AN ANALYSIS OF THE ENGLISH – INDONESIAN TRANSLATION OF DISCOVERY CHANNEL PROGRAM ENTITLED “GREAT CASTLES OF EUROPE – EDINBURGH”

THESIS

Submitted as a partial fulfillment of
Sarjana Sastra degree in English Department
Faculty of Letters and Fine Arts Sebelas Maret University

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SEBELAS MARET UNIVERSITY
SURAKARTA
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Its not easy to be me,
I believe that life is a journey, not a destination. I have to learn
to crawl before I learn to walk. Everyday brings changes into my
life. I will swim in the river of joy one moment, but sometimes I
will face the storm. Whats makes me a man is what I do when
that storm comes. I must look to that storm and shout “Do your
worse or I would do mine”. Then the fate will know me as
Mahendrato Adi, a man.
to

My beloved parents and sister &

Everyone who makes me grow up

This simple work is dedicated
ACKNOWLEDGEMENT

“The Lord is my shepherd, I shall not want; He makes me lie down in green pastures. He leads me beside still waters; He restores my soul. He leads me in paths of righteousness for His name’s sake. Eventhough I walk through the valley of the shadow of death, I fear no evil; for thou art with me; thy rod and thy staff, they comfort me.”

I give thanks to Jesus Christ “Juru Selamat-ku”. Only by His grace and mercy I have got strength and humility to finish this thesis. I believe when I fall, I shall not be cast headlong, because He stays for my hand.

I realize that the helps and allusions from many people have made the writing process of this thesis much easier. They are:

1. The Dean of Faculty of letters.
2. Drs. Riyadi Santosa, M.Ed, the chief of English Department.
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7. My beloved papa, mama, and my sister Vitri. Thanks for the prayer, the smile, the tears, the love, the advice, the sacrifice and the jokes.

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9. The Kartono family and Roesman family. I’m proud to be the member of you.

10. Atria. Thanks for the great Saturday nights.

11. Dongga, my dog.

12. The freak ED’98 people.

Surakarta, July 2003

Mahendrato Adi
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ABSTRACT

“An Analysis of the English – Indonesian Translation of Discovery Channel Program Entitled Great Castles Of Europe – Edinburgh” is a descriptive study which focuses the analysis on the accuracy of translation and message.

The population and the samples of this research comprises all sentences in Discovery Channel Program Entitled Great Castles Of Europe – Edinburgh.

The aims of this research are to analyze the translation based on the message and the Indonesian effective sentence rules.

The data were divided into three main classifications, they were:
1) Classification A. The data included in this classification are Literal Translation.
2) Classification B. It consists of sentences that had been freely translated to TL.
3) Classification C. The data belonging to this classification are the sentences which have incorrect metric system in TL.

Based on the data analysis it can be concluded that:
1. The translation of Discovery Channel Program Entitled Great Castles Of Europe – Edinburgh having accuracy both in terms of message and sentence structure covers 73 data or 56.5 % out of the total number of data.
2. The data which have accuracy in term of message but have inaccuracy in term of Indonesian effective sentence are 12 data or 9.3 % of 129 data.
3. The data which follow the rules but have inaccurate message are 30 data or 23.2 % of 129 data.
4. The data which have inaccuracy both in message and rules are 11 data or 8.5 % of 129 data.
5. The data which have problem with metric system in TL are 3 data or 2.3 %.

The above phenomena tell that the translation of Discovery Channel Program Entitled Great Castles Of Europe – Edinburgh needs improvement because the 56 sentences or 43.4 % are not accurately translated.

Some mistakes are found in terms of the message and Indonesian effective sentence. It is due to the fact that the translator seems to lack of mastery of the Source Language (English) and Target Language (Indonesian).
CHAPTER I
INTRODUCTION

A. Research Background

Mass media is classified into two groups, namely electronic and printed. Radio and television are included into electronic media, while magazine and newspaper belong to printed media.

Emery, Ault & Agee (1970:202) state that as an electronic media, televisions are the magic carpet that transports million of persons each day to faraway places. They are the twentieth century creations of the technical revolution that has transformed much of the world for the past two centuries, and cultural life has been profound.

One example of electronic mass media communication in Indonesia is TPI (Televisi Pendidikan Indonesia). Referring to its name, TPI is an educational television station for Indonesian people. The mission and the vision of TPI is to educate Indonesian people through television.

As a proof of the mission and the vision, TPI offers one of affiliation programs with Discovery Channel. Through our global media platforms, Discovery Channel explores science and technology, people, places, cultures, history, the natural world, exploration, human adventure and health. Everyday, TPI presents two programs of Discovery Channel. The first program is shown at 4 o’clock in the afternoon and the other is shown at 11 PM.
The Original Language of Discovery Channels is English. In order to make the story more understandable for Indonesian people, the SL has to be translated into Indonesian language. Usually, most of the translations of conversation and narration in Discovery Channel programs in TPI are not presented in Indonesian subtitle text, but they are presented in Indonesian narration which is read by host.

Taniran (1988:3), quoting Larson states that “Penerjemahan merupakan pengalihan makna dari bahasa sumber ke bahasa Sasaran. Pengalihan dilakukan dari bentuk bahasa pertama ke dalam bentuk bahasa kedua. Maknalah yang harus dipertahankan, sedang bentuk boleh diubah “.

Translating is considered to be a difficult work because it requires some qualifications from the translator. Nida (1964:15) says “A translator must have a satisfactory knowledge of the source language. He must understand not only the obvious content of the message but also the subtlety of the meaning, the significant emotive values of words, and the stylistic features which determine the flavor and the feel of the message. Even more important that knowledge of the resources of the source language is a control of the receptor language “.

To be a good translator, at least, a translator should master source language and target language well. He must also have sufficient knowledge about cultural background of the two languages. Moreover, the translator should have good grasp about the material he is going to translate.
According to Wahyudi (1984:3), one of important points in showing the education program or news through television is “Menggunakan bahasa Indonesia yang baik dan benar. Baik berarti harus sesuai dengan etika, dan benar harus sesuai dengan kaidah Bahasa Indonesia yang baku “.

Generally, the result of text translation of Discovery Channel Program in TPI, entitled “Great Castles of Europe – Edinburgh” needs improvement. Having read the text, some mistakes are found in the translation as shown by the following examples.

1. Through medieval times it was the scene of feasting, sleeping, and plotting.

   Abad pertengahan merupakan saatnya berpesta, bermalas-malasan, dan persekongkolan.

2. There, she hears the rumor that Riccio’s murder was intended to make her suffer a miscarriage.

   Di sana, dia mendengar kabar bahwa pembunuhan Riccio ditujukan agar penderitaannya menyebabkan kegugurannya.

3. During her trial she is allowed no counsel, nor even access to the incriminating letters.

   Selama diadili dia dilarang didampingi pengacara, bahkan akses terhadap surat itu.

The first example shows that the translator fails in translating the word ‘plotting’ to persekongkolan (noun). It is improper, because according to Indonesian effective sentence rules (parallelism), the word ‘plotting’ also should be translated into verb, like berpesta, bersantai. Moreover, the translator does not
convey the right meaning. The correct translation Selama abad pertengahan, aula tersebut digunakan untuk berpesta, bersantai, dan bersepkongkol. The second sentence shows that the TL is not translated in correct message. The words “penderitaannya menyebabkan kegugurannya “ is confusing. It disturbs the listener to understand the sentence. The right translation should be Di sana, dia mendengar kabar bahwa pembunuhan Riccio ditujukan agar ia menderita, sehingga akan mengalami keguguran. The sentence in third example is not translated in correct message and rules. It is not allowed to put two prefixes (di-) closely (dilarang didampingi). It also influences the whole message. The better sentence should be Selama proses peradilannya, dia tidak boleh didampingi pengacara, bahkan dilarang untuk meminta bukti dari surat-surat yang dituduhkan itu.

Based on the above phenomenon, the study is conducted to investigate the accuracy of translation in Discovery Channel Program based on message and Indonesian effective sentence rules. The study entitles AN ANALYSIS OF THE ENGLISH – INDONESIAN TRANSLATION OF DISCOVERY CHANNEL PROGRAM ENTITLED “ GREAT CASTLES OF EUROPE – EDINBURG “
B. Problem Limitation

Problem limitation is needed to avoid the expansion of problems. The researcher will analyze the narration text translation of one Discovery Channel Program in TPI, entitled Great Castles of Europe – Edinburgh. The object of the research will be limited to the accuracy in translation used in the program, based on the Indonesian effective sentence rules and the message.

C. Problem Statement

Based on the background of the research above, the problems will be proposed like:

1. How is the accuracy of the translation based on Indonesian effective sentence rules?
2. How is the accuracy of the translation based on the message?

D. Research Objective

The aims of the research are formulated as follows:

1. To know the accuracy of the translation based on Indonesian effective sentence rules
2. To know the accuracy of the translation based on the massage.
E. Research Benefit

The research will be expected to give some benefits as follows:

1. To Students of English Department
   
The result of this research can be a reference in analyzing English-Indonesian text, especially education text which is shown on TV.

2. To lecturers
   
The result of this research will be used as an additional reference in language teaching particularly in translation.

3. For the translator
   
The result of the research will be used as a reference in translating education text which is shown on TV, so that it becomes easy to understand.

F. Thesis Organization

Chapter I - INTRODUCTION will consist of Research Background, Problem Limitation, Problem Statement, Research Objective, Research benefit and Thesis Organization.

Chapter II - LITERATURE REVIEW. This chapter will consist of Television as A Mass Media Communication, Television as A Education Media, Journalism Television, Translation, Process of translation, Type of Translation, Process of Translation, Broadening and Reduction in Translation, Sentence, and Indonesian Effective Sentence.
Chapter III - RESEARCH METHODOLOGY. The researcher divides this chapter into five-sub chapter; they are: Research Method, Source of Data, Population, Population Study, and Research Procedure.

Chapter IV – ANALYSIS will include Introduction, Result of Data Analysis, Summary of Data Analysis-Table, and Discussion

Chapter V contains CONCLUSION AND SUGGESTION.
A. Television As a Mass Media Communication

Communicologists argue that mass communication is a form of communication by means of mass media. De Vito in Effendy (1990:20) states that mass communication may also mean a communication addressed to the masses, to a heterogeneous extremely large audience. The media could be audio, visual or audio visual transmitters in which their forms are radio, television, newspapers, magazine, motion picture, book, tape, etc.

Mass communication has some functions. Effendy (1990:31) simplifies them into four functions, they are:

1. to inform. It means that after a communicator collects, keeps and processes the data, he spreads them, so the audiences know and give reaction clearly to the condition of their environment, and they can also make appropriate decision to respond.
2. to educate. It functions as a means of transmitting knowledge, science, and technology, so that advances in all aspects of life can be reached.
3. to entertain. It is obvious in some media, such as television, radio and film, entertainment shows almost dominate in all programs.
4. to influence. It happens through advertising, propaganda and the like.

Television has greatly expanded our means of communication. Radio gives man electronic ‘ears’ to hear events taking place in far away places. Television has added electronic ‘eyes’. Millions of people can hear end see events as they take place.

Smith (1966:78) states that television entertainment brings the theatre, ballet, music, film, news, and other cultural activities into millions of home. Television can influence people’s tought, their understanding, their likes and dislikes, their manner of speaking, and even their way of dressing. It can broaden knowledge and enrich people’s lives. Television may even influence people’s idea of right and wrong.

B. Television As an Education Media

Lyle in Subroto (1995:89) states that “Television provides us with ‘a window to the world’. What we see through the window helps us to create what Walter Lippman many years ago called ‘the picture in our mind’. And it is this picture which constitutes an important portion of an individual’s learning, particularly with regard to people, places, situations which the individual has never personally met or experienced “.

The use of television, especially in education program, has many benefit. Oemar Hamalik in Subroto (1995:96) states as follow : 1) Television is direct and real. 2) Television enlarges observation. 3) Television can create back all the past events. 4) Television can show a lot of things. 5) Television is interesting media,
not only for children, but also for adult people. 6) Television can help people to understand about something that he has never shown and understood before.

**C. Journalism Television**

Wahyudi (1984) states that there are some important points in showing the education program or news through television. They are:

1) Faktor sinkronisasi. Sinkronisasi di sini adalah ketepatan antara naskah yang dibaca dengan gambar. 2) Sifat media televisi itu sendiri. 3) Rumus Easy Listening Formula, artinya enak didengar pada awalnya. Hal ini sangat erat kaitannya dalam memilih kata-kata yang mudah dimengerti dan didengar dan cara menyampaikannya juga harus baik. 4) Menggunakan bahasa Indonesia yang baik dan benar. Baik berarti harus sesuai dengan etika, dan benar harus sesuai dengan kaidah Bahasa Indonesia yang baku. (p.3-4)

**D. Translation**

Brislin (1976:1) states that “Translation is a 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…”. Here, he uses the term translation for both written form and oral form.

In addition, Kridalaksana (1985:162) defines translation as follows “Penerjemahan sebagai pengalihan amanat antar budaya dan/atau antar bahasa dalam tataran gramatikal dan leksikal dengan maksud, efek, atau ujud yang sedapat mungkin tetap dipertahankan”.
Catford (1974:1) states that “Translation is an operation on language: a process of substituting a text in one language for a text in another. Clearly, then, any theory of translation must draw upon a theory of language – a general linguistic theory “.


Meanwhile, Newmark (1984:7) 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”. It is very clear that the emphasis of that statement is on transferring message rather than form.

Nida and Taber (1974:12) explain that “Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms on meaning and secondly in terms of style”.

Another opinion is stated by Sadtono (1985:6). He states that “In translation, a translator has to try to produce meaning which is intended by the author “. The above statements have the same idea. It can be concluded that a translation is a process of transferring message from source language (SL) to the target language (TL). Yet it does not mean that the process of transferring form should be ignored. Content and form are integral parts. It has to be considered on
the message first, and secondly on the form and style the translator is going to make.

E. Process of Translation

A translation is a process. Therefore, in translation, there are procedures or steps. Nida in *The Theory and Practice of Translation* (1974) encloses a scheme of the process as follows:

![Scheme of Process of Translation]

Nida states that translation consists of three stages: (1) analysis, in which the surface structure (i.e., the message as given in language A) is analyzed in terms of (a) the grammatical relationship and (b) the meaning of the words and combination of words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and (3) restructuring, in which the transferred material is restructured and written in order to make final message fully acceptable in the receptor language.
There are several types of translation. Three types of translation which are very common in use are: word-for-word translation, free translation, and literal translation.

1. Word-for-word translation

“Word-for-word translation as stated by Catford (1974:25), generally means what it says: i.e. is essentially, rank-bound at word rank but may include source morpheme equivalence.” Word-for-word translation is very difficult to apply when the language structure of the TL and SL is different.

For example:

<table>
<thead>
<tr>
<th>SL-English</th>
<th>I have a big red apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL-Indonesian</td>
<td>Saya punya sebuah besar merah apel</td>
</tr>
</tbody>
</table>

English structure is different from Indonesian structure. Generally, English structure uses modifier before the noun. In this example, *big red* (modifier) – *apple* (noun). On the other hand, generally, Indonesian structure uses modifier after the noun. *Apel* is a noun – *merah yang besar* is the modifier. In this case, the result of the translation is not good. The sentence *Saya punya sebuah besar merah apel* is not correct and not understandable because it does not follow the
Indonesian grammar and structure. In this example, the w-f-w translation is
difficult to apply because SL and TL structure are not the same.

2. Free Translation

Catford (1974:25) states that “a free translation is always unbounded-
equivalences shunt up and down the rank scale but tends to be at the higher rank
sometimes between larger unit than the sentence “. It means that the translator is
free to express the message of the SL to the TL with his own style. In free
translation, the priority is the equivalence of the meaning.

Example :

SL-English : It is raining cats and dogs.
TL-Indonesian : Hujan sangat lebat.

3. Literal Translation

Literal translation can be a transformation form of word-for-word
translation into free translation. There are some adjustments of language structure
and insertions of additional word on the TL.

In respect to the explanation above, Catford states that “Literal translation
lies between these extremes, it may start as it were from a word-for-word
translation but make change in conformity with the TL grammar “ (1974:25).

Example :
SL: Her dance partner will become her second husband.

TL: *Teman dansanya itu akan menjadi suami keduanya.*

(061/SL.06/TL.05/B.1)

The translator starts the translation with w-f-w translation, but he makes changes in conformity with the TL grammar. The result of the translation is

**Teman dansanya itu akan menjadi suami keduanya.**

<table>
<thead>
<tr>
<th>SL</th>
<th>Her</th>
<th>dance</th>
<th>partner</th>
<th>will</th>
<th>become</th>
<th>her</th>
<th>second</th>
<th>husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL w-f-w</td>
<td>-nya</td>
<td>dansa</td>
<td>teman</td>
<td>akan</td>
<td>menjadi</td>
<td>-nya</td>
<td>kedu</td>
<td>suami</td>
</tr>
<tr>
<td>TL Literal</td>
<td>Teman dansanya itu</td>
<td>akan menjadi</td>
<td>suami keduanya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**G. Broadening and Omission in Translation**

In order to transfer the message appropriately, it is possible that there will be extension and omission because every language has its own system of symbolizing meaning. A translator may make some changes of the structure of the translated sentence in which the structure of SL is different from the structure of TL. He can also add or omit words in order to obtain the closest equivalence to receptor language.

1. **Broadening in the translation**

   Concerning extension in the translation, Sadtono (1985:141) says that
2. Omission in the translation

Reduction is conducted to eliminate something, which is not important in the SL text in order to produce a good translation. Sadtono (1985:145) explains that the aims of the reduction are: a) Simplifying the doublets, b) Reducing the repetition, c) Avoiding to state the subject, d) Deleting the conjunction, e) Reducing the formula, f) Broadening the ellipses in the SL, g) Shortening the words which are often repeated.

H. Sentence

Warriner defines “A sentence is a group of words consisting of subject and predicate which expresses a complete thought” (1986:40). The other definition is stated by Harimurti (1986:32) that “Satuan bahasa yang secara relativ
berdiri, mempunyai pola intonasi final dan secara aktual maupun potensial terdiri dari klausa”. Thus, a sentence is a language unit, which relatively stands by itself, and it has final intonation rule and consists of clauses.

From definitions above, it can said that a sentence is a form of language that usually consists of subject and predicate and has complete thought.

According to Moeliono (1988:306-333), a sentence can be classified into meaning and structure. There is five classification of the sentence based on the meaning:

1. Declarative Sentence (Kalimat Berita)

   Declarative sentence is a sentence, which has aim to inform the reader about something.

   Example:
   
   Ibu sedang menjahit baju.
   
   In 1573, the Castle is attacked again.

   *Pada tahun 1573, kastil itu diserang lagi.*

   (097/SL.08/TL.07/A.1)

2. Imperative Sentence (Kalimat Perintah)

   Imperative sentence is a sentence, which has a purpose to give a command to do something or ask for something. In the written form, imperative
sentence is ended with exclamation mark (!). The subject is omitted because the subject is always the one to whom the speaker talks.

Example:

Tutup pintu itu!

Dilarang merokok di sini!

3. Interrogative sentence (Kalimat Tanya)

Interrogative sentence is a sentence which has a purpose to ask for something or someone. If someone wants to know the answer about something, he uses interrogative sentence. There are five ways to make interrogative sentence:

1) dengan menambahkan kata *apa/kah*,
2) dengan membalikkan urutan kata,
3) dengan memakai kata *bukan* atau *tidak*,
4) dengan mengubah intonasi kalimat,
5) dengan memakai kata tanya *siapa*, *kapan*, *mengapa*.

Example:

*Apa* dia istri Pak Bambang?

*Dapatkah* dia pergi sekarang?

*Budi* sakit, *bukan*?

*Dia* mencari *siapa*?

4. Interjective Sentence (Kalimat Seru)

Interjective sentence is a sentence which is used to show admiration. Usually it begins with the words *alangkah* atau *bukan main*, followed by the predicate and the subject.
Example:

Alangkah bebasnya burung di udara.

Bukan main hebatnya anak itu.

5. Emphatic Sentence (Kalimat Emfatik)

Emphatic sentence is a sentence which gives a special confirmation to subject. The confirmation is executed with 1) adding (–lah) to the subject, 2) adding conjunction after the subject.

Example:

Dia lah yang memulai pertengkaran itu.

Mahasiswa angkatan 87-lah yang memprotes kenaikan uang kuliah.

Based on the structure, a sentence is divided into:

1. Kalimat tunggal

Kalimat tunggal consists of one preposition so that it has only one predicate, therefore, it contains only one clause.

Example:

Kami mahasiswa UNS

<table>
<thead>
<tr>
<th>Subyek</th>
<th>Predikat</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kami</td>
<td>Mahasiswa</td>
<td>UNS</td>
</tr>
</tbody>
</table>
Elizabeth mengabaikan permohonannya.

\[(107/SL.09/TL.08/A.1)\]

<table>
<thead>
<tr>
<th>Subyek</th>
<th>Predikat</th>
<th>Obyek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth</td>
<td>mengabaikan</td>
<td>permohonannya</td>
</tr>
</tbody>
</table>

2. Kalimat majemuk

*Kalimat majemuk* consists of more than one preposition so that it has at least two predicates which cannot be combined into a compound predicate. Therefore, *kalimat majemuk* always consists of two or more clauses. The relationship between one clause with the other is marked with conjunction after the first clause.

Example:

Panglima ABRI mengatakan *bahwa* mereka yang menggangu keamanan akan ditindak tegas.

Klausa 1 : Panglima ABRI mengatakan
Klausa 2 : Mereka yang menggangu keamanan akan ditindak tegas
Konjungsi : bahwa

Henry Lord Darnley dianggap *sebagai* anak yang sombong *tapi* Mary menikahinya demi cinta.

\[(067/SL.06/TL.05/A.1)\]

Klausa 1 : Henry Lord Danley dianggap
Klausa 2 : Anak yang sombong
Klausa 3 : Mary menikahinya demi cinta
Meanwhile, Warriner states that there are two kinds of sentences, one based on its type and one based on the structure (1986:41). Based on their type, the sentences are divided into:

1. Declarative Sentence (statement)
   It is used to state ideas. The subject and predicate have normal word order. All declarative sentence is followed by a period.
   Example:
   My name is Bongky.
   She is just twenty four.
   *Saat itu usianya baru 24 tahun.*
   (092/SL.08/TL.07/B.1)

2. Interrogative Sentence (Question)
   Generally speaking, the subject and auxiliary of the interrogative sentence are in reverse order. The auxiliary is in the first order followed by the subject. It ends with a question mark.
   Example:
   Did you meet Adi this morning?
Who delivered the goods yesterday?

3. Imperative Sentence (Command, Request)

In imperative sentence, the subject is omitted because the subject is always the one to whom the speaker talks. It proposes to give a command or ask something. The verb is in simple form regardless of person or tense. Like the declarative sentence, the imperative sentence is followed by period.

Example:

Turn right at the next corner.

Please send me your free catalogue.

4. Exclamative Sentence (Exclamation)

Such sentence begins with an exclamatory phrase, generally it begins with the word how/what and the subject and the predicate follow it. This sentence is always followed by an exclamation point.

Example:

What a wonderful picture!

How lucky you are!

If you show strong feeling when making a statement, asking a questions, or giving a command, then your sentence is exclamatory.

Example:

Help! Call the police!
I. Indonesian Effective Sentence

Abdul Razak (1990:2) states that

“Kalimat dikatakan efektif bila mampu membuat proses penyampaian dan penerimaan itu berlangsung dengan sempurna. Kalimat yang efektif mampu membuat isi atau maksud yang disampaikannya itu tergambar lengkap dalam pikiran si penerima (pembaca), persis seperti apa yang disampaikan”.

In conclusion, effective sentence is a sentence which expresses ideas well and easy to understand without causing misconception. Furthermore, he explains that “Kalimat yang polanya salah menurut tata bahasa, jelas tidak efektif“ (1990:3). Moeliono in that book, evaluating a sentence whether it is effective or not can be seen through some characteristics “Kalimat yang efektif dapat dikenal karena ciri-cirinya yang berikut: keutuhan, perpautan, pemusatan perhatian, dan keringkasan“ (1990:ix).

Meanwhile, in relation to Indonesian language, Soedjito (1988:1-8) states that effective sentences should have four major characteristics:

1. Grammatical Feature (Ciri gramatikal)

   Effective sentence has to follow grammatical rules.

   Example:

   Pengepungan kedua berlangsung hampir selama dua tahun (incorrect)

   Pengepungan kedua berlangsung hampir dua tahun lamanya. (correct)

   (099/SL.09/TL.07/A2)
The adverb of time *selama dua tahun* does not follow the way of writing in the Indonesian grammatical rules. According to the rule, the right phrase is *dua tahun lamanya.*

2. Diction (Pilihan kata yang tepat)

   In effective sentence, the words have to be a) proper (*tepat*), b) fit/conscientious (*sesuai/saksama*), and c) usual (*lazim*).
   
   Example:

   Saya suka *(menandang, melihat, menonton, mengawasi)* wayang kulit.

   The right diction is *menonton*, because Wayang Kulit is a show. The word *melihat* is general. The word *memandang* has special characteristic that is ‘*melihat dari jauh*’. The word *mengawasi* has characteristic that is ‘*melihat dengan seksama*’.

3. Logical (Penalaran atau logis)

   Effective sentence is supported by logical mind.

   Example:

   Naik sepeda diharap turun ! (incorrect)

   Pengendara sepeda diharap turun ! (correct)

   Before the word *diharap*, it should be a subject. In Indonesian grammar, subject is noun. *Naik sepeda* is not a noun. The use of this phrase makes the message of the sentence unclear. To make the sentence correct and
understandable, we have to change the phrase *naik sepeda* with the noun *Pengendara* as a subject.

4. Harmonious (Keserasian)

Soedjito (1988:8) states that

“Efektif tidaknya suatu bahasa ditentukan juga oleh faktor keserasian/ kesesuaian, yaitu serasi dengan pembicara/penulis dan cocok dengan pendengar/pembaca serta serasi dengan situasi dan kondisi bahasa itu dipergunakan “.

Mustakim (1994:90) states that an effective sentence can be understood easily. An effective sentence has correct grammar. Further, he builds some criteria of effective sentence, they are: 1) kelengkapan, 2) kesejajaran, 3) kehematan kata, 4) variasi.

1. Completeness (Kelengkapan)

Effective sentence must consist of subject and predicate, because it must have explicit and complete elements. There are three factors that mostly cause the incompleteness of a sentence. Firstly, the sentence usually has no noun phrase as subject since the noun phrase is preceded by preposition. It makes the sentences give unclear information.

Example:

*Dari* hasil penelitian di laboratorium membuktikan bahwa serum ini tidak berbahaya.
The sentence above is not complete because there is no subject in this sentence. The right sentence is **Hasil penelitian di laboratorium membuktikan bahwa serum ini tidak berbahaya.**

Secondly, sentence without predicate is not included in effective sentence because it becomes incomplete.

Example:

Salah satu ciri logam *yaitu* akan memuia bila dipanaskan.

This sentence has no predicate. The word *yaitu* is not predicate. It should be replaced by predicative word *adalah* or *ialah*.

Compound sentence whose elements are separated one from another is not an effective sentence.

Example:


In this case, a sentence which is followed by a conjunction *karena* cannot be an independent clause. We have to combine the two sentences to make correct construction: **Pembangunan gedung itu belum dapat dilaksanakan karena dana yang diusulkan belum turun.**

2. Parallelism (Kesejajaran)

In effective sentence, the idea and the form of language symbolizing the idea should be parallel. Parallelism covers the form of language, the meaning, and the form together with its meaning.
Example:

Program kerja ini sudah lama diusulkan, tetapi pimpinan belum menyetujuinya.

The sentence is not parallel because the verb *diusulkan* (passive voice form) is contrasted to the verb *menyetujui* (active voice form). They will be parallel if the verbs are in the same form. The correct sentence is **Program kerja ini sudah lama diusulkan, tetapi belum disetujui pimpinan** (1994:95).

3. Word economizing (kehematan)

In constructing a sentence, it is possible to achieve word economizing by omitting the unneeded parts. They are a) double subject, b) synonymous form, and c) double plural form.

Example:

Sebelum surat ini dikirimkan, surat ini harus ditandatangani terlebih dahulu. (incorrect)

Sebelum dikirimkan, surat ini harus ditandatangani lebih dahulu. (correct)

There is double subject *surat ini* in the sentence above. To make an effective sentence, we do not use both of them.

*Semua data-data* itu dapat diklasifikasikan dengan baik (incorrect)

*Semua data* itu dapat diklasifikasikan dengan baik (correct), or

*Data-data* itu dapat diklasifikasikan dengan baik. (correct)
Semua data-data is double plural form. Semua is a plural form, data-data is plural form too. In Indonesian grammar, it is not allowed. We must choose just one of them. (1994:105).

4. Variation

Effective sentence also needs variation in expressing the idea. Sentence variation avoids monotonous form which might be boring. It can be achieved by inverted sentences, active-passive voices, long-short sentences, and so forth.

All those characteristics should work together. The application of the criteria must be supported by the writer’s capability in using correct grammar, good diction, logical expression, and confirmity between the circumstances and the language (1994:107).
CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

This research uses descriptive method; which employs techniques of seeking, collecting, classifying, and analyzing the data. Hadi (1982:3) elaborates that the descriptive research is research in which the researcher collects the data, analyzes the data and finally draws conclusion. Then, as stated by Surachmad (1994:139) “Metode deskriptif yaitu suatu metode dengan menggunakan teknik mencari data, mengumpulkan, mengklasifikasikan, kemudian menganalisisanya”.

The data in this research are the narration texts of Discovery Channel Program at TPI entitled “Great Castles of Europe - Edinburgh” and their translation in Indonesian. The researcher will try to describe the accuracy of translation used in the programs based on the Indonesian effective sentence rules and the message. Therefore, the researcher will collect the data, analyze them and draw conclusions about the accuracy in translation of narration texts of Discovery Channel Program at TPI.

Concerning descriptive study, Arikunto says “Pada umumnya penelitian deskriptif merupakan penelitian non hipotesis sehingga dalam langkah penelitiannya tidak perlu merumuskan hipotesis” (1991:208). Based on the statement, it can be said that the descriptive research is research having no
hypothesis. Related to the statement above, the researcher do not formulate any hypothesis.

B. Data Source

Arikunto (1993:162) states that “Yang dimaksud dengan sumber data dalam penelitian adalah subyek darimana data diperoleh”.

The data in the research were taken from two narration texts of Discovery Channel Program broadcast in TPI, both the English version and the Indonesian one. The Indonesian translation is the work of Didiet. The narration text contains 129 sentences. The data are taken from Production House Layar Siar, as partner of TPI in showing Discovery Channel Program.

C. Population

According to Hadi (1984:70) “ Populasi adalah semua individu untuk siapa kenyataan yang diperoleh dari sampel itu hendak digeneralisasikan “. Meanwhile, Arikunto (1993:102) says that population is all the research subject. It means that, the population of the research here includes all sentences in the narration text of Discovery Channel Program at TPI entitled “Great Castles of Europe - Edinburgh “
D. Sample and Sampling Technique

Arikunto(1993:104) states that sample is a part of population which will be investigated. Next, Hadi (1984:70) states that “Sampel merupakan sebagian dari obyek penelitian yang sudah dianggap mewakili populasi sebagai cermin yang dapat dipandang menggambarkan secara maksimal keadaan populasi”. This research uses total sampling. The samples of this research are all the sentences (129 sentences) of Discovery Channel Program entitled Great Castles of Europe-Edinburgh.

E. Research Procedure

The research procedure is meant to set up the direction in conducting the research. Surachmad (1994:140) states that “Untuk memperoleh hasil sebesar-besarnya, seorang penyalidik umumnya mengusahakan agar menjelaskan setiap langkah penyelidikan deskriptif itu dengan teliti dan terperinci, baik mengenai dasar-dasar metodologi maupun mengenai detail teknik secara khusus”.

The researcher will use the following procedures:
1. Collecting the data from the narration texts of Discovery Channel Program at TPI.
2. Separating the data sentence by sentence.
3. Typing the sentences on papers, one sentence in English (SL) and its translation in Indonesian (TL) and so on.
4. Numbering the written sentences.

5. After collecting, separating and giving number to the data, the researcher will begin to analyze the result of translation and its original sentences by comparing the message in SL with the message in TL to find out the message accuracy of the translation, one by one.

6. To know the accuracy of the translation based on Indonesian effective sentence rules, the researcher will analyze only the Indonesian text.

7. Determining the classification of the data. The classification was based on the accuracy of message and Indonesian effective sentence rules.

8. Encoding each datum according to its classification.

   Example of data coding:

   | sentence number | page of SL | 011 | SL | 02 | TL | 01 | B | 1 data classification | page of TL |

   011 / SL. 02 / TL. 01 / B can be explained: / 011 / means the datum is the 11th sentence. / SL. 02 / means the source language is on page 2. Then / TL. 01 / means that the target language is taken from 1st page. / B. 1 / indicates the datum belongs to classification B. 1.

9. Counting the percentage of each classification.

10. Drawing conclusions based on the data analysis.
CHAPTER IV
DATA ANALYSIS

A. Introduction

This chapter presents the data analysis which is to know the accuracy of the translation based on the Indonesian effective sentence rules and the message.

After analyzing the data by comparing the sentence in SL with the sentence in TL to find out the message and structure accuracy of the translation one by one, the researcher makes three main classifications and four sub-classifications. The researcher also divides the data based on the types of translation, the accuracy of the meaning and the use of Indonesian effective sentence rules in each TL sentence, including Indonesian grammar, structure, and diction.

The three main classifications are as follows:

1. Classification A

The data included in this classification are Literal Translation. This classification has four sub-classifications:

Classification A. 1

It consists of sentences that have been translated into TL, having accuracy both in message and Indonesian effective sentence rules.
Classification A. 2

It consists of sentences that have been translated into TL, having accuracy in message, but inaccurate in Indonesian effective sentence rules.

Classification A. 3

It consists of sentences that have been translated into TL, having accuracy in Indonesian effective sentence rules, but inaccurate message.

Classification A. 4

It consists of sentences that have been translated into TL. The sentences do not convey the message and do not follow the Indonesian effective sentence rules.

2. Classification B

It consists of sentences that have been freely translated into TL.

Classification B. 1

It consists of sentences that have been freely translated into TL, having accuracy both in message and Indonesian effective sentence rules.

Classification B. 2

It consists of sentences that have been freely translated into TL, having accuracy in message, but inaccurate in Indonesian effective sentence rules.

Classification B. 3

It consist of sentences that have been freely translated into TL, having accuracy in Indonesian effective sentence rules, but inaccurate message.
Classification B. 4

It consists of sentences that have been freely translated into TL. The sentences do not convey the message and do not follow the Indonesian effective sentence rules.

3. Classification C

The data belonging to this classification are the sentences which have incorrect metric system in TL.

B. Result of data Analysis

1. Classification A

All translations that follow the literal translation rules are classified in this classification.

Literal translation may start from a word-for-word translation but make change in conformity with the TL grammar. There are some adjustments of language structure and insertions or reductions of words, phrases, or clauses on the TL.

Classification A is divided into four sub classifications, they are:

Classification A. 1

There are addition and reduction of words in this classification. The translation has accuracy both in message and Indonesian effective sentence rules.
5. The mightiest fortress in the land is the abode of Scottish monarchs, Edinburgh Castle.

*Benteng terkuat di negeri itu adalah rumah tinggal para raja Skotlandia, kastil Edinburgh.*

(005/SL.01/TL.01/A.1)

<table>
<thead>
<tr>
<th>SL</th>
<th>The mightiest fortress</th>
<th>......</th>
<th>Scottish</th>
<th>monarchs</th>
</tr>
</thead>
<tbody>
<tr>
<td>w-f-w</td>
<td>Terkuat</td>
<td>benteng</td>
<td>......</td>
<td>Skotlandia</td>
</tr>
<tr>
<td>Literal</td>
<td>Benteng</td>
<td>terkuat</td>
<td>......</td>
<td>Raja</td>
</tr>
</tbody>
</table>

In the example above, the sentence in SL is fully translated into the TL. The message from SL has been transferred well to TL. Grammatically, the TL sentences has a correct Indonesian structure. The subject in SL *The mightiest fortress in the land* is translated into *Benteng terkuat di negeri itu*. The translator just changes the order of words to make it more understandable. The predicate (copulative verb—complement) *is the abode of Scottish monarchs* is translated into *adalah rumah tinggal para raja Skotlandia*. The phrase *Edinburgh Castle* is translated into *Kastil Edinburgh*. From the explanation, it is obvious that the translation has already conveyed the meaning and message of the SL well. The researcher has suggestion to this sentence. It will be more communicative if coma (,) is replaced with *yaitu*. The new sentence should read: *Benteng terkuat di negeri itu merupakan rumah tinggal para raja Skotlandia yaitu kastil Edinburgh.*
45. Elizabeth is portrayed as a cat. Mary, a mouse.

Elizabeth digambarkan seperti seekor kucing dan Mary adalah tikus.

(045/SL.04/TL.04/A.1)

<table>
<thead>
<tr>
<th>SL</th>
<th>Elizabeth</th>
<th>is portrayed</th>
<th>as a cat</th>
<th>Mary</th>
<th>a mouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>w-f-w</td>
<td>Elizabeth</td>
<td>digambarkan</td>
<td>seperti seekor kucing</td>
<td>Mary</td>
<td>seekor tikus</td>
</tr>
<tr>
<td>Literal</td>
<td>Elizabeth</td>
<td>digambarkan</td>
<td>seperti seekor kucing</td>
<td>dan</td>
<td>Mary adalah</td>
</tr>
</tbody>
</table>

First, the translator translates these sentences word for word. Then, he adds *dan* to combine those two simple sentences *Elizabeth is portrayed as a cat* and *Mary, a mouse* into one compound sentence in TL. The result of the new sentence is *Elizabeth digambarkan seperti seekor kucing dan Mary adalah tikus*. This addition does not influence the meaning. The structure is correct too.

The number of data which belonged to this classification:


**Classification A. 2**

The sentences in this classification have been translated into TL with some changes, like addition and reduction of words. The messages are accurate, but they do not follow the Indonesian effective sentence rules.
23. Before she is six, Mary is betrothed to the Dauphin Francis heir to the throne of France.

*Sebelum usianya 6 tahun, Mary ditunangkan dengan Dauphin Francis, pewaris tahta Perancis.*

(023/SL.02/TL.02/A.2)

The sentence above is not effective since the words *usianya* and *Mary* are used together. Mustakim (1994:105), the sentence does not follow the rule of effective sentence. There is double subject. in this sentence. The morpheme (*-nya*) here is the pronoun of Mary. It would be better if just one of them is used. The correct sentence is *Sebelum berusia enam tahun, Mary ditunangkan dengan Dauphin Francis, pewaris tahta Perancis.*

99. The second siege drags on for almost two years

*Pengepungan kedua berlangsung hampir selama dua tahun.*

(099/SL.09/TL.07/B.2)

<table>
<thead>
<tr>
<th>SL</th>
<th>The second siege</th>
<th>drags on</th>
<th>for almost</th>
<th>two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>w-f-w</td>
<td>Kedua pengepungan</td>
<td>berlangsung</td>
<td>selama hampir</td>
<td>dua tahun</td>
</tr>
<tr>
<td>Literal</td>
<td>Pengepungan kedua</td>
<td>berlangsung</td>
<td>hampir selama</td>
<td>dua tahun</td>
</tr>
</tbody>
</table>

The subject *The second siege* is literally translated into *pengepungan kedua*. The translator translates adverb of time *for almost two years* into *hampir selama dua tahun*. It does not fit the TL grammar. Further, the translation above is good in the term of message because the translator delivers the message into
According to the TL structure, the better translation should be:

**Pengepungan kedua berlangsung hampir dua tahun lamanya.**

The data included in this type are:

23, 30, 71, 73, 80, 83, 84, 99.

**Classification A. 3**

The sentences in classification A.3 can be categorized as literal translation. The translation has accuracy in Indonesian effective sentence rules and has inaccurate message.

40. To make matters worse, Mary quickly learns she cannot count on the support of the Protestant cousin Queen Elizabeth of England.

Persoalan yang lebih buruk, Mary tak lagi bisa mengandalkan bantuan sepupu Protestant Ratu Elizabeth dari Inggris.

( 041/SL.04/TL.03/A.3 )

The translator makes omission in the TL sentence. He does not translate the word *make* and the phrase *quickly learns*. The translator creates good structure of receptor language but he fails in conveying the right meaning. It is incorrect to translate *the Protestant cousin Queen Elizabeth of England*’ into *sepupu Protestant Ratu Elizabeth dari Inggris*. It means that Queen Elizabeth has cousin, and her cousin cannot help Mary anymore. Whereas, the intention of the clause is Queen Elizabeth cannot help Mary anymore. The translation should be
Persoalan yang lebih buruk, Mary tak lagi bisa mengandalkan bantuan sepupu Protestannya, Ratu Elizabeth dari Inggris.

48. He is John Knox and he rails against Mary for being a woman and a Catholic.

_Dia adalah John Knox dan dia mencerca Mary karena menjadi wanita dan seorang Katolik._

(048/SL.04/TL.04/A.3)

The translation has good TL grammar, but the translator fails in understanding the message in SL so that the message in TL deviates from the real meaning. The translator has not translated the phrase _for being a woman_ precisely. In TL, the phrase _karena menjadi wanita_ means Mary was a man but now Mary is a woman. The correct translation should be _Dia adalah John Knox dan dia mencerca Mary karena Mary terlahir sebagai wanita, apalagi dia seorang katolik._

126.Edinburgh’s little used palace was remodeled to honor his homecoming in 1615.

_Edinburgh yang pernah dijadikan istana dibangun kembali untuk menghormati kedatangannya pada tahun 1615._

(126/SL.10/TL.09/A.3)

This sentence is not accurate in term of TL structure. The pronoun (_-nya_) in the word _kedatangannya_ is confusing. There are many names in the sentence no. 124 and 125. It can be Mary, Elizabeth, or James, because pronoun (_-nya_) in
Indonesian Language is used for man and woman. Unlike English language, they have pronoun *his* to replace the word *man* and *her* for *woman*. It is better if the phrase *his homecoming* is translated into *kedatangan James*. The new sentence should be **Edinburgh yang pernah dijadikan istana dibangun kembali untuk menghormati kedatangan James pada tahun 1615.**

The data that belong to this classification are those with numbers:

22, 42, 44, 48, 52, 55, 81, 88, 122, 124, 126.

**Classification A. 4**

It consists of Indonesian sentences that convey inaccurate message and ineffective Indonesian sentence. The translation can be categorized as literal translation.

14. At the same time, a winding cobble road made it easier for reinforcements to climb the bluff with horses and cannon.

*Di saat yang sama, jalan cobble mempermudah para tentara menaiki tebing dengan kuda dan kanon.*

(014/SL.02/TL.02/B.4)

The translation in data no. 14 has inaccurate message and inaccurate structure. In the phrase *Di saat yang sama*, preposition (*di*) can not be used to show adverb of time. The preposition can only be used to show adverb of place. The message is not complete because the translator does not translate the words *winding cobble*. These words are important to describe the condition of the road.
The right translation should be **Pada saat yang sama, jalan yang berbatu dan berangin mempermudah para tentara menaiki tebing dengan kuda dan kanon.**

75. There, she hears the rumor that Riccio’s murder was intended to make her suffer a miscarriage.

*Di sana, dia mendengar kabar bahwa pembunuhan Riccio ditujukan agar penderitaannya menyebabkan kegugurannya.*

(075/SL.07/TL.06/B.4)

The result of the translation above shows that the translator does not convey the message well. The phrase *penderitaannya menyebabkan kegugurannya* is confusing. It disturbs the understanding of the sentence. The right translation should be **Di sana, dia mendengar kabar bahwa pembunuhan Riccio ditujukan agar ia menderita, sehingga akan mengalami keguguran.**

106. Moved from one drafty castle to another for the next eighteen years.

*Selalu berpindah-pindah dari kastil yang dingin ke kastil lainnya selama 18 tahun.*

(106/SL.09/TL.08/A.4)

The translation above has incorrect rules and message because there is no subject in the sentence. The sentence becomes incomplete. The subject is also important to make the message clearly. The phrase *selama 18 tahun* does not follow the Indonesian effective sentence rules. Therefore, the translation should
be revised as follows: **Mary selalu berpindah-pindah dari kastil yang dingin ke kastil yang dingin lainnya 18 tahun lamanya.**

There are five data belonging to the classification, namely:


**Classification B**

The data included in this classification can be classified as free translation. In free translation, the priority is the equivalence of meaning. The translator sometimes changes the order of words, phrase and clause. The translator only focusses on the message which is re-expressed in his own words and styles.

**Classification B. 1**

It consists of sentences that have been freely translated to TL, having accuracy both in message and Indonesian effective sentence rules.

8. On this mountain of black basalt glaciers had carved a flat crown the strategic platform on which the castle arose.

*Di atas gunung gleyser basal hitam ini didirikan rumah bagi kerajaan, yaitu kastil.*

(008/SL.01/TL.01/B.1)
The clause *had carved a flat crown the strategic platform on which the castle arose* is freely translated into *didirikan rumah bagi kerajaan, yaitu kastil.* Although the translator uses free translation, the meaning and the structure are correct.

57. The timber ceiling in her bed chamber bears the initials of her royal parents, Maria Regina, Mary de Guise, and Jacobus Rex, James V.

Langit-langit kayu di kamar tidurnya bertuliskan inisial orang tuanya, Maria Regina, Mary de Guise dan Jacobus Rex, James V.

(057/SL.05/TL.05/B.1)

This translation has correct structure and accurate message. The subject *The timber ceiling in her bed* is translated into *Langit-langit kayu di kamar tidurnya.* The translator translates this sentence freely. Contextually, it is good to translate the predicate *bears* into *bertuliskan.* The object *the initials of her royal parents* is translated into *inisial orang tuanya.* The clause SL *Maria Regina, Mary de Guise, and Jacobus Rex, James V* is translated into *Maria Regina, Mary de Guise dan Jacobus Rex, James V.*

63. King Henry VIII burned the abbey off plans to engage the infant Queen to Henry’s son.

Raja Henry VIII membakar biara itu tak lama setelah kelahiran Mary, ketika ibunya menolak rencana pertunangan bayi itu dengan putra Henry.

(063/SL.06/TL.05/B.1)
This sentence can be categorized as free translation because the clause the abbey off plans to engage the infant Queen to Henry’s son is translated into biara itu tak lama setelah kelahiran Mary, ketika ibunya menolak rencana pertunangan bayi itu dengan putra Henry. The translator conveys the message with his own words. The sentence in TL follows the Indonesian effective sentence rules.

Other data included in this classification are:
6, 7, 8, 9, 13, 16, 18, 19, 26, 27, 29, 31, 40, 49, 50, 57, 62, 63, 74, 89, 93, 94, 95, 105, 112.

**Classification B. 2**

It consists of sentences that have been freely translated to TL, having accuracy in message, but inaccurate in Indonesian effective sentence rules.

56. To the Palace, inspired by Rome, Mary brings the refinements of French Court life including tapestries made in Belgium, hung to ward off the chilly sea air.

Di Istana yang mengambil inspirasi dari Roma itu, Mary menyertakan kemuliaan kehidupan kerajaan Perancis, termasuk permadani hiasan dinding yang dibuat di Belgia, digantung untuk mencegah udara yang dingin.

( 056/SL.05/TL.04/B.2 )

In the example above, there are some addition of words in the TL like the verb mengambil. The word inspired as a verb is translated freely into noun inspirasi. Those changes still bring the message well, but on the other hand, the structure in TL is incorrect. The words mengambil and menyertakan are not
parallel with the word *digantung*. The choice of word should be *menggantung*.
The right construction is *Di Istana yang mengambil inspirasi dari Roma itu, Mary menyertakan kemuliaan kehidupan kerajaan Perancis, termasuk menggantung permadani hiasan dinding buatan Belgia, untuk mencegah udara laut yang dingin.*

104. In the Castle in 1818, long after the threat has passed, the regalia are placed on permanent display.

*Di kastil pada tahun 1818, setelah ancaman berlalu, tanda-tanda kehormatan di tempatkan di tempat yang permanen.*

(104/SL.09/TL.08/B.2)

The translation in data no. 104 has accurate message, but the structure is incorrect. It is shown by *ditempatkan di tempat yang permanen*. Based on TL grammar, this clause is confusing. The word *ditempatkan* will be better if it is replaced with *disimpan*. Based on the dictionary, the word *display* refers to *pameran, pertontonan, or pertunjukan*, but the translator translates it freely into *tempat*. The correct sentence is *Di kastil pada tahun 1818, setelah ancaman berlalu, tanda-tanda kehormatan disimpan di tempat yang permanen.*

There are four data in this classification:

56, 98, 104, 110.
Classification B. 3

It consists of sentences that have been freely translated to TL, having accuracy in Indonesian effective sentence rules, but inaccurate message.

1. The reformation launched by King Henry the VIII sends nuns and monks to the gallows.

Reformasi yang diluncurkan Raja Henry ke-8 membuat para biarawan dihukum gantung.

( 001/SL.01/TL.01/B.3 )

In the sentence above, the translator reduces the word nuns and translates freely the word the gallows as noun into verb phrase dihukum gantung. The omission of nuns creates inaccuracy in the TL message although the sentence is effective. Not only monks (biarawan), but also nuns (biarawati) who are sent to the gallows. The better sentence should be Reformasi yang diluncurkan Raja Henry VIII membuat para biarawan dan biarawati dihukum gantung.

60. At one ball, she joins a young lord in the galliard, a complicated step she learned in the French Court.

Pada suatu pesta dansa, dia bertemu pangeran muda di Galliard, langkah rumit yang dia pelajari di lingkungan Kerajaan Perancis.

( 060/SL.06/TL.05/B.3 )

In this sentence, the translator fails to convey the meaning when he tries to translate freely the word joins into bertemu. Moreover, Galliard is not a place,
but a dance style. Those mistakes make the message completely wrong. The right sentence should be **Pada suatu pesta dansa, dia berdansa Galliard dengan seorang pangeran muda. Galliard adalah sebuah gaya dansa dengan langkah rumit yang dia pelajari di lingkungan Kerajaan Perancis.**

The data belong to this classification:

1, 10, 20, 21, 35, 36, 38, 41, 43, 47, 53, 59, 60, 66, 70, 75, 85, 103.

**Classification B. 4**

It consists of sentences that have been free translated to TL and conveying both message and Indonesian effective sentence rules inaccurately.

24. To seal the Franco-Scottish alliance, the child queen is sent to be educated in the French Royal Court

*Untuk memperkuat persekutuan antara Perancis dengan Skotlandia, ratu kecil itu dikirim untuk belajar di lingkungan kerajaan Perancis.*

( 024/SL.03/TL.02/B.4 )

The main problem in this sentence is the words *memperkuat* and *dengan*. The message is not correct if *to seal* is translated freely into *memperkuat*, because it means: France and Scotland already have relationship, whereas they started a relationship just now. The right choice of word is *menandai*. The second problem, *Perancis dengan Skotlandia* means: they are one component. In fact, Franco-Scottish are separated, Franco is the first component and Scottish is the second component. It will be better if the word *dengan* is replaced with *dan*. The
correct sentence is Untuk menandai persekutuan antara bangsa Perancis dan Skotlandia, ratu kecil itu dikirim untuk dididik di lingkungan kerajaan Perancis.

32. Her royal bearing is unmistakable.

_Tanggung jawabnya tak pernah ternoda._

( 032/SL.03/TL.03/B.4 )

33. Even her widowhood seems to ennoble her.

_Walau hidupnya sebagai janda mengurangi kemuliaannya._

( 033/SL.03/TL.03/B.4 )

The translation _Walau hidupnya sebagai janda mengurangi kemuliaannya_ can not stand alone. It needs main clause, so the sentences no. 32 and 33 should be combined to make the message and the Indonesian sentence structure correct. The sentence no. 32 as the main clause and the sentence no. 32 as sub clause. It seems that the translator tries to translate the sentence freely translation, but he fails. It is improper to translate _bearings_ into _tanggung jawab, even_ into _walaupun_ and _to ennoble_ into _mengurangi_ because those words have different meanings. Based on the dictionary, the translation of those words are: _bearing = sikap, even = bahkan, ennoble = mempermulia_. The better sentence should be _Sikap keratuaninya tak dapat disalahkan, bahkan hidupnya sebagai janda semakin mempermulia dirinya._

The data belong to this classification are:

17, 24, 32, 33, 87, 106.
Classification C

The data belonging to this classification are the sentences which have incorrect metric system in TL.

12. In the 16th Century, the robust portalis more than twenty feet thick gate was added.

*Pada abad ke 16, dibangun robust portalis, gerbang yang tebalnya lebih dari 20 kaki.*

(012/SL.02/TL.02/C)

The sentence above has accurate structure and message, but the translator does not follow the rule of metric system in TL. If ‘twenty feet’ is translated into 20 *kaki*, most of Indonesian audience can not imagine how thick the wall is. It will be better if he changes *kaki* into *meter* or *sentimeter*. One feet is 30 centimeter, so 20 feet is 600 cm or 6 meter. To avoid confusion, the sentence should be *Pada abad ke 16, dibangun gerbang kuat yang tebalnya lebih dari 6 meter.*

53. When Mary’s isn’t visiting royal holdings or attending to matters of state, she lives exactly one mile from the castle at the end of Edinburgh’s busiest thoroughfare, The Royal Mile, at the magnificent Palace of Holyrood house.

*Jika Mary sedang tidak mengunjungi tanah kerajaan atau menghadiri pembahasan masalah negara, dia tinggal di rumah yang jaraknya 1 mil dari*
kastil itu, diujung jalan terpadat Edinburgh, The Royal Mile, di istana megah Holyrood House.

( 053/SL.05/TL.04/C )

The problem is similar to sentence no. 12. A lot of Indonesian people can not guess how far the house is if the translator still uses ‘mil’ for the metric system. Indonesian people usually use *kilometer* or *meter* in their metric system. One mil is *1,8 kilometer*. The better translation is *Jika Mary sedang tidak mengunjungi tanah kerajaan atau menghadiri rapat masalah kenegaraan, dia tinggal di rumah megah yang disebut Palace of Holyrood, yang berjarak 1,8 km dari kastil itu, di ujung jalan terpadat Edinburgh, The Royal Mile.*

58. At Holyrood, Queen Mary's favorite room is the great gallery some one hundred forty-five feet long built for grand balls.

*Di Holyrood, ruangan kesukaan Ratu Mary adalah sebuah galeri yang panjangnya sekitar 145 kaki yang dibangun untuk pesta dansa yang besar.*

( 058/SL.05/TL.05/C )

The structure and the message are correct, but it will be better if the translator changes *145 kaki* with *43,5 meter*. *43,5 meter* is better than *145 kaki*. To improve the result, the translation should be *Di Holyrood, ruangan kesukaan Ratu Mary adalah sebuah galeri yang panjangnya sekitar 43,5 meter yang dibangun untuk pesta dansa yang besar.*

This classification contains three data, they are:

12, 53, 58.
C. Summary of Data Analysis

Table. Analysis of The Accuracy of Translation

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Data Number</th>
<th>Calculation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A.1</td>
<td>2, 3, 4, 5, 15, 25, 28, 34, 37, 45, 54, 61, 64, 65, 67, 68, 69, 72, 76, 77, 78, 82, 86, 90, 91, 92, 96, 97, 100, 101, 102, 107, 108, 111, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 125, 127, 128, 129.</td>
<td>48</td>
<td>37.2%</td>
</tr>
<tr>
<td>2</td>
<td>A.2</td>
<td>23, 30, 71, 73, 80, 83, 84, 99.</td>
<td>8</td>
<td>6.2%</td>
</tr>
<tr>
<td>3</td>
<td>A.3</td>
<td>22, 42, 44, 48, 52, 55, 81, 88, 122, 124, 126.</td>
<td>11</td>
<td>8.5%</td>
</tr>
<tr>
<td>4</td>
<td>A.4</td>
<td>11, 39, 46, 79, 109.</td>
<td>5</td>
<td>3.9%</td>
</tr>
<tr>
<td>5</td>
<td>B.1</td>
<td>6, 7, 8, 9, 13, 16, 18, 19, 26, 27, 29, 31, 40, 49, 50, 57, 62, 63, 74, 89, 93, 94, 95, 105, 112.</td>
<td>25</td>
<td>19.3%</td>
</tr>
<tr>
<td>6</td>
<td>B.2</td>
<td>56, 98, 104, 110.</td>
<td>4</td>
<td>3.2%</td>
</tr>
<tr>
<td>7</td>
<td>B.3</td>
<td>1, 10, 14, 20, 21, 35, 36, 38, 41, 43, 47, 53, 59, 60, 66, 70, 75, 85, 103.</td>
<td>19</td>
<td>14.7%</td>
</tr>
<tr>
<td>8</td>
<td>B.4</td>
<td>17, 24, 32, 33, 87, 106.</td>
<td>6</td>
<td>4.6%</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td>12, 53, 58.</td>
<td>3</td>
<td>2.4%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>129</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Explanation:

Classification A. 1

It consists of sentences that have been translated into TL, having accuracy both in message and Indonesian effective sentence rules.
**Classification A. 2**

It consists of sentences that have been translated into TL, having accuracy in message, but inaccurate in Indonesian effective sentence rules.

**Classification A. 3**

It consists of sentences that have been translated into TL, having accuracy in Indonesian effective sentence rules, but inaccurate message.

**Classification A. 4**

It consists of sentences that have been translated into TL and conveying both message and Indonesian effective sentence rules inaccurately.

**Classification B. 1**

It consists of sentences that have been freely translated into TL, having accuracy both in message and Indonesian effective sentence rules.

**Classification B. 2**

It consists of sentences that have been freely translated into TL, having accuracy in message, but inaccurate in Indonesian effective sentence rules.

**Classification B. 3**

It consists of sentences that have been freely translated into TL, having accuracy in Indonesian effective sentence rules, but inaccurate message.

**Classification B. 4**

It consists of sentences that have been freely translated into TL and conveying both message and Indonesian effective sentence rules inaccurately.
**Classification C**

The data belonging to this classification are sentences which have accuration in rules and message, but has unaccuration in TL - metric system.

**D. Discussion**

From the table in page 52, it can be seen that Classification A.1 and Classification B.1 contain the translation having accuracy both in message and Indonesian sentence rules. They cover 73 data or 56.5 % out of the total number of data.

The data in Classification A.2 and Classification B.2 have accuracy in the message but inaccuracy in Indonesian effective sentence rules. There are 12 data or 9.3 %, classified in this type.

Classification A.3 and Classification B.3 contain the data which follow the rules but have inaccurate message. There are 30 data or 23.2 %.

Classification A.4 and Classification B.4 contain the data which have inaccuracy both in message and rules are 11 data or 8.5 %.

The data in Classification C have problem with metric system. There are 3 data or 2.3 %.

Based on the research objectives of the research, the present chapter contains the answer of problem statements. As the researcher states in chapter one, the problem statements are to know the accuracy of the translation based on
Indonesian effective sentence rules and to know the accuracy of the translation based on the message.

The accuracy of the translation based on Indonesian effective sentence rules is 79.8% or 103 data. Most of them or 58 data can be categorized as literal translation.

There are 23 data (17.8%) which are not accurate in terms of Indonesian effective sentence. Among those data, 13 data are translated literally, and 10 data are translated freely. Mustakim and Soedjito state that there are some factors that make a sentence is not effective. The factors are: 1) Incorrect grammar, for example in sentence no. 99. The adverb of time selama dua tahun does not follow the Indonesian grammatical rules. According to the rule, the right phrase is dua tahun lamanya. Other examples are sentences no 46, 71, 104, and 110. 2) Incorrect diction, for examples sentences no 24, 81, 109. 3) Incorrect paralelism such as verb paralelism in sentence no. 17. The sentence shows that the translator fails in translating the word ‘plotting’ to persekongkolan (noun). It is improper because according to Mustakim in his book Membina Kemampuan Berbahasa, the word ‘plotting’ should also be translated into verb, like berpesta, bersantai. The better translation is bersekongkol. Sentence no. 56 and 87 have a problem with paralelism too. 4) Word Economizing like double subject in sentence 23 and 80. 4) Uncompleteness, for examples in sentence 79, 98 and 106 have no subject. An effective sentence must consist of subject and predicate. Without them, the sentences will give unclear information.

The translation which have the accuracy of message is 69% or 89 data. Most of them (56 data) can be classified into literal translation.
There are 40 data (31%) which have no accuracy in conveying the message, 16 data are translated literally, 24 data are translated freely. Sentence number 60 is interesting to discuss since the translator was totally wrong to convey the message of the English sentence. *Galliard* is not a place, but a dance style. The above case shows that the translator does not have sufficient knowledge about the culture of the source language, especially dance.

The researcher found that sentences number 12, 53 and 58 have problems with the metric system. The translator still uses American metric system, like feet, mil, and inches in Indonesian translation. Indonesian people do not use feet, mil or inches for their metric system. They usually use meter or kilometer. Newmark (1984) propounds his ideas about a few general consideration govern the translation of cultural words. First, he says that the ultimate consideration should be the recognition of the cultural achievements referred to in the SL text respect for all foreign countries and their culture. The transference process should enable the target reader to identify the referent without difficulties. Then, in analysis, the translator should analyze based on a component common in the SL and the TL. Lastly, the translator of cultural words, which is always less context-bound the ordinary language, has to bear in mind both the motivation and cultural specialist (in relation to the text’s topic) and linguistic level of the readership. It is better to change 1 mil to 1, 8 kilometer or 6 feet to 180 centimeter so that the readers can directly picture how far it was or how tall it was.

The researcher found that there are no data which belong to word for word translation because the structure of SL (English) and TL (Indonesian) is
different. Generally, English sentence structure uses modifier before the noun. For example: *A big red apple*. *Big red* (modifier) – *apple* (noun). If we follow the English structure rules, the translation is written *besar merah* (modifier) - *apel* (noun). On the other hand, Indonesian structure uses modifier after the noun. *Apel* is a noun – *merah yang besar* is the modifier. In this case, the correct translation in Indonesian sentence is *sebuah apel merah yang besar*. It is difficult to produce a good sentence and convey the message well with word for word translation if the structure and grammar are not the same. As a result, all the sentences or 129 data of the narration were translated literally and freely. Literal Translation consists of 72 data (55.8%) and Free Translation consists of 54 data (41.8%).

The analysis, the table and the percentage of inaccurate rules and message show that the translator has to pay more attention to the context of the whole story. The mistakes would be eliminated if the translator knows about source and target languages well. It is an advantage if the translator knows about the nation, culture and history of SL and TL.
A. Conclusion

1. There are 85 data that have accurate of the message (65, 8 %). These data are divided into:
   a. Accurate Indonesian effective sentence rules : 73 data or 56, 5 %
   b. Inaccurate Indonesian effective sentence rules : 12 data or 9, 3 %

2. The data that contain inaccurate message : 41 data or 31, 7 %. These data are divided into :
   a. The data that belong to Indonesian effective sentence rules : 30 data or 23, 2 %
   b. The data that are inaccurate in term of Indonesian effective sentence rules : 11 data or 8, 5 %

3. There are 103 data or 79, 8 % which follow the indonesian effective sentence rules.

4. There are 23 data or 17,8 % which do not follow the Indonesian effective sentence rules
B. Suggestion

The researcher tries to make some suggestion as follows:

1. For the translator of Discovery Channel Program

   It is suggested that the translator has to pay more attention to the Indonesian effective sentence rules. Some mistakes are found, like incorrect grammar, incorrect diction, double subject and parallelism, because the translator does not follow the Indonesian effective sentence rules.

   In translating cultural word like *galliard*, it would be better if the translator searches some references about the culture. Indonesian people do not usually use *feet* and *mil* in their metric system. It would be better to change those words with *meter* or *kilometer*, therefore the readers can directly picture how far it is or how tall it is.

2. For students

   It is suggested that students who are interested in translating some education texts (English-Indonesian) have to study about Indonesian effective sentence rules. It is an advantage if the students know about the nation, culture and history of SL and TL.

3. For other researcher

   This research can be used as reference to other researchers who want to do such kind of research.
REFERENCES


1. The reformation launched by King Henry the VIII sends nuns and monks to the gallows.
   *Reformasi yang diluncurkan Raja Henry ke-8 membuat para biarawan dihukum gantung.*
   (001/SL.01/TL.01/B.3)
   R# Reformasi yang diluncurkan Raja Henry VIII membuat para biarawan dan biarawati dihukum gantung

2. To save Scotland’s most sacred relic, a Catholic abbot takes it to the nation’s mightiest fortress, Edinburgh Castle.
   *Untuk menyelamatkan peninggalan bangsa Scotlandia yang paling suci, kepala biara Katolik membawanya ke benteng negara yang terkuat, kastil Edinburgh.*
   (002/SL.01/TL.01/A.1)
   R# Untuk menyelamatkan peninggalan bangsa Scotlandia yang paling suci, kepala biara Katolik membawanya ke benteng negara yang terkuat yaitu kastil Edinburgh.

3. Its new guardian is Mary Stuart, whose career at Edinburgh Castle will change the fortunes of Europe.
   *Penjaganya yang baru adalah Mary Stuart, karirnya di Edinburgh akan mengubah nasib bangsa Eropoa.*
   (003/SL.01/TL.01/A.1)

   *Edinburgh, Skotlandia tahun 1565.*
   (004/SL.01/TL.01/A.1)

5. The mightiest fortress in the land is the abode of Scottish monarchs, Edinburgh Castle.
   *Benteng terkuat di negeri itu adalah rumah tinggal para raja Skotlandia, kastil Edinburgh.*
   (005/SL.01/TL.01/A.1)
   R# Benteng terkuat di negeri itu merupakan rumah tinggal para raja Skotlandia yaitu kastil Edinburgh.

6. Edinburgh was named for Edwin, a 7th Century King.
   *Edinburgh diambil dari nama Edwin, seorang raja di abad ke 7.*
   (006/SL.01/TL.01/B.1)

7. Atop an extinct volcano around 600 A. D., a crude fort took shape.
   *Diatas gunung berapi yang sudah mati sekitar tahun 600 Sesudah Masehi didirikan sebuah benteng yang sederhana.*
   (007/SL.01/TL.01/B.1)
8. On this mountain of black basalt glaciers had carved a flat crown the strategic platform on which the castle arose. 

Di atas gunung gleyser basal hitam ini didirikan rumah bagi kerajaan, yaitu kastil.

(008/SL.01/TL.01/B.1)

9. By 1313, it had grown into a bastion from which Scotland waged its war of independence. 

Pada tahun 1313, tempat itu berkembang menjadi sebuah benteng, dan sejak itu bangsa Skotlandia menyatakan perang untuk meraih kemerdekaannya.

(009/SL.01/TL.01/B.1)

10. That year, the Scots themselves destroyed the mighty keep to prevent it from falling into English hands. 

Pada tahun itu juga Bangsa Skotlandia menghancurkan perlindungannya itu agar tak jatuh ke tangan Inggris.

(010/SL.01/TL.01/B.3)

R# Pada tahun itu juga Bangsa Skotlandia menghancurkan sendiri perlindungannya yang kokoh itu untuk mencegah perlindungannya itu jatuh ke tangan Inggris.

11. King David II began to restore the castle by adding stout walls atop the mountain’s sheer cliffs. 

Raja David II mulai mendirikan kembali kastil itu dengan menambahkan dinding yang kokoh diatas tebing yang curam.

(011/SL.02/TL.01/A.4)

R# Raja David II mulai mendirikan kembali kastil itu dengan menambahkan dinding yang kokoh di atas tebing gunung yang curam.

12. In the 16th Century, the robust portalis more than twenty feet thick gate was added. 

Pada abad ke 16, dibangun robust portalis, gerbang yang tebalnya lebih dari 20 kaki.

(012/SL.02/TL.02/C)

R# Pada abad ke-16, dibangun gerbang kuat yang tebalnya lebih dari 6 meter.

13. Once the lower gatehouse was finished, attackers had to overcome seven stout barriers before they even reached the castle. 

Jika gerbang bawah sudah selesai, para penyerang harus melewati 7 rintangan yang kokoh sebelum sampai ke kastil.

(013/SL.02/TL.02/B.1)

14. At the same time, a winding cobbled road made it easier for reinforcements to climb the bluff with horses and cannon.
Di saat yang sama, jalan cobble mempermudah para tentara menaiki tebing dengan kuda dan kanon.

R# Di saat yang sama, jalan yang berbatu dan berangin mempermudah para tentara untuk menaiki tebing dengan kuda dan meriam.

15. With the addition of the stately great hall in the 15th Century, Edinburgh became Scotland’s most important castle as well as its strongest.

Dengan adanya tambahan aula yang megah pada abad 15, Edinburgh menjadi kastil terpenting di Skotlandia sebaik kekuatannya.

R# Padahal, Raja James ke-4 membangun aula besar ini dengan pemikiran sebagai pusat perayaan bagi kerajaan Skotlandia.

16. It’s said that there has been a hall on Edinburgh’s rock since King Edwin.

Kabarnya di Edinburgh sudah terdapat aula semenjak raja Edwin.

17. Through medieval times it was the scene of feasting, sleeping, and plotting.

Abad pertengahan merupakan saatnya berpesta, bermalas-malasan, dan persekongkolan.

R# Selama abad pertengahan, aula tersebut digunakan untuk berpesta, bersantai, dan bersekongkol.

18. King James IV built this great hall with another role in mind as the ceremonial heart of the Scottish Kingdom.

Raja James ke IV membangun aula besar ini dengan pemikiran sebagai inti perayaan bagi kerajaan Skotlandia.

19. In 1565, when Scotland’s holiest relic comes to rest in Mary’s care, the Kingdom’s greatest trial lies just ahead.

Pada tahun 1565, ketika peninggalan paling suci di Skotlandia berada di tangan Mary, kerajaan akan mengalami ujian paling berat.

R# Pada tahun 1565, ketika peninggalan paling suci bangsa Skotlandia berada di tangan Mary, kerajaan akan mengalami ujian paling berat.

20. Mary is later described by England’s Queen Elizabeth as “the daughter of debate”.

Kemudian Mary dianggap oleh Ratu Inggris, Elizabeth sebagai “anak perdebatan”.

Kembali ke teks bahasa Indonesia
21. Rash impulse will ultimately could her fortunes.
   *Kecerobohan menyelimuti keberuntungannya.*

22. But in the beginning, her problems seemed to be the fault of her birth.
   *Tetapi pada awalnya, masalah Mary tampak seperti kesalahan atas kelahirannya.*

23. Before she is six, Mary is betrothed to the Dauphin Francis heir to the throne of France.
   *Sebelum usianya 6 tahun, Mary ditunangkan dengan Dauphin Francis, pewaris tahta Perancis.*

24. To seal the Franco-Scottish alliance, the child queen is sent to be educated in the French Royal Court.
   *Untuk memperkuat persekutuan antara Perancis dengan Skotlandia, ratu kecil itu dikirim untuk belajar di lingkungan kerajaan Perancis.*

25. For thirteen lively years Mary travels among such regal chateau’s Chamord and Lions.
   *Selama 13 tahun, Mary bepergian ke beberapa kastil kerajaan seperti Chamord dan Lions.*

26. Soon, her first language is French.
   *Tak lama lagi bahasa utamanya adalah bahasa Perancis.*

27. The young Scottish Queen now calls herself Marie.
   *Ratu Skotlandia muda itu menamai dirinya Marie.*
28. Then, at seventeen, she loses her husband and her thrones.
Lalu di usia 17 tahun, dia kehilangan suami dan mahkotanya.
(028/SL.03/TL.03/A.1)

29. With the death of the King, the grieving Queen consort is no longer welcome in her adopted home.
Dengan kematian sang raja, Ratu yang bersedih itu tak lagi diterima di istana itu.
(029/SL.03/TL.03/B.1)

30. For time since childhood, Mary returns to the nations of her birth and Edinburgh Castle.
Untuk pertama kalinya, Mary kembali ke negara kelahirannya dan kastil Edinburgh.
(030/SL.03/TL.03/A.2)
R# Untuk kali pertamanya, Mary kembali ke negara kelahirannya dan kastil Edinburgh.

31. Installed as Scotland’s Queen, beautiful foreigner is at first a success.
Sebagai Ratu Skotlandia, pada awalnya orang asing yang cantik ini meraih sukses.
(031/SL.03/TL.03/B.1)

32. Her royal bearing is unmistakable.
Tanggung jawabnya tak pernah ternoda.
(032/SL.03/TL.03/B.4)

33. Even her widowhood seems to ennoble her.
Walau hidupnya sebagai janda mengurangi kemuliaannya.
(033/SL.03/TL.03/B.4)
R# Sikap keratuannya terlihat jelas, bahkan hidupnya sebagai janda semakin mempermulia dirinya.

34. Yet Mary is still a girl.
Namun Mary masih tetap seorang gadis.
(034/SL.03/TL.03/A.1)

35. Scotland’s nobles are schemers, as clannish as wolves.
Bangsawan Skotlandia mengatur siasat, bagaikan serigala.
(035/SL.03/TL.03/B.3)
R# Bangsawan Skotlandia adalah pengatur siasat, licik bagaikan serigala.
36. The Queen’s years in the genteel French Court have in no way equipment her for life at Edinburgh.

Kehidupannya selama ini di lingkungan Perancis membuatnya tidak siap untuk tinggal di Edinburgh.

(036/SL.03/TL.03/B.3)

R# Kehidupannya selama ini di lingkungan Perancis damai membuatnya tidak siap untuk tinggal di Edinburgh.

37. In Mary’s absence, her kingdom has been reformed to Protestantism.

Selama ketidakhadirannya, kerajaan itu berubah menjadi penganut Protestantisme.

(037/SL.03/TL.03/A.1)

R# Selama Mary tidak ada, kerajaannya itu telah berubah menjadi penganut Protestantisme.

38. Like saint Margaret whose chapel at Edinburgh bears her name, Queen Mary is a Staunch Catholic.

Seperti Santo Margaret, sebuah nama yang dipakai di kapel Edinburgh, Ratu Mary adalah penganut Katolik yang setia.

(038/SL.03/TL.03/B.3)

R# Sedangkan Ratu Mary adalah penganut Katolik yang setia. Sama seperti Santa Margaret, yang namanya dipakai oleh sebuah kapel di Edinburgh.

39. Under withering criticism, she holds on to her faith and worship in private in Saint Margaret’s chapel.

Dibawah kritikan, dia tetap memegang teguh keyakinan dan berdoa di kapel Santo Margaret.

(039/SL.03/TL.03/A.4)

R# Di bawah kritikan tajam, dia tetap memegang teguh keyakinannnya dan tetap berdoa sendiri di kapel tersebut.

40. For this, she is accused of being a foreign Queen with an alien religion.

Untuk hal ini, dia dianggap sebagai ratu asing dengan agama yang tak dikenal.

(040/SL.03/TL.03/B.1)

41. To make matters worse, Mary quickly learns she cannot count on the support of the Protestant cousin Queen Elizabeth of England.

Persoalan yang lebih buruk, Mary tak lagi bisa mengandalkan bantuan sepupu Protestan Ratu Elizabeth dari Inggris.

(041/SL.04/TL.03/B.3)

R# Lebih buruk lagi, Mary dengan cepat menyadari bahwa ia tidak bisa mengandalkan bantuan Ratu Elizabeth dari Inggris, sepupunya yang adalah seorang Protestan.
42. Because the young Queen of Scots has Tudor blood, she is a claimant to the English throne and a threat to Elizabeth.

Karena ratu muda dari Skotlandia berdarah Tudor, dia penuntut atas tahta Inggris dan ancaman bagi Elizabeth.

( 042/SL.04/TL.03/A.3 )

R# Karena ratu muda dari Skotlandia ini berdarah Tudor, dia juga memiliki hak atas tahta Inggris sehingga merupakan ancaman bagi Elizabeth.

43. Mary’s attempts to win her cousin’s friendship through letters and even poetry are rebuffed.

Usaha Mary untuk menjaga hubungan dengan sepupunya melalui surat dan puisi juga ditolak.

( 043/SL.04/TL.03/B.3 )

R# Usaha Mary untuk menjalin hubungan sepupunya melalui surat dan puisi juga ditolak.

44. After her first years on the throne, Mary embroiders a pillow that illustrates their relation.

Setelah tahun pertamanya di atas tahta, Mary merajut bantal yang menggambarkan hubungan mereka.

( 044/SL.04/TL.04/A.3 )

R# Setelah tahun-tahun pertamanya bertahta, Mary merajut bantal yang menggambarkan hubungannya dengan Elizabeth.

45. Elizabeth is portrayed as a cat. Mary, a mouse.

Elizabeth digambarkan seperti seekor kucing, dan Mary adalah tikus.

( 045/SL.04/TL.04/A.1 )

46. As for Mary’s subjects, they might have received their Queen more warmly had her detractors given them a chance.

Yang menjadi masalah bagi Mary, mungkin mereka menerima Ratu mereka lebih hangat jika pemfitnahnya memberi kesempatan pada mereka.

( 046/SL.04/TL.04/A.4 )

R# Yang menjadi masalah bagi Mary, rakyat Skotlandia mungkin akan bisa menerima mereka dengan lebih hangat jika para pemfitnah Mary memberi mereka kesempatan.

47. The most fiery is the leader of the Reformed Church whose cathedral, St. Giles, lay just below Edinburgh Castle.

Yang paling menyakitkan adalah pemimpin Gereja Reformasi dimana katedral, St. Giles, berada dibawah kastil Edinburgh.

( 047/SL.04/TL.04/B.3 )

R# Yang paling menyakitkan datang pemimpin Gereja Reformasi pemilik Katedral St. Giles yang tepat berada di bawah Kastil Edinburg.
48. He is John Knox and he rails against Mary for being a woman and a Catholic.

_Dia adalah John Knox dan dia mencerca Mary karena menjadi wanita dan seorang Katolik._

(048/SL.04/TL.04/A.3)

R# Dia adalah John Knox dan dia mencerca Mary karena Mary terlahir sebagai wanita, apalagi dia seorang katolik.

49. “The face of heaven” he claims “frowned at her return.

_Dia mengatakan, “Wajah surga mengerut karena dia kembali._

(049/SL.04/TL.04/B.1)

50. The sun was not seen to shine two days before nor two days after.

_“Matahari tak lagi bersinar dua hari sebelum dan sesudahnya”._

(050/SL.04/TL.04/B.1)

51. Through her trails, Edinburgh Castle furnishes Mary with protection.

_Melalui jalannya, kastil Edinburgh melindungi Mary._

(051/SL.04/TL.04/B.3)

R# Melalui jalannya yang berliku-liku, kastil Edinburgh melindungi Mary.

52. Yet as a palace fit for a queen, the cold damp fortress fails.

_Namun sebagai istana bagi seorang ratu, benteng yang dingin itu gagal._

(052/SL.04/TL.04/A.3)

R# Sebagai istana bagi seorang ratu, benteng yang dingin itu gagal.

53. When Mary’s isn’t visiting royal holdings or attending to matters of state, she lives exactly one mile from the castle at the end of Edinburgh’s busiest thoroughfare, The Royal Mile, at the magnificent Palace of Holyrood house.

_Jika Mary sedang tidak mengunjungi tanah kerajaan atau menghadiri pembahasan masalah negara, dia tinggal di rumah yang jaraknya 1 mil dari kastil itu, diujung jalan terpadat Edinburgh, The Royal Mile, di istana megah Holyrood House._

(053/SL.05/TL.04/C)

R# Jika Mary sedang tidak mengunjungi tanah kerajaan atau menghadiri rapat masalah kenegaraan, dia tinggal di rumah megah yang disebut Palace of Holyrood, yang berjarak 1,8 km dari kastil itu, di ujung jalan terpadat Edinburgh, The Royal Mile.

54. Holyrood which means holy cross, was built around an abbey believed to house part of the cross of Christ.

_Holyrood yang juga berarti salib yang suci, dibangun di sekitar biara yang meyakini rumah adalah bagian dari salib Kristus._

(054/SL.05/TL.04/A.1)
55. The Palace’s royal apartments were begun by Mary’s grandmother, Margaret Tudor, around 1500 and completed by her father, James V.

Apartemen kerajaan dibangun oleh nenek Mary, Margaret Tudor, sekitar tahun 1500 dan diselesaikan oleh ayahnya, James V.

56. To the Palace, inspired by Rome, Mary brings the refinements of French Court life including tapestries made in Belgium, hung to ward off the chilly sea air.

Di Istana yang mengambil inspirasi dari Roma itu, Mary menyertakan kemuliaan kehidupan kerajaan Perancis, termasuk permadani hiasan dinding yang dibuat di Belgia, digantung untuk mencegah udara yang dingin.

57. The timber ceiling in her bed chamber bears the initials of her royal parents, Maria Gegina, Mary de Guise, and Jacobus Rex, James V.

Langit-langit kayu di kamar tidurnya bertuliskan inisial orang tuanya, Maria Regina, Mary de Guise dan Jacobus Rex, James V.

58. At Holyrood, Queen Mary’s favorite room is the great gallery some one hundred forty-five feet long built for grand balls.

Di Holyrood, ruangan kesukaan Ratu Mary adalah sebuah galeri yang panjangnya sekitar 145 kaki yang dibangun untuk pesta dansa yang besar.

59. Amid portraits of Scotland’s royalty, Mary tries to win over her aristocracy while sidestepping unwelcome suitors.

Di antara potret bangsawan Skotlandia, Mary berusaha mendapatkan aristokrasi dengan menyaring pelamar yang tak disukainya.

60. At one ball, she joins a young lord in the galliard, a complicated step she learned in the French Court.
Pada suatu pesta dansa, dia bertemu pangeran muda di Galliard, langkah rumit yang dia pelajari di lingkungan Kerajaan Perancis.

R# Pada suatu pesta dansa, dia berdansa Galliard dengan seorang pangeran muda. Galliard adalah sebuah gaya dansa dengan langkah rumit yang dia pelajari di lingkungan Kerajaan Perancis.

61. Her dance partner will become her second husband.
Teman dansanya itu akan menjadi suami keduanya.

62. For her wedding in 1565, the Queen might have chosen Holyrood Abbey but in her time, the Palace’s oldest structure suffers two attacks both connected to the Queen of Scots.
Untuk pernikahannya di tahun 1565, Sang Ratu mungkin memilih biara Holyrood tetapi saat itu, struktur tertua istana mengalami dua serangan yang keduanya berhubungan dengan Ratu Skotlandia.

63. King Henry VIII burned the abbey off plans to engage the infant Queen to Henry’s son.
Raja Henry VIII membakar biara itu tak lama setelah kelahiran Mary, ketika ibunya menolak rencana pertunangan bayi itu dengan putra Henry.

64. A few years after her second marriage, Mary’s enemies in the Reformed Church will take their revenge on the Queen and demolish the Abbey again.
Beberapa tahun setelah perkawinan keduanya, musuh Mary dari Gereja Reformasi melakukan pembalasan terhadap ratu dan kembali menghancurkan biara itu.

65. The Queen is helpless to prevent its destruction.
Sang ratu tak berdaya mencegah pengrusakan itu.

66. But for marrying the man known as “Mary’s great mistake”, the blame is hers alone.
Tetapi untuk menikahi pria yang dikenal dengan “kesalahan terbesar Mary”, dia sendiri yang melakukan kesalahan tersebut.

R# Tetapi dengan menikahi pria yang dijuluki “ kesalahan terbesar Mary “, itulah kesalahannya.
67. Henry Lord Darnley is considered an unstable arrogant boy but Mary weds for love.

*Henry Lord Darnley dianggap sebagai anak yang sombong tapi Mary menikahinya demi cinta.*

(067/SL.06/TL.05/A.1)

68. Soon after, in a chamber just off her bedroom, her downfall begins.

*Tak lama kemudian, di ruangan dekat kamar tidurnya, mulailah kejatuhanannyaa.*

(068/SL.06/TL.06/A.1)

69. David Riccio, her Italian secretary and companion at cards, becomes the object of Darnley’s jealously.

*David Riccio, sekretarisnya-berbangsa Italia dan teman bermain kartu-, menjadi sasaran kecemburuan Darnley.*

(069/SL.06/TL.06/A.1)

70. By now, Darnley insists on the tittle of King but Parliament denies him the crown.

*Darnley memaksa untuk menerima gelar sebagai raja tapi parlemen menolaknya.*

(070/SL.06/TL.06/B.3)

R# Darnley memaksakan atas gelar sebagai raja, tetapi parlemen menolaknya.

71. In 1566, the man one cardinal dunned “a girlish nincompoop” has seen enough to crave revenge.

*Pada tahun 1566, pria yang diberi julukan oleh kardinal sebagai “orang bodoh yang genit” sudah melihat banyak untuk melakukan pembalasan.*

(071/SL.06/TL.06/A.2)

R# Pada tahun 1566, Danley yang dijuluki “orang bodoh yang genit” oleh kardinal, sudah tahu banyak untuk melakukan pembalasan.

72. At Holyrood, Darnley and his cohorts seize Riccio as he eats supper with the now pregnant Queen.

*Di Holyrood, Darnley dan anak buahnya menangkap Riccio saat sedang santap malam bersama Ratu yang kini sedang hamil itu.*

(072/SL.07/TL.06/A.1)

73. Then, in Mary’s words “they dragged David with great cruelty forth and dealt him fifty-six dagger wounds”.

*Lalu, menurut Mary “mereka menyeret David dengan kekejaman dan menghukumnya dengan 56 kali luka tusukan”.*

(073/SL.07/TL.06/A.2)

R# Lalu, menurut Mary “mereka menyeret David dengan sangat kejam dan menghukumnya dengan 56 luka tusukan”.
74. Fearing for her life, Mary seeks refuge at Edinburgh Castle.
Karena merasa keselamatannya terancam, Mary mengungsi ke kastil Edinburgh.
(074/SL.07/TL.06/B.1)

75. There, she hears the rumor that Riccio’s murder was intended to make her suffer a miscarriage.
Di sana, dia mendengar kabar bahwa pembunuhan Riccio ditujukan agar penderitaannya menyebabkan kegugurannya.
(075/SL.07/TL.06/B.3)
R# Di sana, dia mendengar kabar bahwa pembunuhan Riccio ditujukan agar ia menderita, sehingga akan mengalami keguguran.

76. Instead, this chamber would become famous as the birth room and Scotland would gain an heir to the throne.
Bahkan, ruangan ini akan menjadi terkenal sebagai kamar bersalin dan Skotlandia akan memperoleh pewaris tahta.
(076/SL.07/TL.06/A.1)

77. With the delivery of the child James on June 18, 1566, Mary has no more need of the unreliable Darnley.
Dengan lahirnya James pada 18 Juni 1566, Mary tak lagi membutuhkan Darnley yang memang tak bisa diandalkan.
(077/SL.07/TL.06/A.1)

78. At twenty years age Darnely, briefly King of Scots, comes to rest at Holyrood Abbey.
Pada usia 20 tahun, Darnley, Raja Skotlandia yang singkat, meninggal di biara Holyrood.
(078/SL.07/TL.06/A.1)

79. Buried alongside of five centuries of Scottish royalty.
Dimakamkan dekat dengan bangsawan Skotlandia selama 5 abad.
(079/SL.07/TL.06/A.4)
R# Ia dimakamkan di pemakaman bangsawan Skotlandia yang telah berusia lima abad.

80. At the house near Holyrood, Mary had nursed him as he recuperated from an illness.
Di sebuah rumah dekat Holyrood, Mary merawatnya sampai dia sembuh dari sakit.
(080/SL.07/TL.06/A.2)
R# Di sebuah rumah dekat Holyrood, Mary merawat Danley sampai sembuh dari sakit.
81. One evening, she was called away to attend a wedding ball.
   *Suatu malam, dia diundang untuk menghadiri pesta dansa.*
   (081/SL.07/TL.06/A.3)
   R# Suatu malam, Mary diundang untuk menghadiri sebuah pesta pernikahan.

82. After midnight the house exploded.
   *Selepas tengah malam, rumah itu meledak.*
   (082/SL.07/TL.06/A.1)

83. Townsfolk found Darnley’s corpse nearby remarkable unscathed.
   *Penduduk kota menemukan mayat Darnley disekitar lokasi tanpa cedera.*
   (083/SL.07/TL.07/A.2)
   R# Penduduk kota menemukan mayat Darnley di sekitar lokasi tanpa cedera.

84. He had escaped the blast but then, was strangled to death.
   *Dia berhasil menyelamatan diri dari ledakan itu, tetapi kemudian dicekik sampai tewas.*
   (084/SL.07/TL.07/A.2)
   R# Dia berhasil menyelamatan diri dari ledakan itu, tetapi kemudian seseorang mencekiknya sampai tewas.

85. Darnley was not liked but he was King.
   *Bagaimanapun juga Darnley adalah seorang raja.*
   (085/SL.08/TL.07/B.3)
   R# Danley tidak disukai tetapi dia pernah menjadi raja.

86. The nation is outraged.
   *Negara itu kejam.*
   (086/SL.08/TL.07/A.1)

87. None more than his parents who commission a memorial painting later installed at Holyrood.
   *Hanya orang tuanya saja yang meminta lukisannya untuk kemudian digantung di Holyrood.*
   (087/SL.08/TL.07/B.4)
   R# Hanya orang tuanya saja yang meminta lukisan diri Danley sebagai kenangan dan kemudian mereka memajangnya di Holyrood.

88. Among the mourners, Darnley’s parents, his infant son, his wife is absent.
   *Di antara yang berkabung, orang tua Darnley, anak bayinya, istrinya tidak hadir.*
   (088/SL.08/TL.07/A.3)
   R# Di antara yang berkabung, orang tua Darnley dan anak bayinya, istrinya tidak hadir.
89. Soon, Mary virtually admits her complicity and server the thread of respect still binding her subjects to her.
_Tak lama kemudian, Mary mengakui keterlibatannya dan memutuskan agar dirinya tetap dihormati._
( 089/SL.08/TL.07/B.1 )

90. Within three months of the King’s death, she marries the chief suspect in his murder.
_Dalam waktu tiga bulan setelah kematian raja, dia menikahi pria yang menjadi tersangka pembunuhan itu._
( 090/SL.08/TL.07/A.1 )

91. With her third marriage, Mary’s supporters abandon the frivolous and willful Queen.
_Dengan pernikahannya yang ketiga, pendukung Mary meninggalkan Ratu yang sembrono ini._
( 091/SL.08/TL.07/A.1 )

92. She is just twenty four.
_Saat itu usianya baru 24 tahun._
( 092/SL.08/TL.07/A.1 )

93. In June 1567, Scotland’s nobles rise up and take the Queen prisoner.
_Pada bulan Juni 1567, bangsawan Skotlandia bangkit dan menahan Ratu._
( 093/SL.08/TL.07/B.1 )

94. They name her son James, King.
_Mereka menjadikan putranya, James, sebagai raja._
( 094/SL.08/TL.07/B.1 )

95. An army claiming to act on the infant King’s behalf, sets out to capture mighty Edinburgh Castle.
_Pasukan yang bertindak atas nama raja yang masih bayi itu mengepung kastil Edinburgh yang kokoh._
( 095/SL.08/TL.07/B.1 )

96. Nobles loyal to the Queen hold the fortress against superior forces.
_Bangsawan yang setia pada Ratu mempertahankan benteng dari serangan besar-besaran._
( 096/SL.08/TL.07/A.1 )
97. In 1573, the Castle is attacked again.

*Pada tahun 1573, kastil itu diserang lagi.*

(097/SL.08/TL.07/A.1)

98. This time with help sent by England’s Elizabeth I.

*Kali ini dibantu oleh Elizabeth I dari Inggris.*

(098/SL.08/TL.07/B.2)

R# Kali ini serangan itu dibantu oleh Elizabeth I dari Inggris.

99. The second siege drags on for almost two years.

*Pengepungan kedua berlangsung hampir selama dua tahun.*

(099/SL.09/TL.07/A.2)

R# Pengepungan kedua berlangsung hampir dua tahun lamanya.

100. In a great cannonade, the walls are blasted to pieces.

*Dengan serangan meriam besar-besaran, dinding itu hancur berkeping-keping.*

(100/SL.09/TL.07/A.1)

101. Edinburgh’s great tower crumbles.

*Menara Edinburgh hancur.*

(101/SL.09/TL.07/A.1)

102. At one point, the armies declare a truce so they may retrieve cannonballs from the grounds around the Castle.

*Di sisi lain, tentara menyatakan gencatan senjata sehingga mereka bisa mengumpulkan peluru meriam dari tanah di sekitar kastil.*

(102/SL.09/TL.08/A.1)

103. Mary’s diehards finally surrender but they refuse to give up the Scottish honors, the crown, sword, and scepter used in the coronation of Mary and her son, James.

*Pertahanan Mary yang kokoh akhirnya menyerah, tapi mereka menolak menyerahkan kehormatan Skotlandia, mahkota, pedang dan tongkat lambang kekuasaan yang digunakan untuk menobatkan Mary dan James, anaknya.*

(103/SL.09/TL.08/B.3)

R# Pertahanan Mary yang kokoh akhirnya tumbang, tapi mereka menolak menyerahkan lambang kehormatan Skotlandia yaitu mahkota, pedang dan tongkat lambang kekuasaan yang telah digunakan dalam upacara penobatan Mary dan James, anaknya.

104. In the Castle in 1818, long after the threat has passed, the regalia are placed on permanent display.

*Di kastil pada tahun 1818, setelah ancaman berlalu, tanda-tanda kehormatan ditempatkan di tempat yang permanen.*
Di kastil pada tahun 1818, setelah ancaman berlalu, tanda-tanda kehormatan disimpan di tempat yang permanen.

105. Throughout Edinburgh’s ordeal, deposed Mary remains a prisoner of Elizabeth. 
\textit{Selama jatuhnya Edinburgh, Mary menjadi tahanan ratu Elizabeth.} 
(105/SL.09/TL.08/B.1)

106. Moved from one drafty castle to another for the next eighteen years. 
\textit{Selalu berpindah-pindah dari kastil yang dingin ke kastil lainnya selama 18 tahun.} 
(106/SL.09/TL.08/B.4)

107. Elizabeth ignores her pleas for help. 
\textit{Elizabeth mengabaikan permohonannya.} 
(107/SL.09/TL.08/A.1)

108. She never actually meets her cousin face to face. 
\textit{Dia tak pernah bertemu sepupunya secara langsung.} 
(108/SL.09/TL.08/A.1)

109. Finally, from careless correspondence, Mary is implicated in plots to kill Elizabeth and restore England to Catholicism. 
\textit{Akhirnya, melalui surat menyurat, Mary dituduh terlibat usaha untuk membunuh Elizabeth dan merubah Inggris ke dalam katolisisme.} 
(109/SL.09/TL.08/A.4)

110. During her trial she is allowed no counsel, nor even access to the incriminating letters. 
\textit{Selama diadili dia dilarang didampingi pengacara, bahkan akses terhadap surat itu.} 
(110/SL.09/TL.08/B.2)

111. At Fotheringham Castle near London, she is read her death warrant. 
\textit{Di kastil Fotheringham dekat London, dia membaca surat perintah hukuman matinya.} 
(111/SL.09/TL.08/A.1)
112. She replies “Thank you for such welcome news. You will do me great good in withdrawing me from this world “
   (112/SL.09/TL.08/B.1)

113. “On her last night, denied her chaplain’s comfort, Mary writes to her cousin the King of France.
   Pada malam terakhirnya, dengan menolak untuk didampingi pendeta, Mary menulis pada sepupunya, raja Perancis.
   (113/SL.09/TL.08/A.1)

114. “I scorn death and vow that I meet it innocent of any crime”.
   “Aku tak takut akan kematian dan bersumpah tak bersalah atas kejahatan apa pun”.
   (114/SL.09/TL.08/A.1)

115. On February 8, 1587, she is lead to the block.
   Pada tanggal 8 Februari 1587, dia dituntun ke blok itu.
   (115/SL.09/TL.08/A.1)

116. “You ought to rejoice and not to weep” she tells her steward.
   Dia berkata pada penjaganya, “Seharusnya kau bergembira, bukan bersedih”.
   (116/SL.10/TL.08/A.1)

117. The end of Mary Stuart’s troubles is now done.
   Akhir kesulitan Mary Stuart sudah dilaksanakan.
   (117/SL.10/TL.09/A.1)

118. Upon her death, the poet, Robert Southwell, composes a eulogy.
   Atas kematianannya, penyair Robert Southwell mengarang eulogi.
   (118/SL.10/TL.09/A.1)

119. “Rue not my death.
   “Menyesal bukanlah kematianku.
   (119/SL.10/TL.09/A.1)

120. Rejoice at my repose.
   Kegembiraan saat aku beristirahat.
   (120/SL.10/TL.09/A.1)
121. It was no death to me but my woes.
   *Ibu bukan kematian bagiku, tapi untuk kesengsaraanku.*
   (121/SL.10/TL.09/A.1)

122. The bud was opened to let out the rose.
   *Kuncup sudah terbuka untuk mengeluarkan bunga mawar.*
   (122/SL.10/TL.09/A.3)

123. The chain was loosed to let the captive go.
   *Rantai sudah terbuka untuk melepaskan tahanan.*
   (123/SL.10/TL.09/A.1)

124. James, now King of Scotland, does nothing to stop her execution.
   *James kini raja Skotlandia-, tak bisa berbuat apa-apa untuk mencegah hukuman mati itu.*
   (124/SL.10/TL.09/A.3)

125. Several years after inheriting the English throne, he entombs his mother at Westminster Abbey, near her cousin Elizabeth.
   *Beberapa tahun setelah mewarisi tahta dari Inggris, dia memakamkan ibunya di Westminster Abbey, dekat dengan Elizabeth, sepupunya.*
   (125/SL.10/TL.09/A.1)

126. Edinburgh’s little used palace was remodeled to honor his homecoming in 1615.
   *Edinburgh yang pernah dijadikan istana dibangun kembali untuk menghormati kedatangannya pada tahun 1615.*
   (126/SL.10/TL.09/A.3)

127. After a brief stay he never returned.
   *Setelah kedatangannya yang singkat, dia tak pernah kembali.*
   (127/SL.10/TL.09/A.1)

128. Life under London’s rule would probably have bored the continental Mary who spent her childhood in France and whose story spread far beyond the British Isles from its beginnings at Edinburgh Castle.
Hidup di bawah aturan London mungkin membosankan bagi Mary yang menghabiskan masa kecilnya di Perancis dan yang ceritanya menyebar sampai ke pelosok Inggris sejak permulaannya di kastil Edinburgh.

129. “Remember” the Queen of Scots remarked while on trial for her life “the theater of the world is wider than the realm of England”.

Ratu Skotlandia berkata ketika sedang diadili, “Ingat, teater dunia lebih luas dari kerajaan Inggris”.

(128/SL.10/TL.09/A.1)