyanti 2006: 4) *'Translation is a kind of activity which inevitably involves at least two languages and two cultural traditions.'*

2. Transferring Stage

As the translator gets the whole design (overall picture) of the ST, s/he, then, is allowed to re-express the text into the TT. Nida and Taber state '*...this is when ideas, thoughts and style of the ST is replaced*' (1991:16). The most important thing in this phase is that the translator should be able to decide which is the most suitable to be occupied among the suggested methods.

The two stages (analysis and transferring), whether they are different in kind, occur not successively, but simultaneously; in fact, one may not even realize that one has imperfectly understood the ST until one comes up against a problem in formulating or evaluating a TT.

3. Restructuring Stage

The third step is restructuring of transferred material. Here, the translator reconstructs the translated text in order to make it appropriate for target readers. Nida points out; '*the translator reconstructs and re-analyzes the result of his translation*' (1991:16).

This is a generalized level in which case a translator sees the product as a point of reference to determine the deviation. There are revision procedures, which may be concentrated or staggered according to the situation.

In short, the process of translation is done by going from the form of the source language into the form of the target language in semantic structure. Translation consists of studying the lexicon, and the cultural context of the source

language text, analyzing it in order to determine its meaning, and then reconstruct the same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

It has to be considered that transferring the content from two different systems of language is complicated. This particular condition will raise the non equivalence; therefore, some adjustments and strategies need to apply to make a translation acceptable and readable for target readers.

3. Problems of Non-Equivalence

In translation, the translator has to get the equivalence of each words, clauses and sentences of the source language in the target language. Sometimes we will find a word that can not be transferred because TT has no equivalence, and it is called non-equivalence case or untranslatability. Baker (1992) points out that there are some common types of non equivalences in various languages as described below:

- a. ***Cultural specific concept.*** The source language words express a concept which is totally unknown in the target language. It may relate to a religious belief, a social custom or even a type of food (Baker, 1992: 21). For example *Halloween*; a celebration for the death in the US every October 31st, Indonesian has no equivalence concept for that term.
- b. ***The source language concept is not lexicalized in the target language.*** Here, the concept of word in SL can be accepted by the target language but the word in TL can't express it. (Baker, 1992:21). For example: *tribune* and *standard*. Indonesian has accepted and understood enough about the concept of *tribune*

and *standard* because those two items have been entered into Indonesia. However, Indonesian does not have a word to depict the concept of those two terms.

- c. ***The source language word is semantically complex.*** A single word which consists of a single morpheme can sometimes express a more complex set of meanings than whole sentences, (Baker, 1992: 22). For example: *urbanisasi* (a general movement from the sub-urban area to the urban area, Indonesian has no simple equivalence for that term.
- d. ***The source and target language make different distinction in meaning.*** What one language regards as two important distinction words and the other language may not perceive as relevant. For example: Indonesian makes a distinction between going out in the rain *without aware* that is raining (*kehujanan*) and going out in the rain *with the awareness* that it is raining (*hujan-hujan*). (Baker: 1992:22)
- e. ***The target language lacks a superordinate.*** The target language specific word (hyponyms) but no general word (superordinate) to head the semantic field. In Russian, there is no equivalent for the word *facilities*, which means any equipment, building, services, etc. in fact, it has several specific words and expression that can be said as types of facilities, for example *sredstva peredvizheniya* (means of transportation), *naem* (loan), *neobkhodimye pomeschcheniya* (essential accommodation), *neobkhodimoeoborudovanie* (essential equipment). (Baker, 1992: 22-23)

- f. ***The target language lacks specific term (hyponym).*** Language tends to have general words (superordinates) but most commonly lacks of specific ones (hyponyms), since each language makes only those distinctions in meaning in which seem relevant to its particular environment. English has variety of hyponyms which has no equivalent in many languages, especially Indonesian. For example: the word *jump* can be more specific such as *leap, vault, spring, bounce, dive*, etc. (Baker, 1992: 23).
- g. ***Differences in physical or interpersonal perspectives.*** Physical perspectives related to where things or people are in relation to one another or to a place, for example: *take/bring, come/go, arrive/depart, take care/protect, etc.* Perspectives also include the relationship between participants in discourse. (Baker, 1992: 23)
- h. ***Differences in expressive meaning.*** There maybe a target language word which has the same propositional meaning as the source language word, but it may have a different expressive meaning (Baker, 1992: 23). In Indonesian to transfer word like ‘indecent woman’ the translator with fully consideration on the expressive meaning of source text can apply ‘*psk (pekerja seks komersil)*’ or *wanita tuna susila* ‘ better than ‘*pelacur*’ (bitch).
- i. ***Differences in form.*** There is often no equivalent in the target language for a particular form in the source text. Certain suffixes and prefixes which convey propositional and other types of meaning in English often have no direct equivalents in other language. It can be solved by replacing with an

appropriate word or paraphrase, depending on the meaning they convey.

(Baker, 1992: 23)

- j. *Differences in frequency and purpose of using specific forms*, even when a particular form does have a ready equivalent in the TL, there may be a difference in the frequency with which it is used or purpose for which it is used. (Baker, 1992: 23). In English, it is very common to use verb-ing form which does not exist in some other language. By paraphrasing or replacing it, we have lost the natural of English text style.

4. Strategies of Translation

Whatever method is chosen, the translator may encounter problems in the translation process, either because of a particularly difficult unit, or because there may be a gap in the translator's knowledge or skills. This is when translation strategies are activated. Strategies are the procedures (conscious or unconscious, verbal or non-verbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind (Hurtado Albir in META, 2002:508). Translators use strategies for comprehension (e.g., distinguish main and secondary ideas, establish conceptual relationships, search for information) and for reformulation (e.g., paraphrase, retranslate, say out loud, avoid words that are close to the original). Because strategies play an essential role in problem solving, they are a central part of the sub competencies that make up translation competence. (Lucia Molina and Hutardo Albir in META, 2002: 508).

Lucia Molina and Hutardo Albir require the following strategies to encounter translation problems (in META, 2002: 509):

1. Adaptation

Adaptation is replacing a ST cultural element with one from the target culture, e.g., to change *baseball* for *futbol* in a translation into Spanish.

2. Amplification

Amplification is introducing details that are not formulated in the ST: information, explicative paraphrasing. This strategy has similar vein with Vinay and Dalbernet's (in META, 2002:500) explicitation; to introduce information from the ST that is implicit from the context or the situation. e.g., when translating from Arabic (to Spanish) to add 'the Muslim month of fasting to the noun *Ramadan*. It is in opposition to reduction.

3. Borrowing

Borrowing is taking a word or expression straight from another language. It can be pure (without any change), e.g., to use the English word *lobby* in an Indonesian text, or it can be naturalized (to fit the spelling rules in the TL), e.g., *gol*, *komputer*, etc.

4. Calque

Calque is a literal translation of a foreign word or phrase, it can be lexical or structural, e.g., the English translation *software* for the Indonesian *perangkat lunak*.

5. *Compensation*

Compensation is to introduce a ST element of information or stylistic effect in other place in the TT because it cannot be reflected in the same place as in the ST. For example: *I was seeking thee, Flathead* is translated into France as *En verite, c'est bien toi que je cherche, Q Tete-Plate.*

6. *Description*

Description is to replace a term or expression with a description of its form or/ and function, e.g., to translate the Italian *panettone* as *traditional Italian cake eaten on New Year's Eve.*

7. *Discursive Creation*

Discursive Creation is to establish a temporary equivalence that is totally unpredictable out of context, e.g., the Spanish translation of the film *Rumble Fish* as *La ley de la calle.*

8. *Established Equivalent*

Established Equivalent is to use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, e.g., to translate the English expression *They are as like as two peas* as *se parecen como dos goats de agua* in Spanish

9. *Generalization*

Generalization is to use a more general or neutral term, e.g., to translate the French *guichet, fenetre* or *devanture* as *window* in English. It is in opposition to particularization.

10. Linguistic Amplification

Linguistic Amplification is to add linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression *No way* into Spanish as *De ninguna de las maneras* instead of using an expression with the same number of words, *En absolute*. It is in opposition to linguistic compression,

11. Linguistic Compression

Linguistic Compression is to synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question *Yes, so what?* with *Y?* in Spanish, instead of using a phrase with the same number of words, *Si, y que?* It is in opposition to linguistic amplification.

12. Literal Translation

Literal translation is to translate a word or an expression word for word (it does not mean translating one word for another; the form coincides with function and meaning), e.g., *They are as like as two peas* as *Se parecen como dos guisante*, or, *She is reading* as *Ella esta leyendo*.

13. Modulation

Modulation is to change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural, e.g., as the Arabic literal translation of *you are going to be a father* as it is translated into English *you are going to have a child*.

14. Particularization

Particularization is to use a more precise or concrete term, e.g., to translate *window* in English as *guichet* in French. It is in opposition to generalization.

15. Reduction

Reduction is to suppress a ST information item in the TT, e.g., *the month of fasting* in opposition to *Ramadan* when translating into Arabic. It is in opposition to amplification.

16. Substitution

Substitution (linguistic, paralinguistic) is to change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., to translate the Arab *gesture of putting your hand on your heart* as 'Thank you'. It is used above all interpreting.

17. Transposition

Transposition is to change a grammatical category, e.g., *I saw him at that time* translated into Indonesian as *Aku melihatnya saat itu*. The changing of the demonstrative 'that time' into 'saat itu', shows the grammatical adjustment on the sentence.

18. Variation

Variation is to change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc, e.g., to introduce or change dialectal indicators for characters when translating for the theatre, changes in tone when adapting novels for children, etc.

Another popular strategy employed by professional translation is what Catford (in Munday, 2001) calls as 'shifts'. He divides into two, they are:

1. *Shift of Level*

A shift level that would be expressed by grammar in one language and lexis in another (Catford in Munday, 2001:60). For example: cases where French conditional corresponds to lexical items in English; e.g. *'trois touriste auraleni ete tues'* (literally: 'three tourists have been killed') = *'three tourists have been reported killed'*.

2. *Category Shifts*

There are four sub divisions of this shift, they are:

a. Structure Shifts

Catford defines this as the most common form of shift and involve mostly a shift in grammatical structure. For example: subject +verb+object as in 'I like jazz' is translated into object+verb+subject in Spanish 'me gusta el jazz'. (p.61)

b. Class Shifts

This shift happens from one part of speech to another. For example: the English pre-modifying adjective 'medical' in medical student is translated into French adverb qualifying phrase 'en medecine' in 'un etudiant en medesine. (p. 61)

c. Unit Shifts/ Rank Shifts

These are shifts where the translation equivalent in the TL is at different rank to the hierarchical linguistics units of sentence, clause, group, word and morpheme.

d. Intra-System Shifts

These are shifts that take place when the SL and TL possess approximately corresponding systems but where 'the translation involves selection of a non-corresponding term in the TL system'. For example: the advice (singular) in English is translated into 'des conseils' (plural) in French. (p.61)

Those strategies above are proposed by the experts to solve some problems mentioned before. Sometimes the translators do some mixing on the strategy to get the closest result of an ideal translation.

B. Cohesion

The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. (Halliday-Hasan, 1976: 4)

A good literary work or text occurs when the sentences have relationships on another and convey the same idea leading to a unified unit of sentence. The sentence must have something to relate to the next one in order to become a cohesive text. In short, a text stands as a text by means of cohesion. If it were not for cohesion, some successive sentences would be parted from each other and would not form a text. Baker says, '*Cohesion is the network of surface relations which link words and expressions to other words and expressions in a text.*' (1992: 218).

Since cohesion is part of language which has semantic relations, it is expressed through three levels of coding of language, i.e. semantic,

lexicogrammatical, and phonological. As describe also by Halliday and Hasan by diagram below:

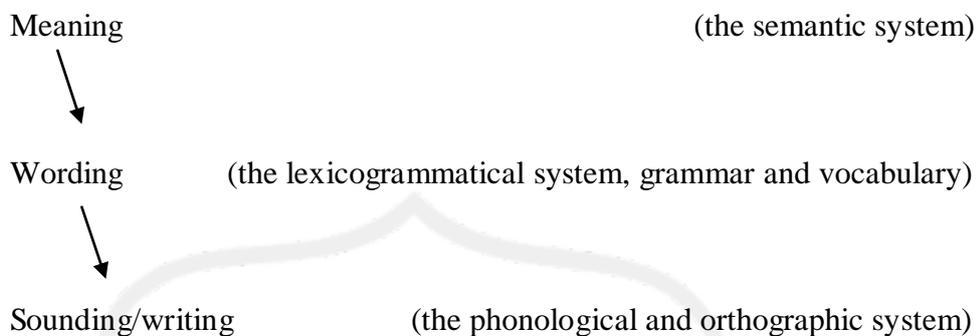


Diagram 2.2 Three Levels Coding of Language

As semantic unit, cohesion does not depend on the grammatical unit. The presupposing and the presupposed can be related to each other structurally, and can not be. If apart of sentence recurses from other part of sentence, it can be integrated into cohesive text. Lexicogrammatical form refers to grammar expressing general meaning and vocabulary, expressing more specific ones. It can lead to grammatical cohesion and lexical cohesion.

The types of cohesion such as reference, substitution, and ellipsis involved in grammatical. Meanwhile, lexical cohesion is cohesion in the form of repetition (as part of reiteration), collocation, and proper name.

There are at least five cohesive devices offered by Halliday and Hasan (1976), Bell (1991), and Baker (1992). They are references, substitution, ellipsis, conjunction and lexical cohesion.

1. Cohesion in English

As proposed by some experts above, cohesion in English can be divided into reference, substitution, ellipsis, conjunction and lexical cohesion.

A. Reference

Reference is the specific nature of the information that is signaled for retrieval. In the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference (Halliday and Hasan, 1976:31).

Generally, reference is divided into two: situational reference (exophora) and textual reference (endophora) (Halliday and Hasan, 1976: 33). It can be shown as follows:

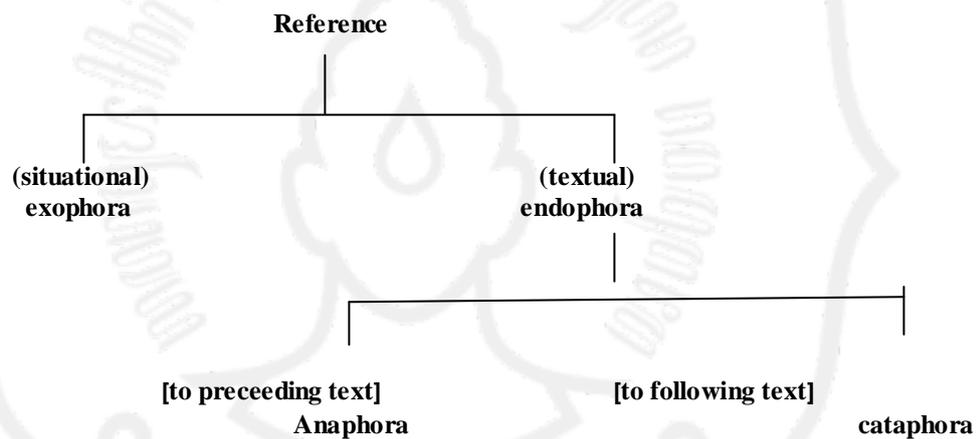


Diagram 2.3 Types Reference by Halliday and Hasan

Exophora (exophoric) is ‘reference outside the text which makes interpretation possible only by making use of the context in which the text is being used.’ (Bell, 1991: 156)

Example:

That must have cost a lot of money

The sentence is having exophoric reference; that is *'that'*. Readers or hearers can understand what is meant by *'that'*, if there is statement, e.g. *'I've just been on Holiday in Tahiti'*, which provides the context of situation.

In other hand, *endophora* (endophoric) is *'reference to item within the text itself which make interpretation possible by making use the context'* (Bell, 1991: 156). Endophoric reference is divided into *'anaphoric/anaphora'* which refers to a reference to an earlier part of the text, and *'cataphoric/cataphora'* which means reference to the following text. Here are the examples:

1. Here is *Sue*. *She* has just arrived. (anaphora/anaphoric)
└───┘
2. *They*'ve gone to Spain, *the Smiths*. (cataphora/cataphoric)
└──────────────────┘

Halliday and Hasan propose three types of reference. They are personal, demonstrative and comparative.

A.1. Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. It is involved into three classes: personal pronouns, possessive determiners (or possessive adjectives), and possessive pronouns.

Examples:

- | | |
|-----------------------------------|---------------------------------------|
| a. John has moved to a new house. | x. He had it built last year. |
| b. John's house is beautiful | y. His wife must be delighted with it |
| c. That new house is John's. | z. I did not know it was his. |

(Halliday-Hasan, 1976: 55)

From the example above, *he* in 'x' refers to John apply personal pronouns, *His wife* in 'y' defines possessive determiners and *his* in 'z' presents possessive pronouns. Here is a diagram defining personal roles in the communication process.

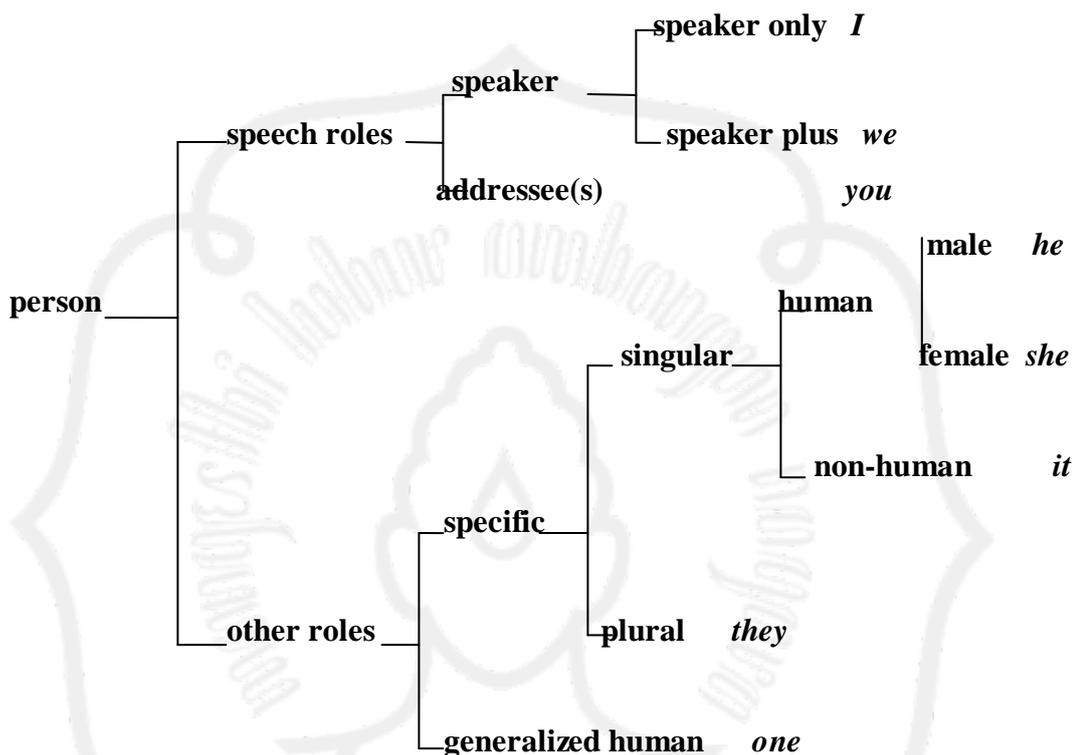


Diagram 2.4 Personal Roles in the Communication Process

(Halliday-Hasan, 1976:44)

The significance of the person system is that it is the means of referring to relevant person and objects. From the diagram above, there are two roles; speech roles and other roles. In the speech roles, personal reference acts as the roles of speaker and addressee. Speaker is the one who speaks in a communication and addressee is the speaker in a communication and addressee is the opposite acting as the recipient of the communication.

Here, 'person' system is categorized into noun, subclass pronoun and function as head in the nominal group. Those two items of speech roles (speaker-addressee) have one form when the nominal group is subject (I, you, we, he, she, it, they, and one) and different at other form (me, you, us, him, her, it, them, one) (Halliday-Hasan, 1976:45). Meanwhile, the other roles are categorized into determiner function as Head (mine, yours, ours, his, hers, its, theirs) and modifier (my, your, our, his, her, its, their, one's).

The traditional concept of personal reference recognizes first person (I, me, we), second (you), and third person (he, she, him, her, they). The first and second person forms essentially refer to the situation, whereas those of the third person essentially refer anaphorically or cataphorically to the text.

A.2. Demonstrative reference

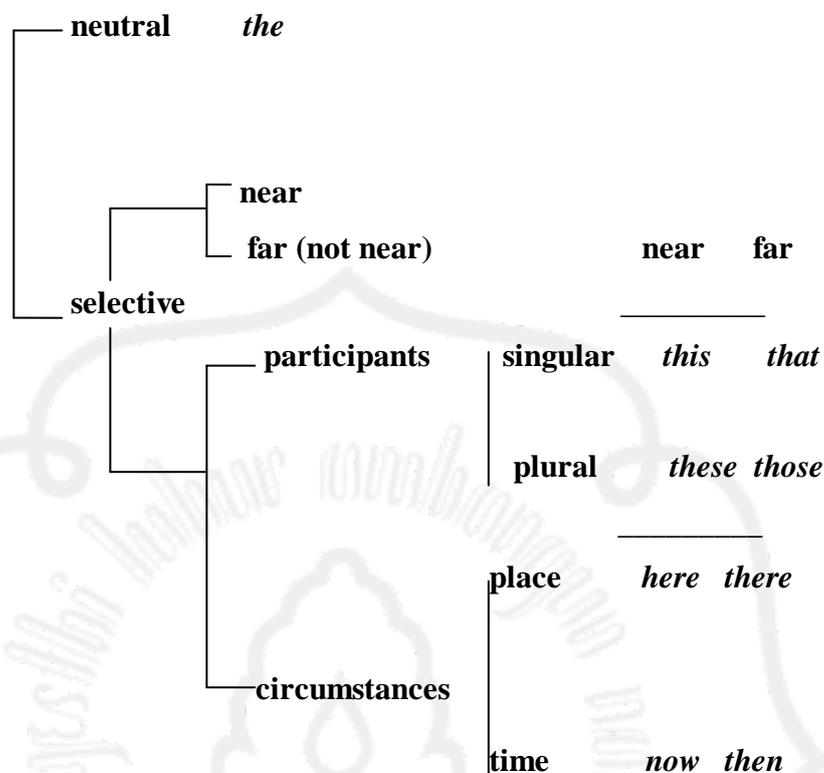


Diagram 2.5 Demonstrative Reference

(Halliday-Hasan, 1976:57)

Based on Halliday-Hasan's theory in their book '*Cohesion in English*' the demonstrative reference in this research includes demonstrative pronoun, demonstrative adjective, demonstrative adverb, and the definite article '*the*'. (P.57-75)

Demonstrative reference is essentially a form of verbal pointing in which the speaker identifies the referent event by locating it on a scale of proximity (p. 57).

The circumstantial (adverbial) demonstratives like *here*, *there*, *now* and *then* refer to the location of a process in space or time, as they normally do so directly, not via the location of some persons or object that is participating in the

process; they typically function as Adjuncts in the clause, not as elements within the nominal group. They have a secondary function as Qualifier, as in *that man there*. Meanwhile, the nominal (participant) demonstratives *this, that, those, and the* refer to the location of something, usually some entity (person or object) in the process. They occur as elements within the nominal group and belong to the class of determiners, can be functioned as Modifier or as Head in the structure with the exception of *the* which is a Modifier only. (p.58). *This, that, these, those* can be used as demonstrative adjectives as well as demonstrative pronouns (<http://www.wikipedia.com/demonstrative>).

Demonstrative can be used as a determiner or a pronoun as well (<http://www.wikipedia.com/demonstrative>):

Examples:

Could you pass me those leaflets? (determiner)

Give me that. (pronoun)

In the case of the demonstratives there are certain differences in meaning between the functions of Modifier and Head. A demonstrative functioning as Head is more like personal pronoun. Like personals, the demonstratives regularly refer exophorically to something within the context of situation. This is the primary form of verbal pointing; and it may be accompanied by demonstrative action, in the form of verbal pointing, and in the form of gesture indicating the object referred to. It can be occurs in the form of demonstrative adverbs. (p.58):

Leave that there and come here!

Halliday-Hasan divided the demonstrative reference into three sections; *the selective nominal demonstratives*, *definite article 'the'*, and *the adverbial demonstratives*. (p.59).

1. The Selective Nominal Demonstratives

These demonstratives occur extensively with anaphoric function in all varieties of English. They have three systematic distinctions (p.60):

1.1 Between 'near' (*this, these*) and 'not near' (*that, those*)

1.2 Between 'singular' (*this, that*) and 'plural' (*these, those*)

1.3 Between Modifier (*this, etc, plus noun, e.g., 'this tree is an oak'*) and Head (*this, etc, without noun, e.g., 'this is an oak'*).

1.1 *Near and Not Near: this/these versus that/those*

Example:

- a. There seems to have been a great deal of sheer carelessness. This is what I can't understand.
- b. There seem to have been a great deal of sheer carelessness.
Yes, that's what I can't understand.

(Halliday-Hasan, 1976: 60)

The distinction is clearly related to that of 'near' (the speaker) versus 'not near'; 'what I have mentioned', is textually speaking 'near me' whereas 'what you have just mentioned' is not.

The tendency is increased if the referent is also in same way associated with the speaker; for example:

- c. I like the lions, and I like the polar bears. These are my favourites.
Those are my favourites too.

(Halliday-Hasan, 1976: 60)

The lions and the polar bears have not only been mentioned by the speaker but also explicitly linked to his personal feelings, so that he naturally refers to them as *'these'*.

The tendency of proximity is also interpreted in terms of time; in this case *'that'* tends to be associated with a past time referent and *'this'* for one in the present or future. For example:

- d. We went to the opera last night. *That* was our first outing for months.
- e. We're going to the opera tonight. *This*'ll be our first outing for months.

(Halliday-Hasan, 1976: 60)

1.2. Singular and Plural

The general patterns are: *'this/that'* refer to count singular or mass nouns, *'these/those'* to count plural. The particular difference between them is which singular forms can be used as head (*this* and *that* without following noun). (p.62).

- a. 'Where do you come from?' said the Red Queen. 'And where are you going? Look up speak nicely, and don't twiddle your fingers all the time.'
Alice attended to all *these directions*, and explained as well as she could, that she had lost her way.
- b. I've ordered two turkeys, a leg of lamb, some cooked ham and tongue, and two pounds of minced beef...
Whatever are you going to do with all *that food*?

(Halliday-Hasan, 1976:62)

The example 'a' shows that the plural forms may refer anaphorically not only to a preceding plural noun, but also to sets that are plural in meaning. Conversely in 'b' the singular demonstrative refers to a whole list of whether or not it contains items that are plural.

1.3. *Head and Modifier*

A demonstrative as Modifier (demonstrative adjective) may refer without restriction to any class of noun. A demonstrative as Head (demonstrative pronoun) can refer freely to non-humans and it is highly restricted in its reference to human nouns (p. 63). For example:

- a. I must introduce you to the surgeon who looked after me when I was in hospital. That surgeon really did a fine job, and nothing was too much trouble for him.

We could not replace 'that surgeon' by 'that'. The only instance where demonstratives can refer pronominally to human referent; anaphorically or exophorically.

The 'a' example is compared with the following text:

- b. Who is that?
This is John (when introducing him)
- c. Those are the people I was telling you about.

(Halliday-Hasan, 1976: 63)

The principle is that the demonstrative pronoun corresponds to 'it' and not to 'he' or 'she'.

1.4. *Extended Reference and Reference to 'fact'*

The use of demonstratives to refer to extended text, including text as 'fact' which applies only to the singular forms 'this' and 'that' used without a following noun (p.66). For example:

They broke a Chinese vase.

- a. That was valuable.
- b. That was careless.

(Halliday-Hasan, 1976: 66)

In 'a', 'that' refers to the object 'vase'; we could not have 'that vase', instead. In 'b' 'that' refers to the total event, 'their breaking of the vase'. The most frequent form taken by extended reference is in equative clauses where the demonstrative provides the given element in the message and this then serves to identify some other element that is 'new', by simply being equated with it, for example:

- c. 'Give your evidence', said the King; 'and don't be nervous, or I'll have you executed on the spot.'

This did not seem to encourage the witness at all.

(Halliday-Hasan, 1976: 66)

1.5. Anaphoric and Cataphoric Demonstratives

There is differentiation between 'this' and 'that' in extended text reference in terms of proximity. Whereas 'that' is always anaphoric, 'this' maybe either anaphoric or cataphoric. (p.68). Here are some examples:

- a. *Hamlet: Do not look upon me*

Lest with this piteous action you convert

My stern effect: then what I have to do

Will want true colour; tars perchance for blood

Queen: To whom do you speak this?

(Hamlet by Shakespeare in Halliday-Hasan, 1976: 68)

That is the instance of anaphoric 'this' and here is the example of cataphoric text:

- d. These were the verses the White Rabbit read: ... (followed by the verses)

(Alice in Wonderland in Halliday-Hasan, 1976: 68)

Textual cataphora is reference forward in the text; it therefore is cohesive, not by picking up what has preceded but by anticipating what is to follow.

2. *Definite Article “The’*

The definite article ‘*the*’ has usually been set apart in grammars of English, as a unique member of a class its only relative being the indefinite article.

It is originally a reduced form of ‘*that*’, functioning only as a modifier. The reference of ‘*the*’ is either exophoric or endophoric. If it is exophoric, the item is identifiable in three ways (p. 71):

1) ***A particular individual or subclass is being referred to, and that individual or subclass is identifiable in the specific situation.***

As in the example: *Don’t go; the train is coming*, where ‘*the train*’ is interpreted as ‘*the train we’re both expecting*’, it is contrasted with *Don’t go; a train’s coming* which would perhaps be a warning to avoid being run over (p. 71).

2) ***The referent is identifiable on extralinguistic grounds no matter what the situation.***

(a) It may arise because there exists only one member of the class of objects referred to (as in ‘*the sun*’) or, at least one member which will be assumed in the absence of specific indication (as in ‘*the baby*’ (our baby), ‘*the government*’ (of our country)) (b) it may arise because the reference is the whole class, e.g., ‘*the stars*’ (p.71).

3) ***Cataphoric or forward reference with limited structural type. ‘The’ article can never refer forward cohesively.*** For examples:

a. *The ascent* of Mount Everest.

b. *The party* in power.

(Halliday-Hasan, 1976: 74)

Those examples above are showing the criteria for identifying which ‘*ascent*’ and which ‘*party*’ is intended.

3. *Demonstrative Adverbials*

There are four of these, ‘*here*, ‘*there*, ‘*now*’, and ‘*then*’, although noun is very rarely cohesive. As reference items, ‘*here*’ and ‘*there*’ closely parallel ‘*this*’ and ‘*that*’ (p.74), for example:

- a. ‘Do you play croquet with the Queen today?’
 “I should like it very much,’ said Alice, ‘but I haven’t been invited.’
 ‘You’ll see me *there*,’ said the Cat, and vanished.

(Halliday-Hasan, 1976: 74)

The meaning of ‘*there*’ is anaphoric and locative; it refers to ‘playing croquet with the Queen’. Both ‘*here*’ and ‘*there*’ regularly refer to extended text. In such contexts ‘*here*’ like ‘*this*’, may be cataphoric. ‘*This*’ could be replaced by ‘*here*’ and ‘*that*’ could be replaced by ‘*there*’ (p. 74).

The cohesive use of demonstrative ‘*then*’ is that embodying anaphoric reference to time; the meaning is ‘at the time just referred to’ (p.74).

- b. In my young days we took these things more seriously. We had different ideas *then*.

The use of ‘*now*’ is confined to those instances in which the meaning is ‘this state of affairs having come about’ for example:

- c. The plane touched down at last. *Now* we could breathe freely again.

(Halliday-Hasan, 1976: 74)

A.3. Comparative Reference

Based on Halliday and Hasan, comparative reference is divided into two; general comparison and particular comparison. The explanation below will describe further.

1. General Comparison

General comparison expresses likeness between things which may take the forms of identity (the same thing), or of similarity (like each other) or difference. It may be anaphoric because a thing can't just be 'like' but it must 'like something' which can be retrieved from anywhere in the text. Therefore, it builds cohesive text. (p.78)

General comparison is expressed by certain class of adjectives and adverbs. The adjective function in the nominal group either as Deictic (e.g.: identical in the identical two words) or as Epithet (e.g.: identical in two identical cards). Meanwhile, the adverbs function in the clause, as adjunct (e.g.: identically in the others performed identically). (p.80)

Example:

- a. It's the same cat as the one we saw yesterday.
- b. It's a similar cat to the one we saw yesterday.
- c. It's a different cat from the one we saw. Yesterday.

(Halliday-Hasan, 1976:80)

2. Particular Comparison

Particular comparison expresses comparability between things in respect of a particular property, quantity or quality. The comparison in terms of quantity can be expressed in the Numerative element in the structure of the nominal group, either (a) by a comparative quantifier e.g. more in more mistakes or (b) by an adverb of comparison submodifying a quantifier: as in as many mistakes. (p.80)

On the other, the comparison in terms of Quality able to be expressed in two ways; a) in the Epithet element in the nominal group either by a comparative

adjective, e.g.: *easier, more difficult in easier tasks, more difficult tasks* or by an adverb of comparison submodifying an adjective, e.g. *So in so difficult task*, b) as adjunct in the clause, either by a comparative adverbs (e.g. *faster in Cambridge rowed faster*) or in by adverb of comparison submodifying an adverb (e.g. *as in the she sang as sweetly*). (p. 81)

B. Substitution

Unlike reference, substitution is grammatical rather than semantic relationship. Principle distinguishing reference from substitution is clear. Substitution is a relation between linguistic items, such as words or phrases; where as reference is a relation between meanings (p.89). Here, an item (or items) is replaced by another item (or items)

For example:

I like movies

I do

In the above example, 'do' is a substitute for like movies.

There are three general ways to substitute in a sentence: nominal, verbal, and clausal. Common substitute items are as follows (Halliday and hasan, 1976: 91)

- Nominal: *one, ones, same*
- Verbal: *do*
- Clausal: *so, not*

Example:

- a. My axe is too blunt. I must get a sharper one.
- b. You think Joan already knows? –I think everybody does
- c. Is there going to be an earthquake? –It says so.

In (a) the substitution *one* replaces the noun '*axe*' on the previous sentence, While in sentence (b) the substitution '*does*' replace the verb '*knows*' which occurs in the previous interrogative sentence . in the next sentence (c), the substitution '*so*' replaces the clause '*there's going to be an earthquake*'.

C. Ellipsis

Ellipsis is 'substitution by zero in other words it involves the omission of an item. This is a case of leaving something unsaid in another way of referring to ellipsis is as something understood, where understood is used in the special sense of 'going without saying'.(p.142)

Example:

Would you like to hear another verse? I know *twelve more*.

On the above sentence there is no structural relationship between the two parts. The second sentence contains a nominal group '*twelve more*', consisting of a Numerative only, for which we have to supply a Head noun '*verses*' presupposed from the first sentence..

D. Conjunction

Conjunction involves the use of formal markers to relate sentences, clauses, and paragraphs to each other. Conjunction does not suggest the reader to supply missing information by recourse it elsewhere in the text. However, conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before.

Conjunction expresses one of a small number of general relations, the main relations are summarized below, with examples of conjunctions which can or typically realize each relation.

- a. additive: and, or also, in addition, furthermore, besides, similarly, likewise, by , for instance;
- b. adversative: but, yet, however, instead, on the other hand, nevertheless at any rate, as a matter of fact;
- c. causal: so, consequently, it follows, for, because, under the circumstances, for this reason;
- d. continuatives: now, of course, well, anyway, surely, after all.

(Baker, 1992: 191)

Halliday and Hasan (p.230-231) consider this way: *'given a particular semantic relation which can operate conjunctively, then any expression of that relation, with or without a demonstrative or other reference a conjunctive item, will be considered to fall within the category of conjunction.'*

Halliday and Hasan admit that reference item this serves a cohesive function; however, due to the fact that some conjunctive adverbs have their origin in the construction of a demonstrative plus a preposition (e.g.: therefore), they assume such an expression as despite this included under the heading of conjunction.

E. Lexical Cohesion

Lexical cohesion refers to the role played by the selection of vocabulary in organizing relations within a text. Halliday and Hasan divide lexical cohesion into two main categories, *reiteration* and *collocation*.

E.1. Reiteration

"Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a

lexical item, at the other end of the scale; and a number of things in between the use of a synonym, near synonym or super ordinate.” (1976: 278)

Examples:

There's a boy climbing that tree.

- a. The boy is going to fall if he does not take care (*repetition*)
- b. The lad's going to fall if he does not take care (*synonym*)
- c. The child's going to fall if he does not take care (*superordinate*)
- d. The idiot's going to fall if he does not take care (*general word*)

(Baker, 1992: 203)

E.2. Collocation

Collocation, as a sub-class of lexical cohesion in Halliday and Hasan's model, covers any instance which involves a pair of lexical items that are associated with each other in language in some way. They offer, in Baker, some types of association:

- a. Various kinds of appositeness of meaning: e.g. boy/girl; love/hate; order/obey.
- b. Associations between pairs of words from the same ordered series: e.g. Tuesday/Thursday; august/December; dollar/cent.
- c. Associations between pairs of words from unordered lexical sets:
Part-whole relations: car/break; body/arm; bicycle/wheel.
Part-part relations: mouth/chin; verse/chorus;
Co-hyponymy: red/green (color); chair/table (furniture)
- d. Associations based on a history of co-occurrence (collocation proper) e.g. rain, pouring, torrential, wet, hair, comb, curl, wave, etc.

Reiteration and *collocation* would naturally contribute to the texture of the text involved typically operates through lexical chains that run through a text and a re-linked to each other in various ways. However, the degree to which they contribute to the textual cohesion would vary depending on the text producer from the lexical system.

2. Cohesion in Indonesia

Cohesion in Indonesia includes pronouns, substitution, ellipsis, conjunction and lexical cohesion. The pronominal cohesion devices are personal and demonstrative pronoun (the relationship is generally anaphoric in nature). The substitution cohesion devices comprise nominal and verbal substitutions. The substituted constituents are usually in the form of words, whereas the substituting constituents are usually in the form of phrases. The type of conjunctions as cohesion devices comprises coordinative and subordinate conjunctions and conjunctions between sentences. The type of lexical cohesion comprises repetition synonymy, hyponymy, and collocation (Suwandi, 2002: 229)

2.1. Pronomina (Pronouns)

In Indonesian, there are only two pronouns exist: personal and demonstrative pronoun.

A. Personal Pronoun

Personal pronoun is pronoun pointing to persons, it can refers to speaker (the first person), hearer (the second), and the people whom they are talking about (the third).

The first personal pronouns in Indonesia are *saya*, *aku*, *daku*. *Saya* is usually applied in a formal situation and pronounce long distance relationship between the speaker and addressee. *Daku* is usually used in literary work and if the speaker wants to built a romantic situation.

Meanwhile, *aku* usually employed in non-formal situation and depicts intimate relationship between speaker-hearer/writer-reader. *Aku* has some

variations in its form; they are *-ku*, and *ku-*. They are usually used to construct possession. Bound morpheme *ku-* usually is attached to the next word, and the class word after *ku-* is usually verb. *Ku* also can stand independently in a poetic sentences/ conditions.

Example:

- a. Bukumu akan kuletakkan dimeja.
- b. Makananku hanya roti setiap hari.

In Indonesia, the first plural pronouns are placed by *kami* and *kita*. *Kami* describes a conversation happens in which the speaker includes the other people (the third person) and ignoring the addressee.

Second singular personal pronoun consists of *engkau*, *anda*, *daku*, *kau-*, and *-mu*. *Engkau* and *kamu* are usually applied by an older person to the younger whom he has known well for a long time and a person with higher status. For example:

- a. Dimana *engkau* membeli buku itu?
- b. Apakah hasil rapat kemarin sudah *kamu* ketik?

(Moeliono, 1988: 175)

The third singular personal pronouns are *ia*, *dia*, *-nya*, and *beliau*. *Ia* and *dia* can be placed as subject or in front of the verbal word. As object, there are *dia* and *-nya*. *Beliau* is applied to respect the person they are talked about. The plural form of third personal pronoun is *mereka*. Generally, *mereka* only be used to mention human, animal, or something animate.

Example:

- a. *Dia/ Ia* setuju dengan pendapat *kami*.
- b. Bu Mantik baru membeli empat buah buku. *Mereka* ada di meja sekarang.

(Moeliono, 1988: 176)

B. Demonstrative Pronouns

In Indonesian linguistics, people rarely to mention reference rather than pronoun. From the reasons above the researcher only found the exact use of the demonstrative in the term of pronoun. Demonstrative is a category to show something inside as well as outside the discourse (antecedent). According to Kridalaksana (1990:90-91) demonstrative can be classified into two: taken from the form point of view and based on the existence of the antecedent in the discourse.

a. Demonstrative based on form

- 1) Basic Demonstrative: *ini, itu*.
- 2) Empiric Demonstrative: *berikut, sekian*.
- 3) Mixed-demonstrative: *di sini, di situ, di sana, ini, itu*.

b. Demonstrative based on the existence of the antecedent in the discourse

- 1) *Intra-textual Demonstrative/Endophoric*. It shows something inside the discourse; in the form of anaphoric (*itu, begitu, demikian, sekian, sebegitu, sedemikian*) and cataphoric (*ini, begini, berikut, sebagai berikut*)
- 2) *Extra-textual Demonstrative/Exophoric/Deictic*. It shows something outside the context. It can be divided based on the proximity among the antecedents of the interlocutor.

Classification	Basic form	Static form	Mobile Form
- Proximal (near)	Sini	Di sini	Kesini-dari sini
-Semi-proximal (Middle distant)	Situ	Di situ	Kesitu-dari situ
- Distal	Sana	Di sana	Ke sana-dari sana

Table 2.1 Classification of Extra-textual Demonstrative/Exophoric/Deictic by Kridalaksana

The explanation above also supported by Suwandi (2003), he divided the demonstrative into three forms; general demonstrative, place demonstrative, and matters/ things demonstrative. Here are some of the examples of the three forms:

- a. *Ini/itu* rumah saya
- b. Dia membeli *ini/ itu/ anu* kemarin
- c. Jawaban dia *itu/ ini/ anu*

It can function as cohesion device and in the same time as subject. *Ini* and *itu* refer to the distance base.

- d. Hari-hari ini suasana masih suansana liburan, dimana semua orang masih mencari liburan, mencari kesenangan. *Itulah* yang membuat kita semakin prihatin dengan kecelakaan itu.

(Suwandi, 2003: 237-238)

Itu in the sentence functions as subject and it refers to the phrase informed before. Place demonstrative consists of *disitu*, *disana*, and *dari sana*.

- e. Azan Maghrib berkumandang dari arah kampong. Langit senja berwarna merah dan kuning. Daerah rawa di dekat kampong out sudah gelap dan sunyi. Itu karena pohon-pohon rumbia tumbuh cukup dekat *situ*.
- f. Aku terbangun oleh dentang jam penjagaan. Matakut ertumbuk kepada tingkah kecil di dinding kamarku. Sinar bulat pagi yang terang jatuh dari *sana* terus ke lantai.

(Suwandi, 2003: 239)

In Indonesia, there are also thing/ matter demonstrative:

g. Aku mulai tidak bisa mengindahkan ketenanganku. Tanganku erat empegang kemudi. Resah dan perasaan-perasaan aneh mencengkeramku. *Beginikah* perasaan orang yang akan mati.

h. Gerimis malam itu diiringi oleh angin yang amat keras. Suaranya bersiut keras di sekitar asrama kami yang tidak ditumbuhi oleh pohon-pohon besar. Dengan setengah berdoa aku berharap keesokan harinya akan tetap *begitu*, supaya suamiku tidak jadi terbang karena udara buruk.

(Suwandi, 2003: 239)

2.2. Substitution

Substitution is the replacement of constituent with the other words or phrase, clause which have different meaning but refers to the same thing. (Ebah Suhaebah, in Zachi, 2006: 50)

Related to it, Suwandi points out that '*Penyulihan adalah pengganti suatu unsure wacana dengan unsure yang lain yang acuannya tetap sama dalam hubungan antar bentuk kata atau bentuk lain yang lebih besar daripada kata, seperti frase dan klausa.*'

Example:

- a. Pak Hanafi pagi-pagi telah berangkat ke tokonya. Pedagang yang rajin itu membawa barang dagangannya dengan bemo.

(Ebah in Zachi, 2006:51)

Pak Hanafi is substituted by *pedagang yang rajin itu*. Demonstrative pronoun *itu* makes the subject specific. *Pak Hanafi* mentioned is that diligent seller, not the other.

2.3. Ellipsis

Example:

- a. Seusai sidang, Bob Hasan dikawal aparat kepolisian untuk dibawa kembali ke Lembaga Pemasyarakatan Nusakambangan. Tetapi sebelum masuk mobil yang akan mengantarnya, ia sempat menjawab pertanyaan beberapa wartawan berkisar peninjauan PK tersebut.
- b. Sebelum pulang, Kikin mengajak mereka kepancuran dulu untuk membersihkan kaki dari Lumpur.

(Suwandi, 2003: 241)

The first example omits the Subject in subordinated clause that is *Dia*.

2.4. Conjunction

Conjunction is a word linking two clauses or more. There are some conjunctions found in Indonesian: coordinative conjunction, subordinative and inter-sentence conjunction. (Suwandi, 2003: 243)

A. Coordinative Conjunction

It is a conjunction linked to two or more elements and both of them have some status.

Example:

- a) Kami tidak ingin mencari-cari kesalahan dan memperlebar permasalahan.
- b) Andi tersenyum, sedangkan aku terlalu dikungkung beragam perasaan.

The first example, conjunction *dan* refers to two words in a same class, while the second defines an opposition.

B. Subordinative Conjunction

It links two or more clauses which have no similarity in syntactical status.

Bahasa Indonesia has some subordinative conjunction. Based on Suwandi (2003: 244-245), here are the various kinds and its example:

1. Subordinative conjunction of Time

Aku menangis kesekian kalinya sejak kuterima kabar mengenai suamiku.

2. Subordinative conjunction of Condition (Syarat)

Jika persoalan ini tidak segera dicari pemecahannya mau tidak mau masyarakat kita akan tumbuh dalam nuansa ketidakadilan yang semakin parah.

3. Subordinative Conjunction of Reason (Penyebaban)

Bob mengajukan PK karena ada novum (bukti baru) sesuai pasal 263 KUHP.

4. Subordinative Conjunction of Consequence (Akibat)

Sepanjang kita tidak melakukan perbaikan itu, maka ancaman kecelakaan akan terus terjadi.

5. Subordinative Conjunction of Purpose (Tujuan)

Kebersamaan seperti itu perlu digalang di Indonesia agar kualitas dan martabat pendidikan dapat terus ditingkatkan secara berkesinambungan.

6. Subordinative Conjunction of Manner (Cara)

Presiden Megawati pun diyakini akan menuju kearah perbaikan pendidikan dengan memberi alokasi pendidikan tahun 2002 lebih proporsional dari keadan sekarang.

7. Subordinative Conjunction of Concessive (Konsesif)

Meski badannya lemah, dia berusaha duduk dan meminta Tampi menyerahkan bayinya.

8. *Subordinative Conjunction of Explanation (Penjelasan)*

Tidak bisa lagi kita hanya menyatakan bahwa ini kesalahan manusia, jalurnya yang terbatas hanya satu lintasan, sementara jumlah frekuensi meningkat.

9. *Subordinative Conjunction of Supposition (Pengandaian)*

Kalaupun ada tokoh-tokoh NU yang ‘dipakai’ Soeharto, kebanyakan adalah bukan tokoh utama NU atau tak dekat dengan kubu Abdurrahman Wahid di NU.

C. *Inter- Sentence Conjunction*

There are some of conjunction markers: *tetapi* and *namun* refers to opposition, *bahkan* confirms the sentence before, *sebaliknya* refers to the opposite of the sentence before, *untuk itu* defines consequence, *selain itu* and *apalagi* convey something different from the sentence before.

2.5. Lexical Cohesion

Lexical cohesion occurs when two words or elements in a text or discourse connected semantically. There are some of lexical cohesions found in *Bahasa Indonesia*. Suwandi (2003: 247-249) defines them in his paper, as follows:

A. **Pengulangan (Repetition)**

- a. Setiap memasuki sesuatu yang baru, setiap kita tentu mengharapkan hadirnya suasana baru. Suatu suasana yang lebih baik.
- b. Aku rindu anak-anakku. Aku rindu istriku. Aku rindu kedamaian rumahku. Aku rindu.

B. **Synonymy**

Mereka lalu mulai memainkan lyre masing-masing. Sesuai dengan lagu yang telah mereka pelajari. Pria asing tadi membunyikan senar-senar lyrenya dengan lembut. Bunyinya menjadi manis berpadu dengan tiga lyre lainnya.

C. Hyponymy

Marsusi yang sudah duduk di atas sepeda motornya menoleh. Cuping hidungnya bergerak-gerak. Sorot matanya menyala. Gejala emosinya disalurkan ke kaki yang menggenjot mesin kuat-kuat. Harley Davidson sisa perang itu menderu dan laju diiringi tatapan mata anak-anak Dukuh Paruk yang penuh kekaguman.

D. Part-Whole (Bagian-Keseluruhan)

Amerika adalah negara adidaya yang memiliki komitmen tinggi terhadap pembangunan pendidikan bagi bangsanya. Bahkan bangsa itu sepakat, kemajuan dan keadidayaannya mereka karena ada pembangunan dan reformasi pendidikan yang terus menerus, berkelanjutan, tersistem rapi yang accountable. Semua presidennya memiliki komitmen tinggi terhadap dunia pendidikan...

E. Collocation

...Aku tersingkir dari duniaku, aku teraniaya oleh lingkunagnku, aku terinjak dan tersepak dari alamku, tetapi mengapa belum kujumpai Engkau di luar semua itu?

C.Translation Quality Assessment

Translation quality assessment is a process determining and measuring translation quality. Since each item of language has some messages which have to be transferred accurately by the translator, translation assessment becomes something important to do as finishing touch of the process of translation. This is supported by Nababan (2004: 54):

“When translators are engaged in a translation process, particularly at the last stage of the translation process, that is restructuring they reconstruct the product to conform to the convention of the target language. To a certain degree, they may re-read the source language text to ensure that the rendering is done carefully.”

Translation assessment involves three main aspects to be assessed; accuracy, readability, and acceptability. Accuracy refers to how the text in source language transferred into target text correctly. Readability refers the ability of the

translated text to be easily understood by the target language readers and the messages mentioned have similar effect to the source language. Meanwhile, acceptability is whether the translated text sounds natural to the target language readers.

Based on Larson, there are three aims of assessing translation (1984: 485). She states that first, test of accurateness is needed because the translator wants to convince the accuracy of his/her translation. It is not impossible that the translator unconsciously adding, reducing, or even omitting some important messages. Furthermore, a misleading analysis and some mistakes in process of transferring messages often occur. Since a translator has his/her own value, personal traits and emotional involvement may affect his/her rendition of the text. As Nida (in *www accurapid.com*) believes that no translator can avoid a certain degree of personal involvement in his interpretation of source text. His/her selection of corresponding lexical items, grammatical forms and stylistic equivalence is influenced by his/her empathy with the author.

The second test comes after accuracy is readability test. Larson argues that this test is urgently important since a translation may be accurate but still not communicate to the people who use to it. The forms of the language used should be those which make the message of the target text as easy to be understood as the source text did. (1984: 531)

At last, a translation product needs to be assessed in terms of naturalness or acceptability. Larson argues that the test purposes on making the text sounds

natural towards the target readers, so that the readers think that it is an original text from their language instead of the result of translation process. (1984:536)

In short, the ultimate assessment of translation process is the reception of the translated text considering on those three assessments.

Translation Quality Assessment needed by some people. Honig (in Nababan, 2004: 55), mentions, '*They are users of the target language text, professional translators, translational researchers, and trained translators.*' The first user needs it because they want to convince that they have chosen reliable translators. The second need it to give some evidences of the superior quality of their work. Moreover, translational researchers need it because they must establish criteria for quality control and assessment, and the last need it to know the way improving their work quality systematically.

According to the explanation above, it is concluded that a good translation is a translation which has high degree of accuracy, acceptability, and readability. Beside accurate, the translation should sound natural and appropriate to the target readers so they can easily understand the translation product.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research belongs to qualitative research. Creswell (1998: 24) defines *‘Qualitative research is complex, involving field work for prolonged periods of time, collecting words and pictures, analyzing this information inductively while focusing on participants view and writing about the process using expressive and persuasive language.’*

In this research, the researcher collects, arranges, and interprets the data to solve the problems. Then, the researcher analyzes the data based on certain consideration and draws conclusion as the answer of the problems.

The data of the research emphasize on the meaning and the process of transferring demonstrative reference into the target text, that is why the research written in descriptive form. Based on Mirriam (in Creswell, 1994: 145) *‘Qualitative research is descriptive in that the research is interested in process, meaning, and understanding gained through words or pictures.’*

Moreover in descriptive qualitative inquiry, the research may obtain deeper understanding of the data, as stated by Sutopo (2002: 111)

‘... dalam penelitian kualitatif studi kasusnya mengarah pada pendeskripsian secara rinci dan mendalam mengenai potret kondisi tentang apa yang sebenarnya terjadi menurut apa adanya di lapangan studinya.’

A. Source of Data

The data in the research are all demonstrative references found in the J.K Rowling's novel entitled *Harry Potter and the Chamber of Secrets* and its Indonesian version entitled *Harry Potter dan Kamar Rahasia* by Listiana Srisanti. It published by Gramedia Jakarta in 2002.

The researcher takes the novel as the source of the data based on the consideration that the novel is very famous all over the world and also it excites many readers in Indonesia in all ages. Besides, the important thing is there are many demonstratives reference cases found in the novel.

The second data sources are three people who have both English-Indonesian competence and also translation competence as informant of assessing translation accuracy and acceptability.

B. Sample and Sampling Technique

The research is done holistically. It means that all of demonstrative references in *Harry Potter and the Chamber of Secrets* and *Harry Potter dan Kamar Rahasia* as the translated version were examined.

However, the researcher did not take all of the demonstrative reference as the data. Since applying purposive sampling technique, the data is acquired by picking one sample as the representation of each certain category that is made before. Sutopo defines when he describes about sampling technique of qualitative research:

'Tehnik cuplikannya cenderung bersifat purposive karena dipandang lebih mampu menangkap kelengkapan dan kedalaman data di dalam menghadapi realitas yang tidak tunggal. Pilihan sample diarahkan pada sumber data yang dipandang memiliki data yang penting berkaitan dengan permasalahan yang sedang diteliti.' (2002:36)

The category made by the researcher was based on each equivalence exist. As there are two demonstrative types in the novel translated in the same way, the researcher only take one of them as the sample of the data.

Besides, the researcher asked three informants who have adequate capabilities in English and Indonesian competence and also translation one. They act as source of data that will help the researcher to analyzed the accuracy and acceptability of translation

C. Research Instrument

In collecting the data, the researcher used questionnaires as an instrument. The questionnaires were distributed to three people chosen. It is a scaled question, in which the raters should give scales and they may also give some opinions about the accuracy and acceptability of demonstrative reference translated into *Harry Potter dan Kamar Rahasia*. Each questionnaire includes two parts. The first part is the respondent background, the second is the scale and criteria of quality assessment and the third consists of the table of the data.

D. Research Design

The research design is meant to set up an effective direction in conducting a research. The research design of this study is arranged as follows:

1. Determining the novel as its object of research.
2. Collecting the data, namely demonstrative references in the novel *Harry Potter and the Chamber of Secrets* by J.K Rowling and its Indonesian translation *Harry Potter dan Kamar Rahasia* by Listiana Srisanti.
3. Writing the collected data on a paper.
4. Numbering the collected data.

5. Encoding the data.
6. Distributing the questionnaires to the raters.
7. Taking the questionnaires from the raters.
8. Analyzing the data using the technique of analyzing data as mentioned below.
9. Drawing conclusion.

E. Technique of Collecting Data

The data were collected in the following procedures:

1. Determining the objects, they are *Harry Potter and the Chamber of Secrets* and *Harry Potter dan Kamar Rahasia* as its translated version.
2. Reading and understanding both novels carefully.
3. Dividing the text into the context form,
4. Collecting and writing down the demonstrative references and its equivalences included in each context.
5. Classifying each equivalence of demonstrative reference based on the strategy applied by the translator.
6. Taking an adequate sample by taking a representation.

For example: there are four demonstrative reference '*there*' translated into '*disana*', in this case, the researcher only takes one reference in context as the sample of data.

7. Identifying the demonstrative reference based on its translation accuracy acceptability.
8. Writing down all of the collected data.
9. Encoding the collected data.

F. Technique of Analyzing Data

The collected data were analyzed as follows:

1. Reading *Harry Potter and the Chamber of Secrets* and its Indonesian version.
2. Comparing the two of the novels.
3. Identifying the demonstrative references and its equivalence in target language.

4. Classifying and numbering the demonstratives based on their strategy.

For example: 1. Literal Translation, 2. Structural Adjustment, etc.

5. Encoding them by using these entities: the number, the book, (HPCS or HPKR) and the page from which the data is taken.

For example: 001/HPCS:2/HPKR:3; it means that the data is the first data found and it is taken from HPCS at page 3 and HPKR at page 2.

6. Analyzing the strategy of demonstrative references and the accuracy acceptability of translation.
7. Counts the percentage of each classification.
8. Drawing conclusion.

CHAPTER IV

This chapter answers the whole questions stated in the problem statement. It is divided into two parts: the strategies used by the translator to render demonstrative references in J.K. Rowling's novel '*Harry Potter and the Chamber of Secret*' and the quality of the translation in terms of accuracy and acceptability of the translation.

Research Findings and Discussion

1. The strategies used by the translator to translate demonstrative references in J.K. Rowling's novel '*Harry Potter and the Chamber of Secret*'

The researcher collected 103 demonstrative references from 647 demonstratives found in the novel chosen by the researcher. The researcher took a representative of each case found in the novel. The case which conveys the same demonstrative reference translated into the same Indonesian reference applying same strategy of translation is taken only one as a representative.

The demonstrative references found in the novel were functioned as:

- a. Nominal demonstrative, Head or Modifier : *this/these, that/those, the*
- b. Place adverbial : *here, there*
- c. Time adverbial : *now*

Table 4.1 Demonstrative reference in *Harry Potter and the Chamber of Secret*(HPCS) and *Harry Potter dan kamar Rahasia* (HPKR)

Data Number	Data Code	English Version	Indonesian Version
1.	001/HPCS:1/HPKR:8	The Dursley	Mr dan Mrs Dursley
2	002/HPCS:3/HPKR:9	The castle	KB+nya
3.	003.1/HPCS:4/HPKR:11	The Dursleys	Keluarga Dursley
4.	003.2/HPCS:4/HPKR:11	That moment	Saat itu
5.	003.3/HPCS:4/HPKR:11	Now	Nah
6.	003.4/HPCS:4/HPKR:11	This	Hari ini
7.	004/HPCS:5/HPKR:12	There	Ada di sana
8.	005/HPCS:6/HPKR:13	This	Ini
9.	006.1/HPCS:7/HPKR:14	The Masons	Suami-istri Mason
10.	006.2/HPCS:7/HPKR:14	That way	Begitu
11.	007/HPCS:7/HPKR:14	This time	Jam sekian
12.	008/HPCS:9/HPKR:18	Here	Φ
13.	009/HPCS:9/HPKR:18	Here	Datang
14.	010.1/HPCS:9/HPKR:18	This	Dialah
15.	010.2/HPCS:10/HPKR:20	That morning	Pagi tadi
16.	011.1/HPCS:10/HPKR:20	The elf	KB+itu
17.	011.2/HPCS:10/HPKR:21	Here	Di sini
18.	012/HPCS:10/HPKR:21	That's	Juaranya
19	013.1/HPCS:12/HPKR:23	This	Φ
20.	013.2/HPCS:12/HPKR:23	This	Ceritamu
21.	014/HPCS:13/HPKR:24	Here	Salah satu dari mereka
22.	015/HPCS:13/HPKR:25	The Dark Lord	Si +Pangeran Kegelapan
23.	016.1/HPCS:13/HPKR:25	The greatest headmaster	Kepala sekolah terhebat
24.	016.2/HPCS:14/HPKR:27	Those	Kehebatan
25	017/HPCS:14/HPKR:27	The hall	Φ
26.	018/HPCS:16/HPKR:29	Those American Plumbers	KB+ itu
27.	019/HPCS:17/HPKR:30	This	Begini
28.	020/HPCS:20/HPKR:33-34	There	Disitu
29.	021/HPCS:22/HPKR:37	That	Ini
30.	022/HPCS:23/HPKR:39	The Weasley	Weasley bersaudara
31.	023/HPCS:23/HPKR:41	These rumors	Desas-desus
32.	024/HPCS:30/HPKR:47	Now	Sekarang
33.	025/HPCS:31/HPKR:48	The subject	KB+ini
34.	026/HPCS:34/HPKR:53	That	Kalian
35.	027/HPCS:36/HPKR:56	There	Di rumah itu
36.	028.1/HPCS:36/HPKR:56	That room	Kamar
37.	028.2/HPCS:36/HPKR:56	The Muggles	Di rumah Muggle
38.	029/HPCS:38/HPKR:58	This point	Berkata begitu
39.	030/HPCS:39/HPKR:60	There	Ada

40.	031.1/HPCS:43/HPKR:66	That	Sapu
41.	031.2/HPCS:44/HPKR:66	This	(KK)-nya
42.	032/HPCS:44/HPKR:67	The list	(KK)-nya
43.	033/HPCS:45/HPKR:68	These poisons	KB+ini
44.	034/HPCS:47/HPKR:70	Here	Tempat ini
45.	035/HPCS:47/HPKR:71	There	Disini
46.	036/HPCS:48/HPKR:72	Here	Dijual di sini
47.	037/HPCS:49/HPKR:73	Now	Kini
48.	038/HPCS:50/HPKR:74	There	Itu
49.	039/HPCS:50/HPKR:74	Here	Di dalam
50.	040/HPCS:51/HPKR:76	That	(KK)-nya
51.	041/HPCS:51/HPKR:77	There	Φ
52.	042/HPCS:51/HPKR:77	There	Kau
53.	043/HPCS:53/HPKR:79	These	Ini
54.	044/HPCS:53/HPKR:79	That	Φ
55.	045/HPCS:53/HPKR:80	Those	Buku-buku itu
56.	046/HPCS:55/HPKR:82	Here	Sini
57.	047.1/HPCS:57/HPKR:86	This little button	KB+ini
58.	047.2/HPCS:57/HPKR:86	There	Di sana
59.	048/HPCS:66/HPKR:99	There	Di depannya
60.	049.1/HPCS:68/HPKR:102	The story	Ber+KB
61.	049.2/HPCS:68/HPKR:102	That	Kau memang tidak berpikir
62.	050/HPCS:69/HPKR:103	This	Hal yang sebenarnya
63.	051.1/HPCS:77/HPKR:114	Those brilliant teeth	Giginya yang berkilauan
64.	051.2/HPCS:78/HPKR:115	That	(KK)-nya
65.	052/HPCS:84/HPKR:124	There	Kalian
66.	053/HPCS:88/HPKR:131	Those amazing things	Hal-hal luar biasa
67.	054.1/HPCS:94/HPKR:137	This way	Sini
68.	054.2/HPCS:94/HPKR:137	This way	Ke arah sini
69.	055/HPCS:94/HPKR:138	That	Begitu
70.	056/HPCS:108/HPKR:159	This	Itu
71.	057/HPCS:109/HPKR:161	That	Suruh
72.	058/HPCS:109/HPKR:161	This	Mendengarnya
73.	059/HPCS:110/HPKR:162	Those	Pesta semacam itu
74.	060/HPCS:111/HPKR:165	There	Ke toilet itu
75.	061/HPCS:111/HPKR:165	These	Lilinya
76.	062/HPCS:115/HPKR:172	That	Sebetulnya
77.	063/HPCS:115/HPKR:172	The heir	Sang+pewaris
78.	064/HPCS:125/HPKR:186	That	Soal itu
79.	065/HPCS:129/HPKR:191	That's	Disitulah
80.	066/HPCS:133/HPKR:195	There	Situ
81.	067/HPCS:146/HPKR:215	That	Yang seperti itu
82.	068/HPCS:149/HPKR:211	The Weasley	Si+kembar Weasley
83.	069/HPCS:155/HPKR:228	That thing	Itu

84.	070/HPCS:167/HPKR:245	This	Justin
85.	071/HPCS:167/HPKR:246	Here	Kemari
86.	072/HPCS:171/HPKR:251	Here	Disitu
87.	073/HPCS:173/HPKR:254	This way	Ikut aku
88.	074/HPCS:178/HPKR:261	This behavior	Sikap mereka
89.	075/HPCS:182/HPKR:268	These spare robes	Jubah mereka
90.	076/HPCS:194/HPKR:284	That's	Si-
91.	077/HPCS:197/HPKR:287	That's	Itulah
92.	078/HPCS:199/HPKR:291	That	Tak punya teman
93.	079/HPCS:204/HPKR:297	This	Sini
94.	080/HPCS:205/HPKR:299	These words	KB+itu
95.	081/HPCS:229/HPKR:334	That	Mendengar ini
96.	082/HPCS:229/HPKR:334	These long faces	KK+begini
97.	083/HPCS:231/HPKR:337	There	Ke sana
98.	084/HPCS:244/HPKR:356	That seat	Disitu
99.	085/HPCS:247/HPKR:360	This	Kertas itu
100.	086/HPCS:256/HPKR:371	Here	Di sini ini
101.	087/HPCS:276/HPKR:400	This way	Begini
102.	088.1/HPCS:278/HPKR:404	This	Lewat pipa ini
103.	088.2/HPCS:278/HPKR:404	There	Ke atas

Total : 103

Percentage : 100 %

Abbreviations:

HPCS : Harry Potter and the Chamber of Secrets

HPKR : Harry Potter dan Kamar Rahasia

KB : Kata Benda

KK : Kata Kerja

From the research procedure, the researcher found out that there are 5 kinds of strategies of translation used by the translator. They are literal translation, structural adjustment, translation by shifting (shifting by proper name and shifting by personal reference), deletion, and amplification. The explanation of each of them is presented in the following part:

1.1 Literal Translation

This strategy seems to be the most commonly used by the translator in case that both languages have quite similar system of demonstrative reference. The demonstrative references in the ST are translated ‘word for word’ or ‘one-to-one correspondence’ into the demonstratives in the TT. The translator used two methods here; translating the ST into free morpheme (morpheme that can stand by its own) in TT and translating it in the form of enclitics (clitics which bound to the previous elements).

Example 1:

“I’ll be in my bedroom, making no noise and pretending I’m not **there**,” said Harry tonelessly.

*“Aku akan berada di kamarku, tidak membuat suara, dan pura-pura tidak **ada di sana**,” kata Harry datar.*

004/HPCS:5/HPKR:12

The demonstrative reference ‘there’ is translated into ‘ada di sana’. The literal translation for ‘there’ is actually ‘di sana’ and the translator added the word ‘ada’ to make the translation sound more natural. The insertion of the word ‘ada’ does not make any additional meaning neither make the meaning more explicit.

Example 2:

People goggled through the bars at him as he lay, starving and weak, on a bed of straw. He saw Dobby’s face in the crowd and shouted out, asking for help, but Dobby called, “Harry Potter is safe **there**, sir!” and vanished.

*Orang-orang memandang ingin tahu kepadanya lewat jeruji, sementara dia terbaring., kelaparan dan lemah, di atas tempat tidur jerami. Dilihatnya wajah Dobby di tengah kerumunan dan dia berteriak, minta bantuan, tetapi Dobby berseru, “Harry Potter aman **di situ**, Sir!” lalu lenyap.*

020/HPCS:20/HPKR:34

The adverbial demonstrative 'there' in the above passage is locative pointing to a place. 'There' refers to previous sentence 'behind the bar where Harry lays starving and weak, on a bed of straw'. In the translation above, 'there' is rendered using its equivalence 'di situ'. The translator rendered the source text literally since it has been obvious that 'there' refers to the specific place that has been mentioned anaphorically in the text. There is no necessity of translating 'there' using more explicit words since the referential meaning can be easily understood by the readers in the target text.

Example 3:

(Mr. Dursley re-scheduling the task to welcome Mr. and Mrs. Mason)
"To right, you will," said Uncle Vernon forcefully. "The Masons! don't know anything about you and it's going to stay **that way**²."

*"Betul sekali, kau harus begitu," kata Paman Vernon keras. "Suami-istri Mason! sama sekali tak tahu-menahu tentang kau dan harus tetap **begitu**²."*

006.2/HPCS:7/HPKR:14

'That way' is translated using colloquial expression 'begitu'. In term of form, 'that way' is actually more equivalent to 'seperti itu' since they both are standard languages. But somehow they are already equivalent in term of style (formality), the referential meanings of both ST and TT are similar contextually, they substitute the previous statement: "The Masons don't know anything about you..." The translation above does not reduce the meaning.

Table 4.2 The Strategy of Literal Translation (Free Morpheme) in HPCS and HPKR

Data Number	Data Code	English	Indonesian
1.	004/HPCS:5/HPKR:12	There	Ada di sana
2.	005/HPCS:6/HPKR:13	This	Ini
3.	006/HPCS:7/HPKR:14	That way	Begitu
4.	011.1/HPCS:10/HPKR:21	Here	Di sini
5.	019/HPCS:17/HPKR:30	This	Begini
6.	020/HPCS:20/HPKR:33	There	Di situ
7.	024/HPCS:30/HPKR:47	Now	Sekarang
8.	030/HPCS:39/HPKR:60	There	Ada
9.	037/HPCS:49/HPKR:73	Now	Kini
10.	038/HPCS:50//HPKR:74	There	Itu
11.	046/HPCS:55/HPKR:82	Here	Sini
12.	047.2/HPCS:57/HPKR:86	There	Di sana
13.	054.1/HPCS:94/HPKR:137	This way	Sini
14.	055/HPCS:94/HPKR:138	That	Begitu
15.	065/HPCS:129/HPKR:191	That's	Disitulah
16.	066/HPCS:133/HPKR:195	There	Situ
17.	069/HPCS:155/ HPKR:228	That thing	Itu
18.	071/HPCS:167/HPKR:246	Here	Kemari
19.	077/HPCS:198/HPKR:294	That's	Itulah
20.	079/HPCS:204/HPKR:297	This	Sini
21.	083/HPCS:231/HPKR:337	There	Ke sana
22.	086/HPCS:256/HPKR:371	Here	Di sini ini
23.	087/HPCS:276/HPKR:400	This way	Begini
24.	088.2/HPCS:278/HPKR:404	There	Keatas

Total : 24
Percentage : 23.30 %

Besides, literal translation can be presented in clitic form as shown on the examples below:

Example 1:

"... everyone thinks he's so smart, wonderful Potter with his scar and his broomstick..."

"You have told me *this*² at least a dozen times already," said Mr. Malfoy, with a quelling look at his son.

"... semua menganggapnya pintar, Potter yang hebat dengan bekas luka dan sapunya..."

“Kau sudah menceritakannya² padaku paling tidak dua belas kali,” kata Mr Malfoy dengan pandangan yang menyuruhnya diam.

031.2/HPCS:44/HPKR:66

Example 2:

“Gave you a taste for publicity, didn’t I?” said Lockhart. “Gave you the bug. You got onto the front page of the paper with me and you couldn’t wait to do it again.”

“Oh, no, Professor, see...”

“Harry, Harry, Harry,” said Lockhart, reaching out and grasping his shoulder. “I understand. Natural to want a bit more once you’ve had that² first taste ... “

”Kuberi kau sekecap kepopuleran, kan?” kata Lockhart. ”Kau langsung ketularan. Kau tampil di halaman depan surat kabar bersamaku dan kau tak bisa menunggu lebih lama untuk tampil lagi.”

”Oh—tidak, profesor, begini...”

”Harry, Harry, Harry,” kata Lockhart, mengulurkan tangan mencengkeram bahu Harry. “Aku mengerti. Wajar menginginkan lebih kalau kau sudah pernah mencicipinya²..”

051.2/HPCS:78/HPKR:115

In both examples above, the demonstrative ‘this’ and ‘that’ is translated into post-modifier ‘-nya’. The first example ‘this’ refers anaphorically to the public opinion about Harry’s talent, that means ‘you and I know what are we talking about’. The second example also refers to the previous statement said by Lockhart, the one whom Harry talking to. ‘That’ in this case means ‘what I said previously’ or ‘what I said before’. Both examples which are translated into ‘-nya’ in Indonesia did not change the information given and actually made the translation sound natural.

Table 4.3 The Strategy of Literal Translation (Enclitics) in HPCS and HPKR

Data Number	Data Code	English Version	Indonesian Version
		1.	031.2/HPCS:44/HPKR:66
2.	051.2/HPCS:78/HPKR:115	That	(KK)-nya

Total : 2

Percentage : 1.94 %

1.2 Structural Adjustment

Structural adjustment is also called as a shift strategy in which there is grammatical shifting from one term in the ST into different form in the TT. This strategy is applied when there is a different system of both languages. It needs some alterations whether in the form of demonstratives, tenses, plural to singular, active to passive, noun to verb visa versa, or altering in word order.

There are two types of structural adjustment strategy used by the translator; they are: a) the translator adjusts the demonstrative reference in the same function word as in the ST (Same Function Word); b) the translator adjusts the demonstrative reference intended to be translated by changing the grammatical structure that causes the shifting of the functions of the word (Different Function Word).

Example 1:

The Dursleys¹ hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake- but to ignore it completely...

At **that moment**², Uncle Vernon cleared his throat importantly and said, "now³, as we all know, today is a very important day." said Uncle Vernon. Harry looked up, hardly daring to believe it.

Keluarga Dursley¹ bahkan tidak ingat bahwa hari ini adalah hari ulang tahun Harry yang kedua belas. Tentu saja, harapannya tidak muluk-muluk, mereka belum pernah memberinya hadiah yang layak, apalagi kue ulang tahun—tapi kalau sama sekali melupakannya....

***Saat itu**² Paman Vernon berdeham dengan lagak sok penting dan berkata, "Nah, seperti kita semua tahu, hari ini hari yang sangat penting." Harry mendongak, nyaris tak berani mempercayainya.*

003.2/HPCS:4/HPKR:11

The demonstrative reference 'that' in the above passage is locative pointing to certain point of time in the past. 'That moment' is text-bound and

refers anaphorically to previous phrase 'Harry's twelfth birthday'. In the translation above, 'that moment' is rendered using its equivalence 'saat itu'. Both lexemes 'that' and 'moment' are translated respectively and structurally adjusted into 'saat' and 'itu'.

Example 2:

He missed Hogwarts so much it was like having a constant stomachache. He missed **the castle**, with its secret passageways and ghosts...

*Harry merasa sangat rindu pada Hogwarts sehingga rasanya dia sakit perut terus-menerus. Dia merindukan **kastilnya**, dengan lorong-lorong rahasia dan hantu-hantunya....*

002/HPCS:3/HPKR:9

'The castle' is translated using its equivalence 'kastilnya'. Therefore, lexically, morpheme 'castle' is translated into 'kastil' while the demonstrative reference 'the' is translated into neutral (un-sexist) possessive adjective '-nya' (equivalent to 'his' and 'her' in the source text) and undergoes structural transposition from premodifier into postmodifier. Therefore, 'the castle' here is understood as 'the castle where Harry stays in' by the translator. This idea can easily be understood as well by the readers since 'the' (in 'the castle') creates possessive relationship with pronoun 'he' (Harry) that happens several times on the text previously. Consequently, both ST and TT have similar referential meaning in a sense that they refer to similar place which is the castle of Hogwarts School of Magic where Harry used to learn magic with his friends. This example proves that definite article 'the' is 'the class which includes the demonstratives and the possessives' (Haliday-Hasan, 1976:70).

**Table 4.4 The Strategy of Structural Adjustment in HPCS and HPKR
(Same Function Word)**

Data Number	Data Code	English Version	Indonesian Version
1.	002/HPCS:3/HPKR:9	The castle	KB+nya
2.	003.2/HPCS:4/HPKR:11	That moment	Saat itu
3.	007/HPCS:7/HPKR:14	This time	Jam sekian
4.	010.2/HPCS:10/HPKR:20	That morning	Pagi tadi
5.	011.1/HPCS:10/HPKR:20	The elf	KB+itu
6.	015/HPCS:13/HPKR:24	The Dark Lord	Si +Pangeran Kegelapan
7.	018/HPCS:16/HPKR:29	Those American Plumbers	KB+itu
8.	021/HPCS:22/HPKR:37	That	Ini
9.	025/HPCS:31/HPKR:48	The subject	KB+ini
10.	032/HPCS:44/HPKR:67	The list	(KK)+nya
11.	033/HPCS:45/HPKR:68	These poisons	KB+ini
12.	035/HPCS:47/HPKR:71	There	Disini
13.	039/HPCS:50/HPKR:74	Here	Didalam
14.	040/HPCS:51/HPKR:76	That	(KK)+nya
15.	043/HPCS:53/HPKR:79	These	Ini
16.	047.1/HPCS:57/HPKR:86	This little button	KB+ini
17.	054.2/HPCS:94/HPKR:137	This way	Kearah sini
18.	056/HPCS:108/HPKR:159	This	Itu
19.	072/HPCS:171/HPKR:251	Here	Disitu
20.	080/HPCS:205/HPKR:299	These words	KB+itu
21.	082/HPCS:229/HPKR:224	These long faces	Murung begini
22.	084/HPCS:244/HPKR:356	That seat	Di situ

Total : 22

Percentage : 21.36 %

**Table 4.5 The Strategy of Structural Adjustment in HPCS and HPKR
(Different Function Word)**

Data Number	Data Code	English Version	Indonesian Version
1.	003.3/HPCS:4/HPKR:11	Now	Nah
2.	029/HPCS:38/HPKR:58	This point	Berkata begitu
3.	049.1/HPCS:68/HPKR:102	The story	Ber+cerita
4.	051.1/HPCS:77/HPKR:114	Those brilliant teeth	Giginya yang berkilauan
5.	073/HPCS:173/HPKR:254	This way	Ikut aku
6.	076/HPCS:194/HPKR:284	That's	Si-

Total : 6

Percentage : 5.83 %

1.3 Translation by Shifting

This strategy employs changing the demonstrative references (as grammatical cohesion) by lexical cohesion. The researcher found out 7 data shifting into proper name and shifting into personal reference. The table below shows the data belong to the category.

Table 4.6 The Strategy of Shifting into Personal Reference in HPCS and HPKR

Data Number	Data Code	English Version	Indonesian Version
		1.	010.1/HPCS:9/HPKR:18
2.	026/HPCS:34/HPKR:53	That	Kalian
3.	042/HPCS:51/HPKR:77	There	Kau
4.	052/HPCS:84/HPKR:124	There	Kalian
5.	074/HPCS:178/HPKR:261	<u>This</u> behavior	Sikap <u>mereka</u>
6.	075/HPCS:182/HPKR:268	<u>These</u> spare robes	Jubah <u>mereka</u>

Total : 6

Percentage : 5.83 %

Example 1:

“Your sons flew that car to Harry’s house and back last night.” shouted Mrs. Weasley. “What have you got to say about that, eh?”

“Did you really?” said Mr. Weasley eagerly. “Did it go all right? I—I mean,” he faltered as sparks flew from Mrs. Weasley’s eyes, “that—**that** was very wrong, boys—very wrong indeed...”

“Anak-anakmu menerbangkan mobil itu ke rumah Harry dan kembali lagi ke sini tadi pagi!” teriak Mrs Weasley. “Apa komentarmu tentang itu, eh?”

*“Betulkah kalian menerbangkannya?” tanya Mr Weasley bersemangat. “Apakah bisa terbang lancar? Mak-maksudku,” dia terbata-bata, ketika kilat kemarahan terpancar dari mata Mr Weasley, “**kalian** lancang, anak-anak—lancang sekali...”*

026/HPCS:34/HPKR:53

In the above translation above, the translator rendered the demonstrative ‘that’ into plural pronoun ‘kalian’ (equivalent to ‘you’ as plural). The referential meaning of both ST and TT are different since ‘that’ in the source text refers

anaphorically to the prior action ‘flew that car to Harry’s house’ while ‘kalian’ in the target text refers to the subjects ‘Fred, George, and Ron’. Therefore, we can see that there has been a shift of point of view from ‘the action done’ into ‘the agent doing the action’. This is done to make the translation sound more natural in the target text.

Table 4.7 The Strategy of Shifting into Proper Name in HPCS and HPKR

Data Number	Data Code	English Version	Indonesian Version
		This	Justin

Total : 1

Percentage : 0.97 %

Example 2:

Harry fretted about *this* next to the fire in the Gryffindor common room, while Ron and Hermione used their time off to play a game of wizard chess.

“For heaven’s sake, Harry,” said Hermione, exasperated, as one of Ron’s bishops wretled her knights off his horse and dragged him off the board. “Go and find Justin if it’s so important to you.”

*Harry resah, ia berceloteh terus tentang **Justin** disebelah perapian di ruang rekreasi Gryffindor, sementara Ron dan Hermione menggunakan jam kosong mereka untuk main catur sihir.*

“Astaga, Harry,” kata Hermione, putus asa, ketika salah satu menteri Ron bergulat menjatuhkan perwiranya dari kudanya dan menyeretnya keluar papan. “Pergilah, cari Justin kalau itu begitu begitu penting bagimu.”

70/HPCS:167/HPKR:245

On the example above, the demonstrative ‘this’ was translated into ‘Justin’ because there is specific information about the person mentioned (Justin) anaphorically. ‘This’ in the context means ‘you know what I am talking and whom I talking about’, the translator made it explicit by rendering it into the name of the subject to make the reader easily understand.

1.4 Amplification

This strategy comes by introducing details that are not formulated in the ST: information, explicative paraphrases (or words) (Albir in META: 10). It will value the readers with a clearer understanding.

Example 1:

Harry tried to argue back but his words were drowned by a long, loud belch from **the Dursley's** son, Dudley.

*Harry mencoba berargumentasi, tetapi kata-katanya tenggelam oleh sendawa Dudley yang keras dan panjang. Dudley adalah anak **Mr dan Mrs Dursley**.*

001/HPCS:1/HPKR:8

'The Dursley's' in the above text is translated into 'Mr dan Mrs. Dursley'. 'The Dursley's' contains implicit meaning that has to be clarified since TT does not recognize the use of demonstrative reference 'the' to implicitly refer to a group of a family or a group of an entity. Therefore, the definite article 'the' is then explicitly paraphrased into 'Mr dan Mrs.' and consequently the number of lexical items in ST is amplified in TT.

Example 2:

"I suppose your parents will go hungry for a month to pay for all **those**." Ron went as red as Ginny. He dropped his books into the cauldron...

*"Kurasa orangtuamu akan kelaparan sebulan demi membayar **buku-buku itu**." Wajah Ron jadi semerah Ginny. Dia menjatuhkan buku-bukunya ke dalam kuili...*

045/HPCS:53/HPKR:80

'Those' here has implicit meaning referring the books that Ron has bought. To make the translation readable, the translator unpacked the implicit meaning in the source text by translating 'those' with its referent 'buku-buku itu'.

The insertion of new details makes the numbers of lexical items in the source text expand in the target text.

Example 3:

He told Dumbledore everything except that Mr. Weasley owned the bewitched car, making it sound as though he and Ron had happened to find a flying car parked outside the station. He knew Dumbledore would see through ***this*** at once, but Dumbledore asked no questions about the car.

*Dia menceritakan segalanya kepada Dumbledore, kecuali bahwa Mr Weasley-lah pemilik mobil tersihir itu. Dia menceritakannya sedemikian rupa, sehingga seakan-akan dia dan Ron kebetulan menemukan mobil terbang diparkir di luar stasiun. Dia tahu Dumbledore akan segera tahu ***hal yang sebenarnya***, tetapi Dumbledore tidak bertanya apa-apa soal mobil ini.*

050/HPCS:69/HPKR:103

‘This’ is made explicit in the target language into ‘hal yang sebenarnya’ which is equivalent to ‘the real thing’ in the source text. Here, ‘this’ refers anaphorically to the previous text ‘that Mr. Weasley owned the bewitched car’. The translation is not totally explicit since it does not refer directly to the referent. But somehow, the translation is more explicit than the demonstrative reference ‘this’ and thus the target readers will understand the target text more easily. This datum is included in this classification since the translation causes the expansion of information and the lexical items.

Example 4:

(At night, in Harry’s bedroom at the Dursleys’s house; the Muggle’s world)
 “...You don’t know what it’s like here. I don’t belong ***here***. I belong in your world—at Hogwarts.”

*“...Kau tak tahu bagaimana rasanya di sini. Aku tidak termasuk ***salah satu dari mereka***. Aku lebih cocok di duniamu—di Hogwarts.”*

014/HPCS:13/HPKR:25

We can see in the example above, 'here' is rendered into 'salah satu dari mereka'. 'Here' is the adverbial demonstrative (for near) and context bound in a way that its referent greatly depends on where the speaker stays. 'I don't belong here' seems like a simple clause but somehow it is semantically complex as Bollinger and Sears (1968) say that *'words do not have to be morphologically complex to be semantically complex'*. Therefore, the translator rendered the clause 'I don't belong here' with a longer string of lexical items 'Aku bukan salah satu dari mereka' which is more equivalent to 'I don't belong to them' with 'them' referring to 'The Dursleys'. Here, there is a shift of point of view from place (home) into people (The Dursleys) and thus the referential meaning has become different in the target text. To maintain the referential meaning of source text, 'I don't belong here' should be translated into 'tempatku bukan disini'.

Table 4.8 The Strategy of Amplification in Translating Demonstrative Reference from HPCS to HPKR

Data Number	Data Code	English Version	Indonesian Version
1.	001/HPCS:1/HPKR:8	The Dursley	Mr dan Mrs Dursley
2.	003.1/HPCS:4/HPKR:11	The Dursleys	Keluarga Dursley
3.	003.4/HPCS:4/HPKR:11	This	Hari ini
4.	006.1/HPCS:7/HPKR:14	The Masons	Suami-istri Mason
5.	009/HPCS:9/HP:18	Here	Datang
6.	012/HPCS:10/HPKR:21	That's	Juaranya
7.	013.2/HPCS:12/HPKR:23	This	Ceritamu
8.	014/HPCS:13/HPKR:24	Here	Salah satu dari mereka
9.	016.2/HPCS:14/HPKR:27	Those	Kehebatan
10.	022/HPCS:23/HPKR:39	The Weasley	Weasley bersaudara
11.	027/HPCS:36/HPKR:56	There	Di rumah itu
12.	028.2/HPCS:36/HPKR:56	The Muggles	Di rumah Muggle
13.	031.1/HPCS:43/HPKR:66	That	Sapu
14.	034/HPCS:47/HPKR:70	Here	Tempat ini
15.	036/HPCS:48/HPKR:72	Here	Dijual di sini
16.	045/HPCS:53/HPKR:80	Those	Buku-buku itu

17.	048/HPCS:66/HPKR:99	There	Didepannya
18.	049.2/HPCS:68/HPKR:102	That	Kau memang tidak berpikir
19.	050/HPCS:69/HPKR:103	This	Hal yang sebenarnya
20.	057/HPCS:109/HPKR:161	That	Suruh
21.	058/HPCS:109/HPKR:161	This	Mendengarnya
22.	059/HPCS:110/HPKR:162	Those	Pesta semacam itu
23.	060/HPCS:111/HPKR:165	There	Ke toilet itu
24.	061/HPCS:111/HPKR:165	These	Lilinnya
25.	062/HPCS:115/HPKR:172	That	Sebetulnya
26.	063/HPCS:115/HPKR:172	The heir	Sang pewaris
27.	064/HPCS:125/HPKR:186	That	Soal itu
28.	067/HPCS:146/HPKR:215	That	Yang seperti itu
29.	068/HPCS:149/HPKR:211	The Weasley	Si kembar Weasley
30.	078/HPCS:199/HPKR:291	That	Tak punya teman
31.	081/HPCS:229/HPKR:334	That	Mendengar ini
32.	085/HPCS:256/HPKR:371	This	Kertas itu
33.	088.1/HPCS:278/HPKR:404	This	Lewat pipa ini

Total : 33

Percentage : 31.07 %

1.5 Deletion

The researcher found two forms of translating a text by deletion. First, the item intended to be translated is totally needed. Secondly, the item intended to be translated is not translated but its meaning is integrated in another item within discourse (Pujiyanti in Zachi, 2007:73).

From the explanation above the researcher determined two kinds of deletion here, they are: the data which are totally deleted (later as Totally Deleted) and the data which are already included to other sentence or words (later as Included to Other).

Example 1:

“Albus Dumbledore is *the greatest headmaster*¹ Hogwarts has ever had. Dobby knows it, sir. Dobby has heard Dumbledore’s powers rival those² of He-Who-Must-Not-Be-Named at the height strength. ...”

“Albus Dumbledore adalah kepala sekolah terhebat¹ yang pernah dimiliki Hogwarts. Dobby tahu itu, Sir. Dobby sudah mendengar Dumbledore menyaingi kehebatan² Dia yang Namanya Tak Boleh Disebut pada puncak kekuasaannya....”

016.1/HPCS:12/HPKR:23

‘The greatest headmaster’ is translated into ‘kepala sekolah terhebat’. This means that ‘the’ is omitted in the translation. The omission of ‘the’ is caused by the lexical gap between ST and TT in which noun in the target text does not need demonstrative reference just to show that the noun is something specific.

Example 2:

(Dobby is in Harry’s bedroom at the Dursleys’s house)

“Oh, no, sir, no... Dobby will have to punish himself most grievously for coming to see you, sir. Dobby will have to shut his ears in the oven door for this¹. If they ever knew, sir....”

“Oh, tidak, sir, tidak... Dobby nantinya harus menghukum diri dengan sangat menyedihkan karena datang menemui Anda, Sir. Dobby harus menjepit telinganya di pintu oven ϕ ¹. Kalau sampai mereka tahu, Sir....”

013.1/HPCS:12/HPKR:23

This first example above shows the demonstrative reference ‘this’ was deleted by the translator. ‘This’ refers anaphorically to the previous text which is Dobby’s decision to meet Harry in his bedroom. Deleting ‘this’ is justifiable since the cohesion between ‘this’ and ‘for coming to see you’ is very obvious and thus makes the reader easily understand the target text. Besides, in the context above ‘this’ only functions as substitution and does not carry any significant information that has to be literally translated into the target text.

**Table 4.9 The Strategy of Deletion in Translating Demonstrative Reference from HPCS to HPKR
(Totally Deleted)**

Data Number	Data Code	English Version	Indonesian Version
		1.	008/HPCS:9/HPKR:18
2.	013.1/HPCS:12/HPKR:23	This	Φ
3.	017/HPCS:14/HPKR:27	The hall	Φ
4.	041/HPCS:51/HPKR:77	There	Φ
5.	044/HPCS:53/HPKR:79	That	Φ

Total : 5

Percentage : 4.85 %

**Table 4.10 The Strategy of Deletion in Translating Demonstrative Reference from HPCS to HPKR
(Included to Other)**

Data Number	Data Code	English Version	Indonesian Version
		1.	016.1/HPCS:13/HPKR:25
2.	023/HPCS:23/HPKR:41	<u>These</u> rumors	Desas-desus
3.	028.1/HPCS:36/HPKR:56	<u>That</u> room	Kamar
4.	052/HPCS:88/HPKR:131	<u>Those</u> amazing thing	Hal-hal luar biasa

Total : 4

Percentage : 3.88 %

2. The quality assessment used by the translator to render demonstrative references in J.K. Rowling's novel "Harry Potter and the Chamber of Secret"

The translation quality assessment becomes one of the important things to identify whether a translator can produce a translation, which is accurate, acceptable, and does not sound as a translation product. The accuracy and the acceptability of the demonstrative reference translation were assessed by three raters symbolized as R1, R2, and R3. Those three raters were given a questionnaire using open-ended form. By such type of questionnaire, the raters can give a score alongside with the comments or reasons why they assessed so.

2.1. Accuracy

The accuracy assessment of the demonstrative reference translations is measured based on the following indicator:

Scale 1 = Very Accurate

The referential meaning of the demonstrative reference is accurately conveyed into the target language according to the context. The translation is clear to the evaluator and no rewriting is needed.

Scale 2 = Accurate

The referential meaning of the demonstrative reference is accurately conveyed into the target language according to the context but some rewriting in word order is needed.

Scale 3 = Less accurate

The referential meaning of the demonstrative reference is not accurately conveyed into the target language and some rewriting in choice of lexical items is needed.

Scale 4 = Inaccurate

The source language is not translated at all into the target language (e.g., omitted/deleted).

After taking the questionnaire back, the raters' assessment were calculated and put into table. The formula to calculate mean for accuracy is presented below:

The Mean Formula for Accuracy

$$Mean = \frac{R1 + R2 + R3}{3}$$

The total average or total mean of the data is gained from the formula as shown below:

The Total Mean Formula of Accuracy

$$\text{Total Mean} = \frac{\sum \text{mean}}{\text{data}}$$

After the statistical calculations of the data are counted by the researcher, the data are classified into four categories, as shown below:

Classification A: The demonstrative reference is very accurate, contains the data with the scale 1.0.

Classification B: The demonstrative reference is accurate, contains the data with the average scale from 1.1-2.5.

Classification C: The demonstrative reference is less accurate, contains the data with the average scale from 2.6 - 3.9.

Classification D: The demonstrative reference is inaccurate, contains the data with the average scale from 4.0.

Below is the Classification Table of the Accuracy of the Demonstrative Reference Translation:

Table 4.11 Classification Table of the Accuracy of the Demonstrative Reference Translation

No	Classification	Data Numbers	Total	Percentage
1.	A	002; 003.1; 003.3; 003.4; 004; 005; 006.1; 007; 010.1; 011.2; 015; 016.1; 016.2; 018; 020; 021; 022; 023; 025; 027; 028.1; 028.2; 030; 031.1; 031.2; 033; 034; 036; 037; 038; 040; 043; 045; 046; 047.1; 047.2; 051.1; 051.2; 053; 054.1; 054.2; 055; 059; 060; 061; 062; 063; 064; 065; 069; 071; 076; 077; 079; 083; 084; 086; 087; 088.1; 088.2.	62	60.19 %

2.	B	001; 003.2; 006.2; 009; 010.2; 011.1; 012; 013.2; 029; 032; 035; 039; 042; 048; 049.1; 049.2; 050; 056; 057; 058; 066; 067; 068; 070; 072; 073; 074; 075; 078; 080; 081; 082; 085.	34	33.01 %
3.	C	014; 026; 052	2	1.94 %
4.	D	008; 013.1; 017; 041; 044.	5	4.85 %
Total			103	100%

As presented in the table above, the number of the data is 103 and out of that number, 62 data (60.19 %) are translated very accurately into the target language, 33 data (32.04 %) are translated accurately into the target language, 3 data (2.91 %) are less accurately translated into the target language, and 5 data (4.85 %) are not translated into the target language.

2.1.1. Classification A

This classification belongs to the data which are translated very accurately into the target language. The definition of very accurate here is that the translation conveys the similar referential meaning of source text appropriately. Thus the raters should not make any rewriting at all. The data which are classified to this classification have the scale 1.0. There are 62 data or 60.19 % of the overall data belonging to this classification. Here are the examples:

Example 1:

The Dursleys^t hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake- but to ignore it completely...

Keluarga Dursley^t bahkan tidak ingat bahwa hari ini adalah hari ulang tahun Harry yang kedua belas. Tentu saja, harapannya tidak muluk-muluk, mereka belum pernah memberinya hadiah yang layak, apalagi kue ulang tahun—tapi kalau sama sekali melupakannya....

The example above shows the datum which is very accurate in a way that the referential meaning in the source text is accurately conveyed into the target text. All raters gave score 1 for its accuracy resulting in the mean score of 1. ‘The Dursley’s’ refers to the whole family of Dursley (Vernon Dursley, Petunia Dursley and Dudley Dursley). It is translated into ‘keluarga Dursley’. The referential meaning of the translation here is perfectly conveyed in the target text since the datum is translated using its explicative equivalence.

Example 2:

“Please, Sir, don’t legends always have a basis in fact?”

Professor Binns was looking at her in such amazement, Harry was sure no student had ever interrupted him before, alive or dead.

“Well,” said Professor Binns slowly, “yes, one could argue *that*, I suppose.”

“Maaf, Sir, bukankah legenda selalu punya dasar fakta?”

Profesor Binns memandang Hermione dengan sangat tercengang. Harry yakin tak ada murid yang pernah menyelanya, hidup atau mati.

“Yah,” kata Profesor Binns lambat-lambat. “Ya, orang bisa memperdebatkan soal itu, kurasa ...”

064/HPCS:125/HPKR:186

The above datum is very accurate since the mean score is 1. The referential meaning of ‘that’ in the source text is made explicit into ‘soal itu’ (equivalent with ‘that matter’ or ‘that problem’) to make the translation more readable. The target text has more lexical items since there is an addition of the word ‘soal itu’ that the readers can easily understand the translation. This is necessary since the readers in the target language covers all ages that have different level of understanding.

2.1.2. Classification B

This classification contains the data which are translated accurately into the target language and can be clearly understood by the evaluator. The data which belong to this classification convey similar referential meaning but some rewriting and some changes in word order are needed. The data which are classified into this classification have the average scale from 1.1 up to 2.5. There are 33 data or 33.01 % of the overall data belonging to this classification. Here are the examples of data belonging to this classification.

Example :

“Harry! Harry! Did it work?”

Nearly Headless Nick came gliding out of a classroom. Behind him, Harry could see the wreckage of a large black-and-gold cabinet that appeared to have been dropped from a great height.

“I persuaded Peeves to crash it right over Filch’s office,” said Nick eagerly.

“Thought it might distract him...”

“Was *that* you?” said Harry gratefully.

“Harry! Harry! Apakah berhasil?”

Nick si Kepala-Nyaris-Putus datang melayang dari salah satu kelas. Di belakangnya Harry bisa melihat rongsokan lemari besar hitam-emas yang kelihatannya dijatuhkan dari tempat yang tinggi.

“Kubujuk Peeves untuk menjatuhkannya tepat di atas kantor Filch,” kata Nick bersemangat. “Kupikir itu bisa mengalihkan perhatiannya...”

“Kau yang suruh?” kata Harry penuh terima kasih.

057/HPCS:109/HPKR:161

We can see here, ‘that’ is translated into ‘suruh’. The referential meaning of the source text is accurately conveyed to the target text. However, ‘that’ has to face adjustment from noun to verb to make the translation readable. The mean score for this datum is 2.

2.1.3. Classification C

This classification contains the data which fulfill the category of less accurate because the content of the source sentence is not accurately conveyed to the target sentence. There are some problems with the choice of lexical items. The data which are classified to this classification have the scale 2.6-3.9 and there are 3 data or 2.91 % of the overall data belonging to this classification. Here are the examples of data belonging to this classification.

Example 1:

“Your sons flew that car to Harry’s house and back last night.” Shouted Mrs. Weasley. “What have you got to say about that, eh?”
“Did you really?” said Mr. Weasley eagerly. “Did it go all right? I—I mean,” he faltered as sparks flew from Mrs. Weasley’s eyes, “that—**that** was very wrong, boys—very wrong indeed...”

“Anak-anakmu menerbangkan mobil itu ke rumah Harry dan kembali lagi ke sini tadi pagi!” teriak Mrs Weasley. “Apa komentarmu tentang itu, eh?”
*“Betulkah kalian menerbangkannya?” tanya Mr Weasley bersemangat. “Apakah bisa terbang lancar? Mak-maksudku,” dia terbata-bata, ketika kilat kemarahan terpancar dari mata Mr Weasley, “**kalian** lancang, anak-anak—lancang sekali...”*

026/HPCS:34/HPKR:53

This datum is less accurate since the translator has changed the referential meaning of the demonstrative ‘that’ from ‘the action’ into ‘the agent doing the action’. To make the translation more accurate, ‘that was very wrong’ should have been translated into ‘tindakan kalian salah’. Nevertheless, the message in the source text, contextually, is still relevant to that in the target text. The mean score for this datum is 2.6.

Example 2:

Colin flumbled for his camera and took the picture as the bell rang behind them, signaling the start of afternoon classes.

“Off you go, move along there,” Lockhart called to the crowd, and he set off back to the castle with Harry, who was wishing he knew a good Vanishing Spell, still clasped to his side.

Colin geragapan mengangkat kameranya dan memotret mereka berdua tepat ketika bel berbunyi di belakang mereka, menandakan mulainya waktu belajar sore hari.

”Ayo, kalian berangkat,” seru Lockhart kepada ana k-anak yang berkerumun. Dia berjalan kembali ke kastil dengan Harry—yang ingin sekali menguasai mantra melenyapkan diri—masih menempel di sisinya.

052/HPCS:84/HPKR:124

‘There’ here is adverbial demonstrative referring to a location. ‘Move long there’ means ‘rush to join the next class’ while its translation ‘kalian’ refers to the crowd of the people in the text. Therefore, there has been a shift of point of view which makes the translation less accurate. One rater says that ‘move along there’ should have been translated into ‘bergegas ke kelas berikutnya’. The mean score for this datum is 2.6.

2.1.4. Classification D

This classification contains the data which are not translated at all into the target text, i.e. it is omitted or deleted. This strategy of deletion is commonly applied to the data which are considered trivial or redundant by the translator. The data which are classified to this classification have the scale 4. There are 5 data or 4.85 % of the overall data belonging to this classification. Here are the examples of data belonging to this classification.

Example:

(Uncle Vernon bursted into Harry’s bedroom as he got mad because of Harry ruined his dinner with The Masons by being noisy)

Two seconds later Harry, heart thudding madly, heard Uncle Vernon coming into the hall, calling, “Dudley must have left his television on again, the little tyke!”

Dua menit kemudian, dengan jantung berdegup liar, Harry mendengar Paman Vernon masuk ϕ , seraya berkata, “Dudley pasti lupa mematikan televisinya. Dasar ceroboh anak itu!”

017/HPCS:15/HPKR:27

The above datum is inaccurate since ‘the hall’ is deleted in the above translation. ‘The hall’ is text-bound in a way that its meaning depends on the previous text ‘Harry’s bedroom’. There is a logical continuity between ‘the hall’ and ‘Harry’s bedroom’ in a sense that ‘the hall’ here is ‘that’ that leads to Harry’s bedroom and should be translated since it carries specific information. One of the raters says that ‘...*Uncle Vernon coming into the hall*’ should be translated into ‘...*Paman Vernon melewati lorong*’ to gain more accurate translation. The mean score of the above datum is 4.

2.2. Acceptability

The acceptability assessment of the demonstrative reference translations is measured based on the following scale and definition.

Scale 1 = Acceptable

The translation is linguistically acceptable, sounds natural and does not feel like a translation. There are no problems with the grammar and the choice of lexical items.

Scale 2 = Less acceptable

The translation is linguistically not so acceptable, sounds rather clumsy or it is not translated in the target text.

Scale 3 = Not acceptable

The translation is not linguistically acceptable and sounds very clumsy and there are problems with the grammar and the choice of lexical items.

After the statistical calculations of the data are counted by the researcher, the data are classified into three categories, as shown below:

Classification A: the demonstrative reference translation is acceptable, contains the data with the average scale from 1.0 – 1.6.

Classification B: the demonstrative reference translation is less acceptable, contains the data with the average scale from 1.7 – 2.3.

Classification C: the demonstrative reference translation is not acceptable, covers the data with the average scale from 2.4 – 3.0.

Table 4.12 Classification Table of the Acceptability of the Demonstrative Reference Translation

No	Classification	Data Numbers	Total	Percentage
1.	A	001; 002; 003.1; 003.2; 003.3; 003.4; 004; 005; 006.1; 006.2; 007; 008; 009; 010.1; 010.2; 011.1; 011.2; 012; 013.2; 014; 016.1; 016.2; 017; 018; 019; 021; 022; 023; 024; 025; 026; 027; 028.1; 028.2; 029; 030; 031.1; 031.2; 032; 033; 034; 035; 036; 037; 038; 039; 040; 041; 042; 043; 044; 045; 046; 047.1; 047.2; 048; 049.1; 049.2; 050; 051.1; 051.2; 052; 053; 054.1; 054.2; 055; 056; 057; 058; 059; 060; 061; 062; 063; 064; 065; 066; 067; 068; 069; 071; 072; 073; 074; 075; 076; 077; 078; 079; 080; 081; 082; 083; 084; 085; 086; 087; 088.1; 088.2.	97	98.06 %
2.	B	008; 013.1; 017; 041; 044; 080.	6	1.94 %
3.	C	–	0	0 %
Total			103	100 %

As presented in the table 13 above, the number of the data is 103 and from those numbers, 97 data (98.06%) are acceptable, 6 data (1.94 %) are less acceptable and 0 data which is not acceptable.

The average scale for the acceptability of the demonstrative reference translation which means that the demonstrative reference translations overall are acceptable. On some data, the respondents gave a quite different scale on one datum. However, generally the demonstrative reference translations in the novel Harry Potter and the Chamber of Secret are acceptable.

2.2.1. Classification A

The data which are classified into this classification are the data that are acceptable according to the raters. In other words, the data belonging to this classification are those which are culturally acceptable, sound natural and do not feel like a translation. The data which are classified into this classification have the average scale from 1.0 up to 1.6. There are 97 data or 98.06 % of the overall data belonging to this classification. Here are the examples of data belonging to this classification:

Example 1:

(Mr. Dursley re-scheduling the task to welcome Mr. and Mrs. Mason)

"To right, you will," said Uncle Vernon forcefully. "*The Masons'* don't know anything about you and it's going to stay *that way*²."

*"Betul sekali, kau harus begitu," kata Paman Vernon keras. "*Suami-istri Mason'* sama sekali tak tahu-menahu tentang kau dan harus tetap *begitu*²."*

006.1/HPCS:7/HPKR:14

The mean score for the above datum is 1.6 meaning that the translation is acceptable. 'The Masons' is translated into more explicit words 'suami-istri

Mason' due to the different linguistic system between ST and TT. In the source language, the demonstrative reference 'the' can be used to refer to a group of family while the target text does not provide such kind of system. Therefore, the source text has to be amplified using more explicit words in the target text. This amplification has made the translation linguistically acceptable in the target language. Two raters gave score 2 resulting the mean 1.6 for the datum

Example 2:

Dobby heard tell," he said hoarsely, "that Harry Potter meet ***the Dark Lord*** for a second time just weeks ago... that Harry Potter escaped yet again,"
*"Dobby mendengar cerita," katanya serak, "bahwa Harry Potter bertemu ***si Pangeran Kegelapan*** itu untuk kedua kalinya, baru beberapa minggu lalu... bahwa Harry Potter sekali lagi berhasil lolos".*

015/HPCS:13/HPKR:25

The above datum is also acceptable since it is translated using its equivalence. 'The Dark Lord' here refers to a person namely Lord Voldemort, an evil wizard who wants to conquer the world of magic with his evil power. The demonstrative reference 'the' here is text-bound in a way that its readability is defined by the texts preceding it. Here, 'the Dark Lord' is literally translated into 'si Pangeran Kegelapan'. The article 'si' in the target text is commonly used to refer to young people or people with bad reputation (in contrast with 'sang'). Here, the translation is acceptable since 'si' is very suitable to be used to refer to Lord Voldemort, the antagonist of the story. The mean score for this datum is 1.

2.2.2. Classification B

The data which are classified to this classification are the data that are less acceptable according to the raters. In other words, the data belonging to this classification are those which are culturally not so acceptable and sounds rather

clumsy or it is not translated in the TT. The data which are classified into this classification have the average scale from 1.7 up to 2.3; there are 6 data or 1.94 % of the overall data belonging to this classification. Here are the examples of data belonging to this classification:

Example:

(Dobby is in Harry's bedroom at the Dursleys's house)

“Oh, no, sir, no... Dobby will have to punish himself most grievously for coming to see you, sir. Dobby will have to shut his ears in the oven door for *this*'. If they ever knew, sir....”

“Oh, tidak, sir, tidak... Dobby nantinya harus menghukum diri dengan sangat menyedihkan karena datang menemui Anda, Sir. Dobby harus menjepit telinganya di pintu oven ϕ '. Kalau sampai mereka tahu, Sir...”

013.1/HPCS:12/HPKR:23

The demonstrative ‘this’ is deleted resulting in the less acceptable translation. ‘This’ in the context refers anaphorically to the Dobby's action to warn Harry. Therefore, the translator should translate ‘this’ into ‘karena ini’ to make the translation more acceptable to the target reader. The datum is 2 for this data since all of the raters gave score 2.

2.2.3. Classification C

The data which are classified to this classification are the data that are not acceptable according to the raters. In other words, the data belonging to this classification are those which are not culturally acceptable, and sound clumsy due to the problems with the grammar and the choice of lexical items. The data which are classified into this classification have the average scale from 2.4 up to 3.0. After calculating the score that was given by the three raters, there were no data which were classified into this classification. The fact that the highest mean score

given by the raters was 2 shows that there is no any single datum which belongs into this classification. Indeed, the raters gave score 3 on some data, but it did not change the average score. Therefore, it can be concluded that the overall demonstrative references translation is basically acceptable.



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Derived from the analysis above, the researcher concludes that there are five kinds of translation strategies applied by the translator to transfer the demonstrative references in the chosen data. They are literal translation, structural adjustment, shifting from grammatical to lexical cohesion by proper name, and personal reference, amplification, and deletion.

The research findings show the strategy of literal translation in 26 cases or 24.27 % of all the data collected. It is divided into two forms, 24 cases or 23.30 % applied free morpheme and the enclitics only 1.94% (2 cases). The second strategy is structural adjustment; the researcher found many cases applied this strategy since there are some adjustments both semantically and grammatically. It is applied to about 22 cases or 22.36% on the text in the Same Function Word and about 6 cases or 5.83 % in the Different Function Word. In the Third strategy the translator used translation of shifting 7 cases (6.80 %); the shifting by personal reference 6 cases (5.83 %) and the shifting by proper name in 1 case (0.97 %). The fourth strategy is amplification, there are many data use the strategy of amplification since the translator added some information by making the demonstrative explicit or by adding some information to the reference. The researcher found 32 cases (31.07 %) applied this strategy. The fifth strategy; deletion is also divided into two forms; Totally Deleted were in 5 cases (4.85 %) and Included to Other were in 4 cases (3.88 %). The most common reason using

this strategy is to ignore ineffective words. From the explanation above, it can be concluded that the strategy mostly applies is translation by amplification in translating the demonstrative reference.

In regard to the quality assessment of the translated demonstrative reference related to its accuracy and acceptability, the researcher found 60.19 % (62 cases) categorizes as the most accurate, 33 cases (32.04 %) as the accurate ones, 3 cases (2.91 %) as the less accurate, and 5 cases (4.85 %) found inaccurate. In the acceptability level, the researcher found 97 cases (98.06 %) are acceptable, 6 cases (1.94%) are less acceptable, and no data found not acceptable in the target text. It can be concluded that the translation in the novel analyzed is accurate and acceptable.

B. Recommendation

In line with the findings of the research, the following suggestions are proposed:

1. Translator:

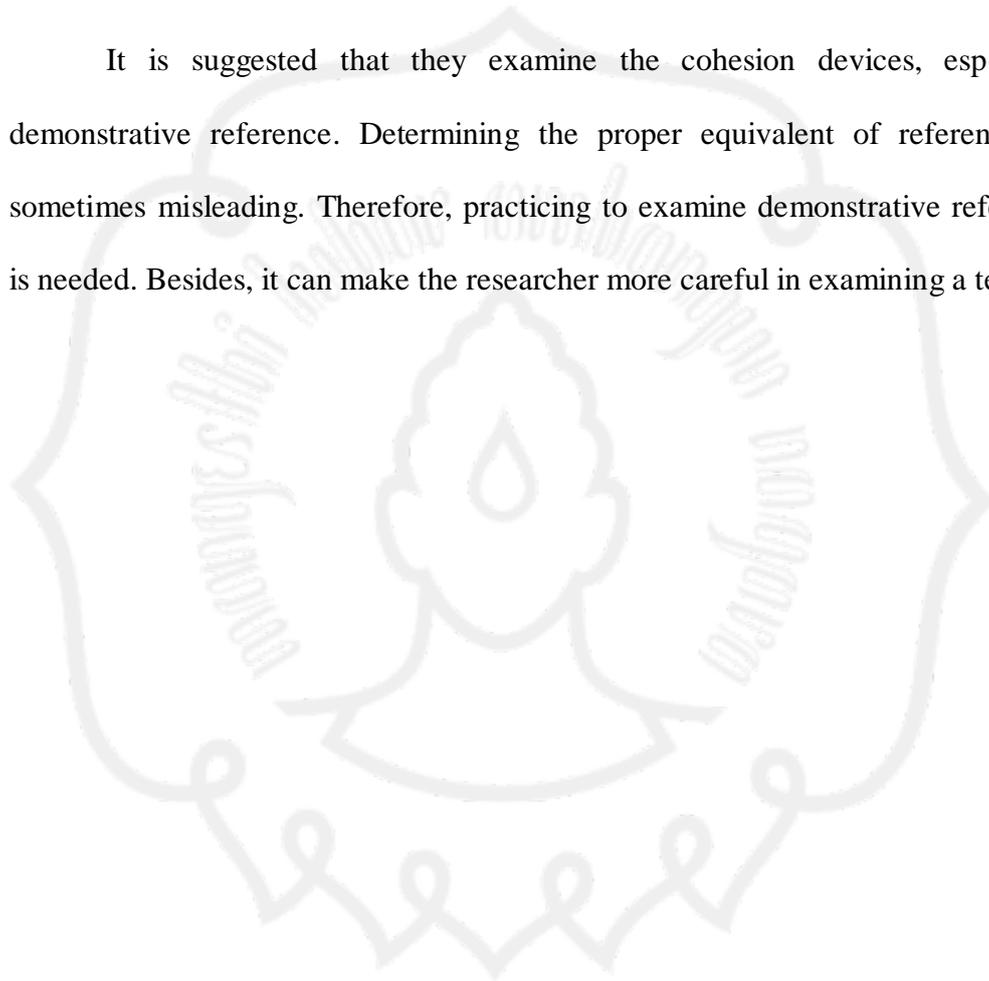
It is suggested that the translator has more practice in translating demonstrative reference. Since it is a reference, the translator needs to look back sentence in the context carefully. Besides, the cultural background and the writing style of the source text need to be considered further in order to avoid misleading messages.

2. Lecturers

It is suggested that they provide the students with a learning program of the cohesive devices in language, especially demonstrative references. It is significant for the students to improve their knowledge about cohesion devices.

3. Other researchers

It is suggested that they examine the cohesion devices, especially demonstrative reference. Determining the proper equivalent of references is sometimes misleading. Therefore, practicing to examine demonstrative reference is needed. Besides, it can make the researcher more careful in examining a text.



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