A TRANSLATION ANALYSIS OF RHETORICAL QUESTIONS
IN THE NOVEL “SHOPAHOLIC AND SISTER” AND
ITS INDONESIAN VERSION “SI GILA BELANJA PUNYA
KAKAK”

THESIS

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States whole-heartedly that the thesis Entitled “A Translation Analysis of Rhetorical Questions in the Novel Shopaholic And Sister and Its Indonesian Version Si Gila Belanja Punya Kakak” is originally written by the researcher. It is neither a plagiarism nor made by others. The statements that do not belong to the researcher are written in quotation and included within the bibliography.

If in the future it is proved that the researcher cheats, the researcher is ready to accept the academic sanction.

Surakarta,  May 2009
The Researcher

Nina Triwijayanti
... "For us God sufficeth,

And He is the best Disposer of affairs."

(QS. 'Ali Imran (3): 173)
DEDICATION

In the name of Alloh

I dedicate this thesis to:

My beloved family:

Mom and Dad,

Mas Iis, Mbak Neny and Hana,

Hendra
ACKNOWLEDGMENT

Alhamdulillahi robbil’aalamin. Prise is only for Alloh SWT the Most Gracious and Most Merciful. Thanks for His guidance to overcome the difficulties so that I can finish this thesis. In completing this thesis, I also get many support and help from them who have given valuable contributions. Therefore, in this opportunity I want to give my deepest thanks to:

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    Finally, I hope that the result of this research will be beneficial for English Department students especially for those who major in the translation study. However, I realize that this thesis is far from being perfect. Therefore, I look forward for any supporting criticism and suggestions.

    Surakarta, May 2009

    Nina Triwijayanti
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CHAPTER I
INTRODUCTION

A. Research Background

The role of translation to facilitate people in understanding the content of a text written in different language has really begun in the past fifty years since the study of translation was regarded as an academic subject of discipline (Munday, 2000: 5). Translation communicates the natural message of the text by using language which is not similar with the original one. By transferring the message from one language (source language) into another language (target language), translation helps the reader of the receptor language to understand easily what the author wrote in the text. Thus, both the reader of the receptor language and the source one can get the equivalent effect.

As the globalization era and the development of literary work, it is undoubted that there are many English novels spreading widely in this country. The new genre of novel such as chicklit (chick literature), a term used to denote genre fiction written for and marketed to young women, especially single, working women in their twenties and thirties, also appears in number. And the genre continued to sell well in the 2000s. But unfortunately, the knowledge of the Indonesian readers about English is still lack. They often feel difficult to get the message when they read the original one. For this
reason, many of them have been translated into Indonesian to ease the reader in understanding the content.

However, it is not easy to translate those novels into Indonesian. The translator has to apply some appropriate strategies to translate the material in order to result a good translation that does not deviate from the meaning of the source language. Moreover, translation itself involves two languages, which means that it also includes two different cultures. The translator should write within his own idiolect of the source text author’s, and always provides the text appears to be written naturally. And he/she has also to assist her/his reader to make or indicate the sense of passage than to funk the issue by rendering it ‘correctly’ (Newmark, 1981: 128). As a result, it is produced a translation that not only natural in the target language (TL) but also accurate in conveying meaning of the source language (SL).

In addition, the form of source language and target language should be synchronized. The meaning embodied in SL must be transferred completely in TL. It is possible that the form of SL and TL is different. Nevertheless, the translator should maintain the core meaning to be the same so he or she needs to reconstruct in order to result an appropriate translation in the TL reader.

In translating such a novel, the translator often finds many kinds of linguistic phenomena so that a good analysis is always needed. Sometimes there are sentences having overlap between its grammatical form (structure) and illocutionary force (meaning). Rhetorical question, a question that doesn’t need an answer, is one of the examples. In general people use question to get
information. On the contrary, they tend to use such a question with a function rather than to ask for information. When the translator finds rhetorical question terms, he or she has to apply the appropriate strategies to communicate the real meaning of the expression.

Moreover, it is easy enough to find out such questions in *chicklit* novel series. Different from translating real questions, translating rhetorical questions might cause a problem for translator. Some of them cannot be translated straightforward without knowing the context to avoid misunderstanding between its structure and meaning. Besides, in each language, a rhetorical question has its own purpose and style. In this case, Larson (1984:235) suggests that the translator should discover the meaning of the sentence, and then he or she must decide how that same purpose can best be communicated. To make it clear, here are three examples.

1. **SL:** ...“Becky…**what are these giraffes doing here?**” Luke says evenly. 
   “I thought we agreed *not* to buy them.”
   “I know,” I say hurriedly. “I know we did. But we would have regretted it.”

   **TL:** ...“Becky ... **mengapa jerapah-jerapah itu ada disini?**” tanya Luke datar. Kupikir kita sudah sepakat untuk *tidak* membelinya.”

The function of the rhetorical question occurred on the data above is to admonish the hearer. The speaker indeed does not need the answer from the hearer because both of them have decided before not to buy the giraffes. By knowing the context, the translation of ‘**what are the giraffes doing here?**’ into ‘**mengapa jerapah-jerapah itu ada disini?**’ is inaccurate.
The strategy of modulation employed in the data is inappropriate. What the hearer said ‘tapi aku kuatir kita nanti menyesal’, shows the response of why question (reason). Since it is a question which has no purpose for getting information, the translation should be ‘apa yang dilakukan jerapah-jerapah itu disini?’.

2. SL : “… Why don’t you stay on here for a few days?” He smiles. “I know how desperate you were to see Suze.”

And suddenly I feel a swell of emotion. He’s right. I was desperate to see Suze and I’m bloody well going to.

TL : “… Bagaimana kalau kau tinggal saja di sini selama beberapa hari?” ia tersenyum. “Aku tahu kau kangen sekali pada Suze.”


Before translating the rhetorical question in the example above, it is better for the translator to know the function of the question. Here the function is to give suggestion although the form is question. The translation is correct.

The word ‘why’ is not translated into ‘mengapa’ but into ‘bagaimana’ (how) and it is followed by the word ‘kalau’; ‘bagaimana kalau…’ shows an optional; the negative structure is changed into the positive one. It shows that the translator applies the strategy of modulation to translate such a question. This decision is right to express the same effect between the SL and TL that affects the accuracy of the message. In Indonesian culture, ‘bagaimana kalau’ is a polite way used when someone gives suggestion to someone else. The translator can not translate literally into
‘mengapa kau tak …’, as the translation of ‘why don’t you…’, because it indicates a real question which needs the answer of reason.

3. SL: I almost feel like leaving it behind. Which would be just ridiculous. How can I leave behind my most prized possession?

TL: Hampir saja aku meninggalkan tas itu. Tapi itu tak masuk akal. Bagaimana aku bisa meninggalkan harta milikku yang paling berharga?

The rhetorical question on above has purpose to make statement that there is no reason to suppose I can leave my most prized possession. Different from the second example, the question word of this sentence is translated literally, ‘how can I …’ into ‘bagaimana aku bisa…’ which indicates an impossible thing to do. In this case, ‘transposition strategy’ is right to make an accurate translation. From the context of the sentence, the translation is correct since it shares the idea of assertion.

The above phenomena show that translating rhetorical questions in a chicklit novel is something interesting to be analyzed. The translator has to study the functions of rhetorical question terms both the source language and target language so that the equivalence meaning of the question can be analyzed. Then, she/he decides the correct way whether to preserve the natural form of the question or not by using appropriate strategies. Again, the translator should know each context and make right translation in order to maintain the idea of the novel.

The researcher is interested in analyzing of the idea of rhetorical questions found in the novel entitled “Shopaholic & Sister” and its Indonesian
version “Si Gila Belanja Punya Kakak” because it is easy to find rhetorical question terms both in the direct speech and narration. Besides, this novel also includes as a popular chicklit novel series written by well-known chicklit novelist Sophie Kinsella. That is why this research is conducted to have title “A TRANSLATION ANALYSIS OF RHETORICAL QUESTIONS IN THE NOVEL SOPHAILIC AND SISTER AND ITS INDONESIAN VERSION SI GILA BELANJA PUNYA KAKAK”.

The researcher tries to observe the strategies applied by the translator in translating rhetorical question terms from English into Indonesian, and the quality of rhetorical questions translation in Sophie Kinsella’s novel Shopaholic and Sister in terms of accuracy and readability.

B. Problem Statements

Consider to the research background, the researcher analyzes the problems in the novels as follows:

1. What strategies are applied in translating rhetorical questions from English into Indonesian in Shopaholic and Sister novel and its translation Si Gila Belanja Punya Kakak?

2. How is the quality of rhetorical questions translation from English into Indonesian in Sophie Kinsella’s novel Shopaholic and Sister in terms of accuracy and readability?
C. Research Objectives

The objectives of the research are:

1. To analyze the strategies used in translating rhetorical questions of the novel “Shopaholic and Sister” into Indonesian.
2. To describe the quality of rhetorical questions translation in the novel “Si Gila Belanja Punya Kakak” of the original novel “Shopaholic and Sister” in terms of accuracy and readability.

D. Research Limitation

There are various types of linguistic phenomena in the novel "Shopaholic and Sister" written by Sophie Kinsella. However, the researcher limits this research only on the strategies employed by the translator in translating English rhetorical questions into Indonesian of the novel “Shopaholic and Sister” uttered directly by the characters and occurred in the narration, and the quality of the rhetorical questions translation of the novel “Shopaholic and Sister” in terms of accuracy and readability.

E. Research Significances

The researcher hopes this research will be used and be beneficial for:

1. English Department

The results of this research hopefully can be a contribution to the English Department as an additional input for developing the translation studies related to the subject.
2. Students

This research is expected to be useful to give students more knowledge about translating English rhetorical questions into Indonesian.

3. Other researcher

The researcher hopes this research will help and give beneficial in giving information, and will be useful for them who want to conduct a further research on translation which relates to this topic in the future.

F. Research Methodology

Descriptive qualitative method is applied in this research. The researcher collected the data, classified the data, analyzed the data, and then drew conclusion.

G. Thesis Organization

The thesis is designed to be a systematic as follows:


Chapter II : Literature Review covers Definition of Translation, Types of Translation, Equivalence in Translation, Translation Strategies, Translation Quality Assessment (TQA), Sentence Types, Question as Illocutionary Act, Definition of
CHAPTER II
LITERATURE REVIEW

Definition of Translation

Many scholars of translation have been defined the word “translation” into various views. Newmark (1981: 7) states “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”. This definition emphasizes on three aspects; the object of translation is a written text, the activity of translation is ‘to replace’ message of source language, and the
product of translation is communicated through the same message into target language.

In addition, Kridalaksana in Nababan (2003:19) defines that “translation is a transferring message from source language into target language, first in meaning, and second in style”. It is clear that Kridalaksana focuses his definition on the significance of ‘transferring message’ by expressing the meaning and style of source language. In translation study, this perspective is more followed due to three reasons. First, one concept of word or phrase can be pronounced within two different languages, for example ‘car’ and ‘mobil’ refers to one semantic feature but they exist in the different language. Second, every transferred message is always expressed in form of language, whether spoken or written. Third, the style of the translation is prominent. (Nababan, 2003: 20)
Furthermore, Wills (1982:2) concerns his definition on three orientations; translator-based, text-based, and computer-based. In line with text-based, Wills affirms that “translation is a process which aims at the transformation of a written SL text (SLT) into an optimally equivalent TL text (TLT), and which require the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL text”. It can be observed that Wills definition covers the concept of ‘equivalence’ and ‘process of translation’. It is better for the translator to have a good knowledge about linguistics to achieve equivalent level both source language and target language.

By those definitions above, it can be concluded that translation involves two languages, the source language (SL) and the target language (TL), in which equivalence becomes the main point. The message of the source language should be transferred accurately toward the target language without decreasing the naturalness. Thus, the TL reader can catch the meaning easily as well as the SL reader understand the original text.

Types of Translation

Translation is divided into several types that each of them is used because of three reasons: the purpose of the translation, the nature of the readership and the type of text (Newmark, 1988: 45). In translating a text, it is possible to use more than one type of translation. Nababan (2003: 29) draws 4 factors why the text is translated into several types: 1) difference of language
system between the source language and target language. 2) different types of the text (science, literary work, formal text, etc). 3) a concept of translation as a means of communication, and 4) different purpose of the translation.

Newmark (1988: 47) divides eight types of translation that the eight are under two umbrellas as showed by the diagram below:

<table>
<thead>
<tr>
<th>SL Emphasis</th>
<th>TL emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word-for-word translation</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Literal translation</td>
<td>Free translation</td>
</tr>
<tr>
<td>Faithful Translation</td>
<td>Idiomatic translation</td>
</tr>
<tr>
<td>Semantic Translation</td>
<td>Communicative Translation</td>
</tr>
</tbody>
</table>

He states that only semantic and communicative translation fulfilling the two main aims of translation, which are first, accuracy, and second, economy. Communicative translation, being set of the reader's level of language and knowledge, allows the translator no more freedom than semantic translation that is written at the author's linguistic level.

In addition, Larson (1984: 16-17) categories two types of translation; literal translation and idiomatic translation. Literal translation is a *form-based translation*, which means that the translator maintains the SL in terms of structures and words. As the result, grammatically, it is often produced unacceptable translation. Idiomatic translation is a *meaning-based translation*. He/she translates the meaning of the source text then expresses it by using appropriate grammar and diction in the TL text. But in fact, it is possible to only use one of those types. Mostly, they are applied together as a mixture to
make an accurate and acceptable translation. One part is translated literally and other is translated idiomatically.

**Equivalence in Translation**

Equivalence is the final purpose of the translator to establish the balance between SL text and TL text. By using the equivalence concept, he/she can transfer the accurate message of source language in order to evoke the sense of the text. However, it is less possible to make perfect equivalence in translation as quoted by Casangrande (in Wills, 1982: 5):

“Briefly stated, the task of the translator is to decode a message presented in one code, which we may designate code A (or SL), and encode that message in a second code B (or TL), so that the two messages are equivalent, or more accurately, approximate equivalents. Perfect equivalence, in the sense that the messages evoke identical responses in the speakers of the two languages, is probably impossible of attainment except perhaps in brief pragmatic message.”

In addition, Nida (in Munday, 2000: 41) classifies equivalence into two, formal equivalence and dynamic equivalence. Formal equivalence, those keenly toward the ST structure, focuses on the message (form and content), while dynamic equivalence exerts strong influence in determining accuracy and cure. Dynamic equivalence puts the concept on the same effect of the receptor and message, and the original receptor and message. Nevertheless, ‘naturalness’ is still the key of subject matter.

Another translation’s expert, Mona Baker, proposes various kinds of equivalence; in word level, above word, grammar, text and pragmatics but
with the proviso that equivalence is influenced by a variety of linguistic and cultural factors and is therefore always relative. (Baker, 1992: 6).

**Translation Strategies**

Translation strategy is a strategy used by translator to translate words, phrases or sentences. It is applied if the source language sentence cannot be cut into the smaller unit to translate (Suryawinata & Hariyanto, 2003:67). Translation strategies are also called translation procedures (Ibid). According to Webster Dictionary (1981: 1807), a procedure is a series of steps followed in a regular orderly definite way.

There are many kinds of strategies used by the translator in translating sentences from English into Indonesian. Suryawinata & Hariyanto (2003:67) propose two basics strategy: structural strategy and semantic strategy. From those strategies, the strategy that commonly applied is as follows:

1. **Structural strategy**

   Structural strategy is translation strategies applied in the structural level.

   a. **Addition**

   Addition is chosen to translate sentence by adding words in the TL structure. It is obligatory for the translator to produce translation neither acceptable in meaning nor acceptable in structure.

   Example:

   SL : Saya Guru
   TL : I am a teacher
From the example above, the word ‘am’ and ‘a’ should be added in the translation to make acceptable structure in the TL.

b. Subtraction

Subtraction is the opposite of addition. As the principle of addition, the use of this strategy is also obligatory. Subtraction is taken by reducing the structural elements of the SL.

Example:

<table>
<thead>
<tr>
<th>SL</th>
<th>You should go home</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL</td>
<td>Kamu mesti pulang</td>
</tr>
</tbody>
</table>

To make natural translation on the example above, the word ‘go’ should be reduced from the SL.

c. Transposition

Transposition is used to translate clause or sentence by changing the SL grammar. This decision can be obligatory or optional.

- Obligatory, if without applying this strategy, the meaning of the SL cannot be transferred completely toward the TL. It covers the change of: single form into plural form; the position of adjective; and the structure of SL sentence totality because the SL grammar does not exist in the TL grammar (Newmark, 1988: 85).

Example:

<table>
<thead>
<tr>
<th>SL</th>
<th>two basic groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL</td>
<td>dua kelompok dasar</td>
</tr>
</tbody>
</table>
On the translation above, there are two adjustments taken by the translator to result a correct translation. First, the plural form is changed into single form; “groups” is translated into “kelompok” not “kelompok-kelompok”. Second, the position of adjective noun phrase “basic groups” is changed into “kelompok dasar” not “dasar kelompok”. It is caused by the fact that Indonesian grammar employs DM (Diterangkan Menerangkan) concept whereas English follows MD (Menerangkan Diterangkan) concept.

- Optional

Optional, a strategy applied in translating sentence or phrase, is chosen because of stylistic consideration. It means that without using this strategy, the meaning of the SL can be accepted by the TL reader. Making two or more sentences from one SL sentence or simplifying two or more sentences into one is included in it.

Example :

SL : Some species are very large indeed and the blue whale, which can exceed 30 m in length, is the largest animal to have lived on earth.

TL : Beberapa spesies sangatlah besar. Ikan paus biru, yang bisa mencapai panjang lebih dari 30 meter, adalah binatang yang pernah hidup di bumi.

On the example above, the translator changes the structure of the sentence. The SL consists of one sentence, but the TL consists of two sentences. The purpose is to make the TL reader easier in understanding the text.
2. Semantic strategy

Semantic strategy is translation strategies used because of meaning consideration. These strategies are applied in the level of word, phrase, clause or sentence, and they are as follows:

a. Addition

Addition within the semantic and structural strategy is not similar.

Within the semantic strategy, it is purposeful to make the meaning of SL clear. Besides, addition is chosen due to stylistic consideration i.e. to make natural translation so the use of it is not obligatory. Additional information may be added within the text, as notes at bottom of page, as notes at end of chapter or glossary at end of book. (Newmark, 1988: 92).

Example:

\[ \text{SL: } \text{“Tetapi bagaimana si Dora? Dia sudah terima itu cincin?”} \]
\[ \text{TL: } \text{“But what about Dora?” I asked my friend. “Did she get the ring?”} \]

The phrase of “I asked my friend” is added in the target language to make natural translation.

b. Omission

Omission means the translator omits the words in some part of SL. It is because the meaning of them is redundant. And usually they are difficult to translate so that to avoid inaccurate meaning, the translator decides not to translate it.

Example:

\[ \text{SL: } \text{“Sama dengan raden ayu ibunya,” katanya lirih.} \]
\[ \text{TL: } \text{“Just like her mother,” she whispered.} \]

Here the translator omits the phrase “raden ayu” to make the TL reader easier in understanding the message. In English “raden ayu” is quite foreign, and it has no direct equivalent meaning. If such a phrase is
translated, it is possible that the reader will be difficult to get the message and it may make unnatural translation.

c. Modulation

The principle of modulation comes from Newmark (1988). Modulation is to define a variation through a change of viewpoint, of perspective and very often of category of thought. It is used to translate phrase, clause or sentence.

Ex:  *lesser* and *lessee* (English)

Usually, *lessee* is translated into “penyewa”, but in Indonesian *lessor* has no equivalent meaning. Thus, *lessor* can be translated by changing the perspectives or determining the opposite of *lessor* that is ‘orang/pihak yang menyewakan atau pemberi sewa’.

Translation Quality Assessment (TQA)

In process of translation, Translation Quality Assessment (TQA) has important part relates to the function of translation as a means of communication between the author of origin language and the receptor reader. TQA measures the competence level of translator. A translation product can be said as a good or not is closely affected by its quality, whether it covers all messages of the source text or not.

Simatupang (2000: 131) affirms that in order to assess the quality of translation, there are two points that should be considered. The first is meaning, how accurate the translator transfers the message of source text, is
there any omitted message or perhaps additional message occurred in the translation or not. And the second is the level of acceptability of the translation. Meanwhile, Nababan (1999: 86) defines three aspects of TQA: 1) accuracy in replacing message of the original text, 2) readability reflects how easy the target reader understand the translation, and 3) naturalness, or usually called acceptability, describes the acceptability of the translation in connection with language system and culture toward the target language.

Assessing the quality of translation means criticizing translation product. Only a qualified person who has a good ability can evaluate translation product. Schuttle in Nababan (ibid) limits the requirements of the person on three: 1) he/she must master source language and receptor language, 2) he/ she has good knowledge background about linguistics of source language and target language, 3) he/ she is familiar and understand with the aesthetic culture of SL and TL.

In his research entitled “Translation Processes, Practices, and Products of Professional Indonesian Translators”, Nababan (2003) introduces two instruments in assessing translation quality. The first is called accuracy-rating instrument adapted from Nagao, Tsuji and Nakamura (1988). This instrument is described on the scale 1 up to 4 as shown in the following:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content of the source sentence is accurately conveyed into the target sentence. The translated sentence is clear to the evaluator and no rewriting is needed</td>
</tr>
<tr>
<td>2</td>
<td>The content of the source sentences accurately conveyed to the source sentence. The translated sentence can be clearly understood by the</td>
</tr>
</tbody>
</table>
The second is *Readability-rating instrument* (Nababan, 2003: 61), which refers to how easy the target reader understands the translation. The higher score of readability describes the easier of the readers to understand the translation. However, it is better to include open question on these instruments to give explanation why the reader feels difficult to understand the translation, if any, and why the evaluator chooses that scale.

**Sentence Types**

Lyon (1981: 104) defines sentence from a theoretically more general that sentence as classes of strings of word-forms, each member of the class having the same syntactic structure. According to Quirk et al (1985: 803), simple sentence, a sentence consisting of a single independent clause, may be divided into four major syntactic types differentiated by their form namely:

1) *Declaratives* are sentences in which the subject is present and generally precedes the verb.

   Example: Pauline gave Tom a digital watch for his birthday.

2) *Interrogatives* are sentences which are formally marked in one of two ways:

   a. *yes-no* interrogatives: the operator is placed in front of the subject.
example: Did Pauline give Tom a digital watch for his birthday?

b. *wh*-interrogatives: the interrogative *wh*-element is positioned initially

Example: What did Pauline give Tom for his birthday?

3) **Imperatives** are sentences that normally have no overt grammatical subject, and whose verb has the base form.

Example: Give me a digital watch for my birthday.

4) **Exclamatives** are sentences which have an initial phrase introduced by *what* or *how*, usually with subject-verb order.

Example: What a fine watch he received for his birthday!

Associated with these four sentence types are four classes of discourse functions:

(a) **Statements** are primarily used to convey information

(b) **Questions** are primarily used to seek information on a specific point

(c) **Directives** are primarily used to instruct somebody to do something

(d) **Exclamations** are primarily used for expressing the extent to which the speaker is impressed by something

**Question as Illocutionary Act**

Quirk et al (1985: 806) also divide questions into three major classes according to the type of reply they expect:

1) Those that expect affirmation or negation, as in *Have you finished the book?*, are yes-no questions.
2) Those that typically expect a reply from an open range of replies, as in *What is your name?*, are *wh*-questions.

3) Those that expect as the reply one of two or more options presented in the question, as in *Would you like to go for a walk or stay at home?*, are *alternatives* questions.

Besides, they also divided the minor types of questions into two:

1) Exclamatory questions

2) Rhetorical questions

Lyon in Tsui (1994: 77) characterizes a question as an utterance with a particular illocutionary force. He states that the difference between a question and statement is that the former contains a feature of doubt, and that one of its felicity conditions is the speaker should not know the answer to his question. Lyon also adds that although questions are normally associated with the expectation of answer from the hearer, this association is conventional and is independent of the illocutionary force of the question. Illocutionary act refers to a speech act identified with reference to the communication intention of the hearer, while the intended effect of an illocutionary act is its illocutionary force. Illocutionary force is a term in speech act theory, which refers to the interpretation of the function of an utterance in a given context of situation. The illocutionary force of a question is dependent on the context. Thus *Why don’t you take an aspirin?* is indeterminate, in the same context, between advice and recommendation, and *Would you like to come outside and*
“sit in the sun?” is poised between invitation and suggestion. (Quirk et al, 1985: 805)

**Definition of Rhetorical Question**

Rhetorical question is used to express interrogative grammatical forms with a non-question meaning. It is a question that does not need the answer (Kridalaksana, 2008: 1991). In line with Kridalaksana, Quirk et al (1985: 825) states that rhetorical question is interrogative in structure, but has the force of a strong assertion and it doesn’t expect the answer from the hearer. Complete definition about rhetorical question is mentioned in *Routledge Dictionary of Language and Linguistics* (Busmann, 1996: 408) as follows:

1. In the broad sense, rhetorical questions are all uses of *interrogative* sentences to which the speaker does not expect an answer from the addressee. Some merely serve to raise an issue for discussion, others have the effect of declaring the speaker’s preference for one view or expectation over other possible ones.
2. Rhetorical questions in the narrow sense are those questions that lead the addressee to understand the opposite, in a sense, of its propositional content.
3. A figure of speech in the form of an apparent question that is used to intensify a corresponding comment (e.g *Are you blind?*) or request (*Would you like to keep quiet?*). The rhetorical question can be analyzed pragmatically as an indirect speech act.

From those definitions, it is clear that rhetorical question has interrogative grammatical structure but does not use to elicit information from the hearer. In the specific
meaning, rhetorical question is used in indirect speech act such as to make command, request, and suggestion. It is one of the skewing in using language in which differs between its structure and its meaning.

Furthermore, there are two types of rhetorical question (Quirk et all, 1985: 826; Busmann, 1996: 408)

Rhetorical yes-no questions

A positive rhetorical question is like a strong negative assertion, while a negative question is like a strong positive one.

Positive:

*Is that a reason for despair?* (‘Surely that is not a reason …’)  

Negative:

*Isn’t the answer obvious?* (‘Surely the answer is obvious’)

Rhetorical wh-questions

*Wh*-questions generally have a rise-fall tone, less commonly simple falling tone. The positive question is equivalent to a statement in which the *wh*-element is replaced by a negative element:

Ex.: *How can I help it?* (‘There is no reason to suppose I can help it’)
The less common negative question is equivalent to a statement in which the *wh*-element is replaced by a positive element:

Ex. : *Who doesn’t know?* (‘Everybody knows’)

Rhetorical question has many functions in each language. According to Larson (1984:236) some functions in English are: to emphasize a known fact in order to communicate a suggestion or command, to indicate doubt or uncertainty, to introduce a new topic or a new aspect of a topic, to show surprise, to admonish or exhort, and most common of all, to express the speakers evaluation.

**Indonesian Rhetorical Question**

As many languages in the world, Indonesian has also the concept of rhetorical question. According to *Kamus Besar Bahasa Indonesia* (1996: 1009) rhetorical question is a question that doesn’t need an answer. It is questions used in a speech or written text intended to evoke the audience’s impact by using general emphasis, and this question doesn’t elicit the answer (Keraf, 2002: 134).

Rhetorical question is also called *erotesis* (Ibid). Erotesis is one of the rhetorical styles. Rhetorical style is the art of using words impressively in speech and writing (*Oxford Learner’s Pocket Dictionary*, 1995: 355). It is an effective way for the orator to use such questions in his/her speech. In rhetorical question, there is an assumption that only one answer is possible. It can be seen clearly by the examples below:
Terlalu banyak komisi dan perantara yang masing-masing menghendaki pula imbalan jasa. Herankan Saudara kalau harga-harga itu terlalu tinggi?
- Apakah saya menjadi wali kakak saya?
- Rakyatkah yang harus menangung akibat semua korupsi dan manipulasi di negara ini?

(Kerf, 2002: 135)

In addition, in Bahasa Indonesia SMK/MAK Setara Tingkat Madya Kelas XI

(http://118.98.171.140/DIS PENDIK MALANGKAB/view.php?file =BUKU+SEKOLAH+ELEKTRONIK+(BSE)/SMA-MA/47.+Bahasa+Indonesia+2+Semua+Program+XI+SMK+MOC+IRMAN/06+Bab+5.pdf), rhetorical question is used to express a statement that the function is to get attention, to give spirit, to give inspiration and to criticize. It is usually spoken in a speech and
oration to get the audience’s enthusiasm, to criticize, to give inspiration, and to motivate the addressee. The characteristics are: 1) the form is question and affirmation, 2) it doesn’t always use question marks, 3) the question doesn’t need an answer, and 4) both the speaker and the hearer definitely knows the answer.

The examples are as follows:

1) Apakah kita harus kembali dijajah?
2) Mana mungkin kita mampu membalas jasa kedua orang tua kita.
3) Bagaimana bisa tugas selesai, kerjaanmu hanya bermulas-malasan.
4) Saya tidak habis pikir mengapa dia menolak penugasan itu.

### J. Principle of Translating Rhetorical Question

Unlike translating real question, translating rhetorical question may cause a problem for translator. The skewing
between its grammar and meaning may make the translator confused.
Besides, the various functions of rhetorical question in each language urge the translator to be more critical when translating the terms. It is showed clearly by this example below:

SL: ...He’s staring in disbelief at a man carrying a huge paper-wrapped package out of the lorry. A wooden giraffe’s leg is poking out of it. Shit. And now here comes another man in overalls with the matching one. “Becky ... what are there giraffes doing here?” Luke says evenly. “I thought we agreed not to buy them.” “I know,” I say hurriedly. “I know we did. But we would have regretted it.” (Shopaholic and Sister, 2004: 100)

Based on the context, it can be concluded that the function of rhetorical question above is to admonish the hearer. The translation of the question ‘what are the giraffes doing here?’ into ‘mengapa jerapah-jerapah itu ada disini?’ is inaccurate. Since it is a question which has no purpose for getting information, the correct translation is ‘apa yang dilakukan jerapah-jerapah itu disini?’.

In addition, Larson (ibid: 235) suggests that first the translator should analyze the source question, whether it is a question that expect the answer or rhetorical question. If it is rhetorical, he/she has to discover the illocutionary force of the question. Even an adjustment will need to be made in the translation so as to communicate both meaning and expression of the speaker.

Studying the functions of rhetorical question both in the SL and TL may be very helpful for the translator. He/she also needs to consider the form of the question because different forms may have different secondary functions which means that is the use of question form in target language is suitable to the context or not, and whether the correct meaning will be conveyed or not (ibid: 236). However, form and meaning are not in one-to-one correspondence. It is possible that meaning can be realized in different forms within one language. (Machali, 1998: 2)

One principle of translating rhetorical question terms is
it is not always translating them straightforward into the TL. The translator must understand something about the natural use of it in the TL being sensitive and testing to make it understand appropriately, making adjustment where necessary (Samuel & Frank, 2000: 18) so that the reader can understand easily the basic message of the question. Due to the different functions in each language, which some of them used as indirect speech act, the standard forms from one language to the next will not always maintain their indirect speech act potential when translated from one
language to another (Searle in Fawcett, 1997: 129).
CHAPTER III
RESEARCH METHODOLOGY

A. Research Type and Design

Descriptive-qualitative research is applied in this research. Merriam (in Creswell, 1994: 145) assumes qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or pictures. Furthermore, Creswell (1994: 15) defines qualitative research as follows:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting.

In line with Creswell, Bogdan and Taylor (in Moleong, 2000: 3) states that qualitative research is a research procedure resulting descriptive data in form of written word or verbal through the observed object (human and behavior). The study includes detailed methods, a rigorous approach to data collection, data analysis and report writing (Creswell, 1994: 21).

This research is designed as single-embedded case study. It is single case study if the research is emphasized on one characteristic, it can be one location or one subject (Sutopo, 2002: 112). It selects one analytical aspect of the case for presentation (Yin, in Creswell, 1994: 250). Yin (in Creswell, 1994: 187) also adds that a single case is best when a need exists to study a critical case, an extreme or unique case, or a revelatory case. In addition, the
embedded design starts with an examination of subunits, and allows for the detailed perspective should be the questions begins to shift and change during fieldwork.

By the statements above, the researcher focused the research on rhetorical question terms found in “Shopaholic and Sister” novel and its Indonesian translation “Si Gila Belanja Punya Kakak”. To conduct the research, the researcher collected the data, analyzed it and drew conclusions.

B. Data and Source of Data

To a researcher, having good understanding about the source of data is important to conduct a good research because appropriate in choosing the source of data will determine in getting appropriate data (Sutopo, 2002: 49). Creswell (1994: 120) states that there are four basic types of information to collect namely observations (ranging from non participants to participant), interviews (ranging form semi structured to open-ended), documents (ranging from private to public) and audio-visual materials (photographs, compact disks and video-tapes).

In this research, the researcher uses two types of data, they are:
1. Documents in form of novels entitled “Shopaholic and Sister” and its translation entitled “Si Gila Belanja Punya Kakak”. Both the novels are the data sources from which the rhetorical questions analyzed. “Shopaholic and Sister” was issued by Bantam Dell, New York and published in 2004 with 385 pages, while “Si Gila Belanja Punya Kakak” is its Indonesian version published by PT. Gramedia Pustaka Utama, Jakarta, printed in 2005 with 504 pages and translated by Ade Dina Sigarlaki. The researcher chose “Shopaholic and Sister” novel and its translation “Si Gila Belanja Punya Kakak” because it is easy to find out rhetorical question terms both in the direct speech and narration in the novel. Besides, this novel also includes as a popular chicklit novel series written by well-known chicklit novelist Sophie Kinsella.

2. Informants

In conducting the qualitative research, the role of informants is important. They have the same position with the researcher (Sutopo, 2002: 50). Here the researcher employed six informants to gain information relates to the accuracy and readability of the rhetorical questions translation by giving them open-ended questionnaires. Three raters evaluated the accuracy of the rhetorical questions translation and three raters evaluated the readability. However, there are some criteria that the raters of accuracy should have:
1) He or she masters English and Indonesian well, fluent in writing and speaking

2) He or she has a good competence in translation theory

3) He or she must have translation experiences about translating activity

The raters of readability of the translation should fulfill the condition: female in age between 19-33 years old and able to speak and read Indonesian.

This research uses two data; primary data and secondary data. Rhetorical questions occurred in the novel “Shopaholic and Sister” and its translation is the primary data. In this case, the whole number of rhetorical questions found on this novel is 62 data. The results of the questionnaire given to six raters evaluating the accuracy and readability of the rhetorical questions translation are the secondary data.

C. Sampling Technique

Sampling technique is a specific form or process in research designing focused on the selection (Sutopo, 2002: 55). Bogdan and Biklen (in Sutopo, 2002: 55) propose that sampling in qualitative research is also called ‘internal sampling’ which is taken to represent the information not the population, and it is taken selectively.

Purposive sampling is often called ‘criterion-based selection’ (Goetz and Le Compte in Sutopo, 2002: 56). ‘Criterion’ sampling works well when all individuals studied represent people who have experienced the phenomenon
and they meet this criterion (Creswell, 1994: 118). The type of sampling of this research is purposive sampling technique. The data, which fulfill the objective of the research, were taken selectively by using some criteria set by the researcher.

D. Method of Data Collection

Goetz and Le Compte (in Sutopo, 2002: 58) categorize two methods of data collection in qualitative research; interactive and non-interactive. But here the researcher focuses on non-interactive technique which employs two types:

1. Content analysis (Yin, in Sutopo, 2002: 69)

   To identify the 65 rhetorical questions occurred in the English novel and its translation, the researcher employed content analysis in collecting the data. The researcher didn’t only note the content of the document but also knowing well the meaning of the content.

2. Questionnaire

   Questionnaire is the list of questions collecting in research (Sutopo, 2002: 70). The results of questionnaire are expected to be valuable information for the data. The researcher has two kinds of questionnaires, questionnaire on accuracy and questionnaire on readability. Each kind of them was distributed to three raters to evaluate and to give score for each datum dealing with accuracy and readability. The accuracy of the rhetorical questions translation is measured by the score given by the raters based on the scale as follows:
1. The content of the source rhetorical question is accurately conveyed into the target sentence. The translated rhetorical question is clear to the evaluator and no rewriting is needed.

2. The content of the source rhetorical question accurately conveyed to the target sentence. The translated rhetorical question can be clearly understood by the evaluator, but some rewriting and some change in word order are needed.

3. The content of the source rhetorical question is not accurately conveyed to the target sentence. There are some problems with the choice of lexical items and with the relationships between phrase, clause and sentence elements.

4. The source rhetorical question is not translated at all into the target sentence, i.e. it is omitted or deleted.

whereas readability of the rhetorical questions translation is based on the scale below:

1. **High readable**
   If the rhetorical question translation is communicative, very easy to understand. It expresses all aspects of the meaning.

2. **Readable**
   If the rhetorical question translation is communicative, easy to understand. Although there are little mistakes in the diction, but it gives no significant effect to the whole meaning.

3. **Less readable**
   If the rhetorical question translation isn’t communicative, it has lots mistakes of diction so that it’s not easy to understand.
4. **Unreadable**

If the rhetorical question translation isn’t communicative at all, the translation is hard to understand. The meaning is distorted, wrong diction or even deleted.

The questionnaire is formulated as close and open-ended ones. The raters could choose the alternative answer provided in it. Moreover, they also could write comments to explain the reason for giving a certain scale to each datum in a space.

**E. Research Procedure**

In conducting the research, the researcher arranged some steps order as the procedures that should be taken as follows:

1) Determining the object of the research.
2) Reading both the novels
3) Collecting all of the data.
4) Coding the collected data, which refers to the number of data, the book and page from which the data was taken.

Example:

42. I’ve come to a standstill. My hands feel sweaty round the suitcase handles. This has all felt like a kind of game until now. But it’s not a game. It’s a real and I can’t quite believe I’m really going to through with it.

*Am I really going to travel hundreds of miles to a strange place—to see a sister who hates me?* (SAS 267)

Apakah aku bermaksud pergi ratusan mil jauhnya ke tempat asing –untuk menemui seorang kakak yang membenciku? (SGBPK 346)

From the example above, it can be explained that the datum has serial number: 42. The first part is the original sentences taken from the novel Shopaholic and Sister (SAS) on page 267. The second one is its translation taken from the novel Si Gila Belanja Punya Kakak (SGBPK) on page 346, while the bold sentence is the source rhetorical question and its translation that becomes the object of this research. The other sentences are the supporting sentences in which the context of the rhetorical question is uttered.

5) Distributing the questionnaire on accuracy and readability to the raters. Each kind of questionnaire was given to three raters.

6) Taking back the questionnaire from the raters.

7) Analyzing the data for the strategies used and the quality in terms of accuracy and readability.

The researcher classified the data interrelated with the strategies applied by the translator. Afterward, the researcher classified the accuracy and readability of the rhetorical questions translation based on the scale explained above.

8) Drawing conclusions

The conclusions were made based on the result of data analysis.

F. Technique of Data Analysis
The technique of data analysis is taken are:

1) Comparing the source rhetorical questions of the original novel with its translation.

2) Analyzing the strategies of the rhetorical questions translation

   After comparing the rhetorical question sentences both the novels, the researcher analyzed the strategies applied by the translator, then categorized them into such classification strategies used.

3) Analyzing the accuracy and readability

   To analyze the accuracy and readability of the rhetorical questions translation, the researcher wrote the score given by the raters to each datum. The score of each rater in each datum was calculated to determine the mean score of them. The formula is below:

   $$\text{The mean score} = \frac{R_1 + R_2 + R_3}{3}$$

   \[ R_1 = \text{the score given by rater 1} \]
   \[ R_2 = \text{the score given by rater 2} \]
   \[ R_3 = \text{the score given by rater 3} \]
   \[ 3 = \text{the number of raters} \]

   After calculating the mean score of each datum, the researcher categorized them into classifications.

   The mean score of accuracy was set as the following:

   $$\text{The mean score} = \frac{\text{total score}}{\text{number of data}} : \text{number of raters}$$

   while the way to calculate the mean score of readability is similar.

4) Counting the percentage of each classification.
The percentage is determined from the number of data in each classification. The formula used to count the percentage is as follows:

\[
\frac{\text{Scale}}{N} \times 100\%
\]

scale = total number of each scale level chosen by the rater

N = total number of all data

All the percentage of each scale then will be totaled until it comes to number of 100%. To make clear, the table is made for every level in data analysis.

5) Drawing conclusions.
CHAPTER IV
DATA ANALYSIS

A. Introduction

This chapter consists of three parts. The first is introduction providing foreshadows of what will be analyzed that is rhetorical questions in “Shopaholic and Sister”, a novel written by Sophie Kinsella and its Indonesian version “Si Gila Belanja Punya Kakak”. The second part is data description arranged by the analyzing data taken from the original novel and its translation. And the third part is discussion.

This chapter discusses and analyzes the problem statements mentioned in the first chapter, namely:

1. What strategies are applied in translating rhetorical questions from English into Indonesian in Shopaholic and Sister novel and its translation Si Gila Belanja Punya Kakak?

2. How is the quality of rhetorical questions translation from English into Indonesian in Sophie Kinsella’s novel Shopaholic and Sister in terms of accuracy and readability?

To answer the first question, the researcher will classify each datum into the kinds of strategies. Counting and making statistical calculation of the scores given by the raters will answer the second problem. Complete explanation of the score will also be given.
B. Data Analysis

1. Translation Strategies

To translate rhetorical question from the source language to the target language, the translator applies certain strategies to produce accurate and natural translation. It has purpose to give equivalence sense toward the target reader as the reader of the source text. After analyzing the data, the strategies used by the translator can be described in the following part:

1.1 Structural Strategies

1.1.a Subtraction

Example : 05  “Luke,” I say kindly, “I’m a professional personal shopper. Do you really think I’m going to get excited by a few designer shops?”
I feel a slight swell of indignation. Didn’t we make vows to each other? (SAS 29)

Aku sangat kesal. Bukankah kita sudah saling mengucapkan sumpah? (SGBPK 44)

The example above is a rhetorical question occurred in narration, uttered by Becky to the reader as her expression of a slight of indignation to Luke because Luke, her husband, didn’t believe her. He thought that Becky have planned to visit designer shops in Milan at that day. They were in Milan was to attend Luke’s retail conference of his company. What’s Luke supposed to Becky, actually, had a strong argument because she is a shopaholic.
By understanding the context, it can be seen that the meaning of the rhetorical question above is: There is no reason for Luke not to believe Becky because they had make vows to each other. The form is interrogative but the meaning is statement. In English, this style has a goal to emphasize a known fact whereas in Indonesian, making statement in such interrogative form is commonly used. In this case, the translator does not need to alter the form in the target language, she can translate it as a way she translates a real negative yes-no question. By preserving the interrogative form of this expression, the message can be transferred completely toward the TL.

The use of subtraction strategy in translating this question is correct. ‘Did’ is an auxiliary verb. According to Oxford Learner’s Pocket Dictionary (1991: 24), auxiliary verb is a verb used with main verbs to show tense, mood, etc and to form questions. In this question, ‘did’ has two functions: 1) to form a question; and 2) to show that the vows were promised in the past. In Indonesian the word ‘did’ has several meaning based on the use in the sentence such as mengerjakan (in intransitive verb), jadi/ boleh (in transitive verb), and apa/ apakah (in question form). In this sentence, the word ‘did’ shows a question form and the translator doesn’t translate it into apa/ apakah because it is in form of negative question. There is a subtraction in the SL structural element of the word ‘did’. Moreover, she translates the word ‘not’ into ‘bukankah’ in the negative rhetorical question above to produce a correct translation. There are five data that belongs to this strategy: 06, 27, 47, 50 and 51.

1.1.b Subtraction plus Addition

Example : 29 “How about not running up huge credit card bills which you keep secret from your husband?” says Luke. “Is that a good idea in principle?” (SAS 37)

The rhetorical question above is uttered by Luke to Becky. Luke was surprised to Becky’s suggestion to Jess that she advised Jess to save half her salary. On the contrary, Becky had a not running up huge credit card bills that she kept secret from Luke only for shopping.

By comprehending the context, it is clear that the function of the rhetorical question above is to state a fact that: Surely keeping secret about credit card bills from Luke is not a good idea in principle. The hearer did not want to answer that question because both the speaker and hearer had known the answer. To communicate the same purpose toward the TL, the interrogative form is correct. The translator needs to make adjustment by using two strategies together, subtraction and addition. Subtraction; the translator doesn’t translate the auxiliary verb ‘is’ in the rhetorical positive question above. Addition; she adds the word ‘apakah’ as a question word to indicate that the speaker asked the hearer to consider that the opposite assertion of the question is really right. If the word ‘apakah’ is not added, the translation will be: Itu ide bagus, pada prinsipnya? which shows a declarative question. Although it also indicates a question, but such form is inappropriate and sounds less natural. The translator should add the word question word ‘apakah’ to produce an appropriate translation in the target language. There are seven data belonging to this strategy: 17, 34, 35, 42, 44, 52 and 57.

1.1.c Transposition

1.1.c.1 Obligatory

Example: 02 I wait for reaction reaction—but Luke looks blank. I feel a tiny flicker of frustration. How can he look blank? I read him out
that whole piece about Angel bags last month, and showed him the pictures and everything. (SAS 13)

The rhetorical question occurred in datum above is uttered by Becky to the reader not because she expected the answer but as the expression of her surprise to Luke because he did not react anything when Becky showed him an Angel bag picture on the front cover of her special subscriber edition.

The meaning of the rhetorical question above is to give statement that there is no reason for Luke to look blank about what Becky said. In Indonesian, the use of interrogative form to make a statement is appropriate. Here the translator uses the strategy of obligatory transposition to translate that question. ‘How can he …’ is translated into ‘bagaimana dia bisa …’ not ‘bagaimana bisa dia …’. There is a change in the word order, she shifts the position of the modal verb ‘can’ which is translated into ‘bisa’ and put it after the subject ‘he’ referring to Luke, which is translated into ‘dia’. If it is translated literally into ‘bagaimana bisa dia …’, the message will not be fully conveyed because the function of the question will alter into the expression that shows uncertainty. There are thirteen data that belongs to this strategy: 09, 11, 15, 20, 21, 36, 37, 38, 41, 49, 54, 55 and 61.

1.1.c.2 Optional

“Eh…”
I watch nervously as Luke shifts two packages from Guatemala aside and sinks down on the sofa. (SAS 105)

“Eh…”
Dengan gugup aku melihat Luke menyingkirkan dua paket dari Guatemala ke pinggir dan mengenyahkan tubuhnya ke sofa. (SGBPK 139)

The context of situation above is Luke was disappointed after knowing the fact that Becky had bought so many useless things that she bought when they have a honeymoon to abroad. Before that, Becky had promised to Luke not to do such a mad hobby again. Those things also made his room were full.

Actually the use of rhetorical question above is to admonish the hearer. In this case, Luke would like to say explicitly that he was angry with Becky. It is smart strategy to apply the strategy of optional transposition to convey the SL message. The SL is positive yes-no question, but the TL is declarative question: *Kau mau tahu bagaimana tepatnya mood-ku saat ini?*, which shows a declarative question. Declarative question is a type of question that is identical in form to a declarative (Quirk et all, 1985: 814). Positive question have positive orientation and can therefore accept only assertive forms. Different with obligatory transposition, optional transposition is not applied obligatory, which means that without using this strategy the message of SL can be transferred well. The goal is more stylistic consideration to make the positive orientation. There are four data which belongs to this strategy: 25, 31, 43 and 59.

1.1.d Addition

Example: 48 “…But listen, if you ever come to London, give me a call. OK?”
“OK.” Kelly brightens. “Can we go to Topshop?”
“Of course!”
“Should I start saving now?” Jim says ruefully, and we both start giggling. (SAS 316)

“… Tapi dengarlah, kalau kau ke London, telepon aku. Oke?”
“Tentu saja!”
“Apakah sebaiknya aku mulai menabung dari sekarang?”
kata Jim kecut, dan kami berdua terkikik. (SGBP 408)

The example above is a rhetorical question uttered by Jim to Kelly and Becky. They were talking about Topshop, a well-known shop in London. Becky suggested Kelly if she went to London, she should call Becky first for shopping together. Jim is Kelly’s father. He uttered such question because, of course, it would need much money for Kelly to go to Topshop. Actually, the question is not a real question expected to elicit agreement of the hearer, but to express the speaker evaluation.

The question above has the meaning to express Jim’s evaluation about Kelly’s desire to go shopping to Topshop, which made him should start saving now. To communicate the same meaning of the SL, the translator can translate it as she translates the positive yes-no question. She makes adjustment in the TL structure by adding the question word ‘apakah’. This strategy is obligatory to make an appropriate translation, which conveys the complete message of SL.

1.2 Semantic Strategies

1.2.1 Addition

Example : 23 Jess shrugs. I knew it. She just hates my taste. All that pretending she doesn’t need any clothes was just to be polite. I mean, **who doesn’t need a T-shirt?** (SAS 152)

Jess mengangkat bahu, tapi tak berkata apapun, dan aku merasa putus asa. Dia benci seleraku. Dia terus berpura-pura ‘tidak butuh pakaian’ karena mau bersikap sopan.

Maksudku, **siapa yang tak butuh T-shirt? Tak ada.**

The function of the rhetorical question above is to assert a known fact that **there is no one who doesn’t need a T-shirt.** The question is asked by Becky to the reader
to express her disappointment because Jess did not respect her well when she offered Jess to buy clothes.

The translator is very sharp in observing the context. She applies the strategy of addition by giving additional message in the translation. In this case, she adds the word ‘tak ada’ as the answer of the question. The use of this strategy is to emphasize that what Becky stated in form of such question is correct. It is clever strategy, however, this addition does not change the meaning of the SL because in general everyone needs a T-shirt, and everybody agrees this answer. There are five data that belongs to this classification: 08, 12, 32, 39 and 40.

1.2.2 Omission

Example : 07 “Seven hundred and forty-five euros?” I stare at her in joy and amazement. I had no idea I was carrying around that kind of money! God, it just shows! All those people who say, “Look after the pennies and the pounds will look after themselves”… they’re right. **Who would have thought it?** (SAS 32)

“Tujuh ratus empat puluh euro?” Aku terpaku gembira menatapnya. Aku tak mengira telah membawa-bawa uang sebanyak itu! Astaga, betul sekali! Orang-orang sering bilang, “Jagalah uang kecilmu maka uang besar akan datang sendiri”… ternyata betul! **Siapa sangka?** (SGBPK 49)

The translator uses the strategy of omission in translating the rhetorical question above. She omits the words ‘would have’ and ‘it’ in the translation. ‘It’ refers to advice of “Look after the pennies and the pounds will look after themselves”, and ‘would have’ is used for describing an action or event that would have happened if something else had happened first *(Oxford Dictionary*, 1991:1380). The meaning of the question above is Becky was surprise because she never realized before that pennies and the pounds would look after themselves. And now she proved that advice by herself.
Explicitly, the meaning of ‘siapa sangka?’ covers the complete meaning of ‘who would have thought it?’. Although ‘it’ is omitted in the translation, it doesn’t give significant effect to the original meaning of the question. This strategy is effective to make natural translation toward the target reader. But the main point is the reader can easily catch the message of the SL by reading the sentences written before the question. There are two data which belongs to this strategy: 24 and 30.

1.2.3 Modulation

Example 1: 26  “I’ll just check my-emails,” I say causally. “Why don’t you make us some nice coffee?”
I wait until Luke’s safely in the kitchen, then hurry to my computer and type in www.eBay.co.uk. (SAS 167)

“Bagus!” kataku dengan wajah berseri. “Aku mau mengecek e-mail dan … bagaimana kalau kau membuat kopi?”
Aku menunggu sampai Luke aman di dapur, lalu bergegas menghampiri komputer dan mengetik www.eBay.co.uk. (SGBPK 218)

In English, this question will be used in its primary function as a way of asking information (reason) if the hearer answers it by using the word ‘because…’. But sometimes, it is also often used as a way of making a friendly suggestion. In this context, the function of this question is to give a suggestion that Becky suggested Luke to make them some nice coffee, and Luke agreed.

The interesting point is the translator did not translate the question word ‘why’ literally into ‘mengapa’. She is very sharp in observing the context. She applies the strategy of modulation to translate the question by changing the writer’s perspective. It is seen clearly when the translator translates ‘why don’t you …’ into ‘bagaimana kalau kau …’ not ‘mengapa kau tidak …’. In Indonesian, it is a polite way to suggest someone by using the words ‘bagaimana kalau kau …’ than ‘mengapa kau tidak …’ because the
second one indirectly indicates a question that expects the answer of reason not a suggestion just as Honig and Kussmaul said “However it is translated, the illocutionary force (meaning) of the sentence would not change (Fawcett, 1997: 129). The translator do not neglect the context of the situation so that she can communicate the same effect toward the TL.

Example 2 : 45 I quickly take out a cleansing wipe and get rid of the whole lot until my face is bare and pink, staring sadly at me from the mirror. Half of m feels like leaving it at that. Why should I put on any make up ? (SAS 276)

Cepat-cepat aku mengambil tisu pembersih dan membersihkan wajahku sampai telanjang dan merona merah, menatap sedih dari cermin. Sepertinya aku ingin membiarkannya seperti itu saja. Buat apa aku memakai make up lagi ? (SGBPK 358)

The context of the rhetorical question above is Becky thought that her marriage was over because Luke left her when they quarreled. Becky uttered the question in the narration to the reader as an expression of uncertainty about her marriage life. It is clear that the illocutionary force of Becky’s question above is : Becky was concerned about her marriage life with Luke so that there is no reason for her to put any make up. To transfer the complete message toward the TL, the interrogative form is correct. The translator translated ‘why should I …’ into ‘buat apa aku …’ not ‘mengapa aku harus …’. She viewed the problem on the different perspective; the SL emphasized on the question that elicits reason, whereas the TL emphasized on the question that elicit purpose. There are seventeen data that used strategy of modulation: 01, 03, 04, 10, 13, 14, 16, 18, 22, 28, 33, 46, 53, 56, 58, 60, and 62.

Below is the table of translation strategies of translating rhetorical questions found in Shopaholic and Sister novel:
### Table 1. Translation Strategies

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Strategy</th>
<th>Number of Data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Structural Strategies</td>
<td>Subtraction</td>
<td>6</td>
<td>9.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Addition</td>
<td>1</td>
<td>1.61%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtraction + Addition</td>
<td>8</td>
<td>12.90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obligatory</td>
<td>14</td>
<td>22.58%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional</td>
<td>5</td>
<td>8.06%</td>
</tr>
<tr>
<td>2.</td>
<td>Semantic Strategies</td>
<td>Addition</td>
<td>6</td>
<td>9.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omission</td>
<td>3</td>
<td>4.84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modulation</td>
<td>19</td>
<td>30.65%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>62</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 2. Accuracy

The accuracy assessment of this research is analyzed by making the statistical calculation from the scores given by three raters who are expert in translation study. Each of them was asked to complete an open-ended questionnaire, and some comments may be given if it is needed.

As has been mentioned in Chapter III, this research uses the accuracy-rating instrument adapted from Nagao, Tsujii in Nababan (2004: 90-91). It is based on the scale 1 to 4 as shown below:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content of the rhetorical question of the source language is accurately conveyed into the target language. The translated sentence is clear to the evaluator and no rewriting is needed.</td>
</tr>
<tr>
<td>2</td>
<td>The content of the rhetorical question of the source language is accurately conveyed to the source language. The translated sentence can be clearly understood by the evaluator, but some rewriting and some change in word order are needed.</td>
</tr>
<tr>
<td>3</td>
<td>The content of the rhetorical question of the source language is not accurately conveyed to the target sentence. There are some problems with the choice of lexical items and with the relationships between phrase, clause and sentence elements.</td>
</tr>
</tbody>
</table>
The rhetorical question of the source language is not translated at all into the target sentence, i.e it is omitted or deleted.

Below is the formula of assessment:

<table>
<thead>
<tr>
<th>Data number</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Total</td>
<td>Total scores Total raters</td>
</tr>
</tbody>
</table>

After making statistical calculation of the data, the researcher classified them into four categories as follows:

Classification A: the rhetorical question of the source language is accurately translated into the target language covering the data with the score mean 1.0 – 1.5

Classification B: the rhetorical question of the source language is not so accurately translated into the target language covering the data with the score mean 1.6 – 2.5

Classification C: the rhetorical question of the source language is inaccurate covering the data with the score mean 2.6 – 3.9

Classification D: the rhetorical question of the source language is not translated at all into the target language, i.e it is omitted or deleted, covering the data with the score mean four.

Below is the table of the accuracy of the rhetorical questions translation

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Data Numbers</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>01, 04, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 25,</td>
<td>48</td>
<td>77.42%</td>
</tr>
</tbody>
</table>
As shown in table 4 of 62 data, 48 data (77.42%) are accurately translated, 14 data (22.58%) are not so accurately translated. There are no data that are classified into C or D. The mean score for accuracy is 1.23. Based on the assessment scale of accuracy, it can be concluded that the translation of the rhetorical question in the novel *Shopaholic and Sister* is almost accurate (near to scale 1). It means that the messages of the source language are transferred completely into the target language.

### 2.1 Classification A

Data classified in this part are the accurate data. It means that the message of the rhetorical question of the source language is conveyed well into the target language. It doesn’t need any restructuring. Data that belongs to his classification is the data with the mean score in the range 1 to 1.5. In this research most of the data are in this classification, here the examples:

**Example 1:**

09. Two thousand euros. For a bag.  
   But if I had an Angel bag I wouldn’t need to buy any new clothes. Ever. **Who needs a new skirt when you have the hippest bag in town?**  
   (SAS 41)

Dua ribu euro. Untuk sebuah tas.  
Tetapi kalau aku punya tas Angel, aku tak perlu membeli baju baru sama sekali. Tak akan pernah. **Siapa butuh rok baru kalau kau punya tas paling trendi?**  
   (SGBPK 60)
In the example, all of the raters agree to give score one, the highest score of this translation. The content of the source question is accurately conveyed into the target question. The illocutionary force of the rhetorical question above is to emphasize statement that there is no one in the world who need a new skirt if you have the hippest bag in town. The context is the bag was too expensive, about two thousand euros. Besides having a good quality, it is also very difficult to get the bag because the product is not available. The meaning of the question is well transferred into the target language although the translator maintains the form in a question. Thus, the reader of the TL can easily get the same effect as the reader of the SL.

Example 2:

44. “Is it the end of the world?” he says in abrupt. “You’ve old people trying to take naps around here.” He gestures at the cottages around the green. “You’re making so much noise, you’re scaring the sheep.” (SAS 274)


The mean score for datum number 44 is 1. It means that the translation is accurate and it does not need any rewriting. The strategy taken by the translator in translating the rhetorical question above is similar with the strategy used when she translates real question, but structural adjustment is needed so that naturalness can be achieved in the translation. The question above is not a question for asking information (yes-no answer), but it is an expression to show the surprise of the speaker because he felt uncomfortable hearing Becky crying loudly in the wooden bench put in the middle of a kind of village green near him. He makes an exaggerated expression as though the day was end at that time. This style is commonly used in Indonesian with the same function.
Example 3:

08. **How can so much genuine money be worth only seven euros?** It makes no sense.
As I explained to the woman, you could buy absolutely loads in India for those rupees. (SAS 33)

**Hanya tujuh euro? Selagi keluar dari hotel aku masih kesal.**
**Bagaimana uang asli sebanyak itu hanya bernilai tujuh euro?** Sama sekali tak masuk akal. Seperti tadi kujelaskan pada wanita itu, kau bisa membeli berbagai macam barang di India dengan uang *rupee* itu. (SGBPK 50)

In translating this datum, the translator decides to translate it by applying the semantic strategy in kind of addition. However, the translation gets the mean score 1 from the raters. It means that the message is accurately translated although two sentences are added: *Hanya tujuh euro?* and *Selagi keluar dari hotel aku masih kesal.*

The purpose of this strategy is to help the reader in understanding the context of the rhetorical question that Becky, the speaker, was uncertain about the amount money she got by changing it into euro. This strategy is effective to produce a translation that the meaning does not deviate from the SL.

Example 4:

22. “*I’ll go,*” I chime in, leaping up from the sofa. “**And Luke, why don’t you come and … er … help me?** In case I … can’t find it.”

As soon as we’re in the kitchen I shut the door and look at him eagerly. “**So? What do you think of my sister?**” (SAS 139)

“**Biar kuambilkan.**” Aku melompat. “**Luke maukah kau ikut dan … membantuku?** Kalau-kalau aku tidak bisa menemukannya.”

...Begitu kami berada di dapur, aku menutup pintu dan menatap Luke dengan tak sabar. “**Jadi? Apa pendapatmu tentang kakakku?**” (SGBPK 182)

The raters agree to give score 1 for datum number 22. The translator doesn’t translate it directly, but she uses the strategy of modulation to emphasize the function of the question. By looking the context, it is clear that the question above is to indicate indirect command that Becky asked Luke to accompany her to go to the kitchen and to help her to make coffee for them and her family. Indeed the translation is efficient to
transfer the message completely since it gives the equivalent effect toward the target reader.

Example 5:

37. I’m swallowing hard. How can I have sold Luke’s corporate gift? How can I have been so stupid? I mean, I thought I didn’t remember buying them on honeymoon. (SAS 226)


   For datum number 37, two raters give score 1, and one rater gives score 2. The mean score is 1.3. Although score 1.3 represents that the translation is accurate, one rater giving score 2 suggested to rewrite the form of the sentence; the question was changed into the statement: bagaimana aku bisa setolol itu? was changed into betapa bodohnya aku. He insisted it to make translation, which represents clearest the idea of the question. The emotive meaning of the question would be more conveyed in the form of statement. Therefore, the reader can easily understand the meaning of the question.

Example 6:

15. “... Why don’t you stay on here for a few days?” He smiles. “I know how desperate you were to see Suze.” And suddenly I feel a swell of emotion. He’s right. I was desperate to see Suze and I’m bloody well going to. Who cares about stupid Lulu? I’m going to have a proper chat with my best friend, right now. (SAS 91)

   “... Kau tinggal saja disini selama beberapa hari?” ia tersenyum. “Aku tahu kau kangen sekali pada Suze.”


   Datum number 15 gets mean score 1.3 for accuracy. Two raters give score 1, and one rater gives score two. One rater said the meaning of the rhetorical question would be clearer if the phrase pada Lulu yang tolol rewritten into si tolol Lulu. Because
si tolol Lulu sounds familiar in Indonesian reader, the word ‘si’ (usually called kata sandang) gave more the strong effect to the adjective followed the subject.

2.2 Classification B

This category covers the data that are not so accurately translated into the target language. Some change in word order, or even restructuring is needed. The mean score of the data that includes in this classification is in the range of 1.6 -2.5. Below is the example:

Example 1.

02. “Vogue!” I exclaim as I get to my special subscriber edition in its shiny plastic cover. “Ooh, look! They’ve got an Angel bag on the front cover!”

I wait for reaction-but Luke looks blank. I feel a tiny flicker of frustration. How can he look blank? I read him out that whole piece about Angel bags last month, and showed him the pictures and everything. (SAS 13)

“How can he look blank?” I read him out that whole piece about Angel bags last month, and showed him the pictures and everything. (SAS 13)

“A Vogue!” seruku ketika mendapati edisi langganan khusus di dalam sampul plastik mengilap. “Ooh, lihat! Ada tas Angel di sampul depan!”


Two raters give score 1, and one rater gives 3 for datum number 02. The reason why he gives score 3 because the word blank, based on the context, didn’t have the same meaning with tak peduli (don’t care), but it’s more accurate if it was translated into bengong (give no respond). Completely, the question would be like this : “Koq, dia malah kelihatan bengong?”

Example 2.

03. “… we need a good table! “Every marriage needs a good table.” I spread my arms widely. “After all, what is marriage about if not sitting down at the table at the end of the day and sharing all our problems?” (SAS 5)

“… kita butuh mejabagus! “Semua perkawinan membutuhkan mejabagus.” Aku merentangkan lenganku lebar-lebar. “Apakah makna perkawinan kalau
bukan duduk-duduk di meja pada malam hari dan saling berbagi masalah?
(SGBPK 31)

Datum number 03 above is categorized into this classification since the mean of the datum is 1.6. Two raters give score 1, and one rater gives 3. It means that the translation is not so accurate according to one rater. In order to convey the message of the source question, one rater advised not to delete the word after all, and avoid translating literally the phrase “not sitting down at the table” because preposition at followed noun means that the doer sat in the chair put in the back of the table. The message of the translation would be transferred completely if the question was written into: “Jadi, apakah makna perkawinan kalau bukan sambil makan malam di ruang makan, membahas masalah yang sedang kita hadapi?”

Example 3.

20. Or … yes! I could start up some company offering a unique service that no one has ever provided, and make millions! Everyone would say, “Becky’s a genius! Why didn’t we think of that?” (SAS 109)

Atau … ya! Aku bisa mendirikan perusahaan-perusahaan yang menawarkan layanan yang begitu unik dan belum pernah ada, dan menghasilkan berjuta-juta pound! Semua orang akan bilang, “Becky jenius sekali! Mengapa kita tak pernah berpikir ke sana?” (SGBPK 144)

The mean score of datum 20 above is 2. Each rater gives different score: 1, 2, and 3. Although the meaning of the translation is accurately conveyed to the target language, it needs some rewriting to make the translation clear. Two raters who give score 2 and 3 emphasize the problem on the word that. Here that doesn’t refer to the one place but it refers to the Becky’s idea. To produce appropriate translation, they suggested to reconstruct the translation into mengapa kita tak pernah memikirkannya? or mengapa kita tak berpikir begitu?
3. Readability

Readability-rating instrument is the second instrument to measure the quality of the translation. The procedure is same with the procedure in assessing the accuracy that also done by three raters. The scale of readability of the rhetorical question translation in the novel *Si Gila Belanja Punya Kakak* is based on four classification as shown below:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>High readable</em></td>
<td>If the rhetorical question translation is communicative, very easy to understand. It expresses all aspects of the meaning.</td>
</tr>
<tr>
<td>2. <em>Readable</em></td>
<td>If the rhetorical question translation is communicative, easy to understand. Although there are little mistakes in the diction, but it gives no significant effect to the whole meaning.</td>
</tr>
<tr>
<td>3. <em>Less readable</em></td>
<td>If the rhetorical question translation isn’t communicative, it has lots mistakes of diction so that it’s not easy to understand.</td>
</tr>
<tr>
<td>4. <em>Unreadable</em></td>
<td>If the rhetorical question isn’t communicative at all, the translation is hard to understand. The meaning is distorted, wrong diction or even deleted.</td>
</tr>
</tbody>
</table>

After making statistical calculation of the data, the researcher classified into four categories, as follows:

Classification A : the translation of rhetorical question is high readable. It is very easy to understand, covers the data with the score mean: 1.0-1.5

Classification B : the translation of rhetorical question is readable, easy to understand. Although there are little mistakes in the diction, but it gives no
significant effect to the whole meaning. It covers the data with the score mean 1.6-1.9

Classification C : the translation of rhetorical question is less readable. The reader is not easy to understand the translation, covers the data with the score mean 2.0-3.0

Classification D : the translation of rhetorical question is unreadable. It is hard to understand, covers the data with the score mean 3.1-4.0

Below is the table of readability of the translation

Table 3. Readability of the Translation

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Number of Data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>50</td>
<td>80.64 %</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5</td>
<td>8.06 %</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>7</td>
<td>11.03 %</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As shown in table 4, of 62 data, 50 data (80.64 %) are high readable, 5 data (8.06 %) are readable, 7 data (11.03 %) is less readable, and there is no data classified into unreadable data.

The mean score for readability of the rhetorical question translation is 1.25. It means that the rhetorical question translated into Indonesian are quite high readable for the reader. Therefore, the rhetorical question translations in the novel Shopaholic and Sister are very easy to understand by the reader.

3.1 Classification A

In this classification, the mean score of readability of the data are 1.0-1.5.

Example 1:
30. …“Tapi nanti kau bosan. Jangan merasa kau harus ikut.”
   “Aku ingin.” ia menatapku. “Kalau kau tak keberatan.”
   “Keberatan?” ulangku sambil tersenyum. “Mengapa keberatan? Aku bersiap-
   siap dulu.” (SGBPK 277)

   For datum 16, all raters give score 1 for readability. All of them have the same
   opinion that this rhetorical question was easy to understand. The translation is
   communicative. It is not foreign for Indonesian reader and sounds natural. What the
   speaker hope, to make the conversation more life, is fully represented within the
   translation.

Example 2 :

12. ”Suka memerintah?” Suze menengadah kaget. “Bex, bagaimana kau bisa bilang
   begitu? Dia juru selamatku disini ! Dia sudah banyak membantuku !”
   “Oh, begitu.” Aku cepat-cepat mundur (SGBPK 110)

   Three raters agree to give score 1 for this datum. Although the rhetorical
   question is translated directly into the target language, the reader can understand the
   meaning of the question easily. Based on the context, the function of the question is not
   really to ask for information about in what way Becky can say like that, but it is to show
   surprise of the speaker to Becky. In Indonesian, this expression is commonly used with
   the same function.

Example 2 :

56   “Bagaimana kalau aku merapikan kukumu?” usulku. “Alat-alatku ada di sini.”
   …
   “Ayolah! Kalau tidak kita mau apa?” Aku diam sebentar dengan tampang
   polos. ‘Maksudku, bukankan kita tidak punya hal menyenangkan yang bisa
   dikerjakan, seperti pembukuan kita …”
   Jess mendelik padaku.
   “Oke,” katanya. (SGBPK 439)

   The mean score of this datum is 1.3. The rater who gives score 2 said that the
   translation of the question is easy to understand but there is diction which is less
suitable with the context. Perhaps, the rhetorical question translation is not clear. The translator does not mention what activity they would do specifically, and it makes the reader confused.

### 3.2 Classification B

The data included to this classification are the data that are easy to understand for Indonesian reader although there is mistake in the diction or structure but it does not affect significantly to the whole meaning of the question. It covers data with the sore mean 1.6-1.9.

**Example 1:**


   **Apakah aku bermaksud pergi ratusan mil jauhnya ke tempat asing –untuk menemui seorang kakak yang membenciku?** (SGBPK 346)

   Two raters give score 1, and one rater gives score 2 for datum number 42. The mean score is 1.6. The structure of the question looks unnatural. The translation is not easy to understand. It preserves English style. Perhaps, the mark (−) makes the sentence looks unnatural. It will be better for the translator to reconstruct the form of the translation i.e by deleting the mark (−). Besides, the used of this question is not common in Indonesian.

   **Example 2:**


   **“Cagoule ?”** Aku mencibir. **“Apa aku kelihatan seperti orang yang punya cagoule ?”**

   “Bagaimana dengan tongkat ?” (SGBPK 419)

   The mean score of readability for datum number 53 is 1.6. Each rater gives score 1, 1 and 3. The rater giving the score 3 was difficult to understand the translation.
She could easily know that the question is rhetoric, but she was hard to understand the meaning of the question. The word ‘cagoule’ is foreign for Indonesian reader. One of the rater for accuracy suggested that the meaning of the translation would convey well if the translator explains ‘cagoule’, or she can add some information to explain it by adding footnote. Thus, the complete meaning of the translation can easily understand by the target reader.

3.3 Classification C

This classification consists of the data that are less readable. The reader is not easy to understand the content of the translation. Data belong to this classification is in the range of 2.0-3.0.

Example 1 :

08. Hanya tujuh euro? Selagi keluar dari hotel aku masih kesal Bagaimana uang asli sebanyak itu hanya bernalai tujuh euro? Sama sekali tak masuk akal. (SGBPK 50)

The mean score of readability of datum 08 is 2. It means that the message of the rhetorical question translation is not easy to understand. The emotion effect of the source question cannot be achieved toward the target question. Based on the context, the purpose of the question is to indicate uncertainty. Perhaps, it will be easier if the word showing uncertainty is mentioned, such as bagaimana bisa uang asli … or bagaimana mungkin uang asli …

Example 2 :


For this datum, two raters give score 2, and one rater gives score 3. The mean score is 2.3. The reader is not easy to understand the meaning of the question. Actually the translation can’t communicate the idea well because of the diction. Here the phrase ‘naik kuda’ isn’t suitable with the context. It will be better if the translator using the word ‘berkuda’. In this context, ‘berkuda’ more represent the idea of riding the horse than ‘naik kuda’.

Example 4:

   “Cagoule ?” Aku mencibir. “Apa aku kelihatan seperti orang yang punya cagoule ?”
   “Bagaimana dengan tongkat ?”
   Yang benar saja. Ini kan berjalan mendaki gunung. Mengapa ribut amat ?
(SGBPK 419)

The example above is categorized into this classification since the mean of the datum is 2.3. The raters representing Indonesian readers conclude that the rhetorical question translation is not clear enough. “Mengapa ribut amat ?” doesn’t refer specifically what the problem is so that it makes the reader confuses. One of the rater of accuracy suggested to reconstruct the question into “mengapa masalah tongkat dan sepatu saja diributkan sich ?” in order to make the translation clear.

C. Discussion
In this part, the researcher will answer the problem statements which have been mentioned in the first chapter, namely:

1. **The strategies applied by the translator in translating rhetorical questions from English into Indonesian in *Shopaholic and Sister* novel and its translation *Si Gila Belanja Punya Kakak***

   From the research, the researcher found two levels of strategy applied by the translator in translating rhetorical questions from English into Indonesian: structural strategies and semantic strategies. From 62 data, 34 data belongs to structural strategy and 28 data belongs to semantic strategy. The kinds of structural strategy are: addition, subtraction, subtraction plus addition, obligatory transposition and optional transposition. The kinds of semantic strategy are: addition, omission and modulation.

   For the strategy of translating rhetorical questions by structural strategy, there are 6 data (9.67%) that belongs to subtraction, 1 data (1.61%) belonging to addition, 8 data (12.90%) that belongs to subtraction plus addition, and 19 data belonging to transposition (14 data or 22.58% of obligatory transposition and 5 data or 8.06% of optional transposition). In level of the semantic strategy, the translator applies the strategy of addition for 6 data (9.68%), omission for 3 data (4.84%) and modulation for 19 data (30.65%).

   In level of the structural strategy, four strategies: subtraction, addition, subtraction plus addition, and obligatory transposition are obligatory strategy for the translator when she translates rhetorical question terms. Suryawinata and Haryanto (2000: 67) state that those strategies are obligatory, if not, structurally, it will produce unnatural translation in the target language. Subtraction is applied to translate English sentence by deleting some structural elements of the source language. Addition is used
by giving additional message toward the TL sentence structure. Standardized transposition is applied by shifting the source language grammatical structure if it does not exist in the target language (Newmark, 1988: 85). Different with the four strategies above, optional transposition is not taken obligatory. This strategy is employed because of stylistic consideration, which means that without applying this strategy, the meaning of the source language can convey well.

In translating the English rhetorical question of *Shopaholic and Sister* novel, structural strategies are quite important. Because in general, the definition of rhetorical questions both the English and Indonesian is not quite different. It is just the structure of English and Indonesian question differs. English question always uses modal or auxiliary verb in making question, but in Indonesian modal and auxiliary verb does not exist. Because of this structural reason, the translator should make some adjustment so that he or she can produce rhetorical questions translation, which shares the equivalent meaning with the source rhetorical questions completely. However, in some case, there is a significant difference both the function of English rhetorical question and Indonesian rhetorical function. To solve this problem, some adjustment is needed to achieve the equivalent meaning both the SL and TL, just as Honig and Kussmaul said, “However it is translated, the illocutionary force (meaning) of the sentence would not change (Fawcett, 1997: 129).

Translating rhetorical questions by using structural strategies means that the translator only focuses on the structure of the question while the message of the question is translated directly. It seems that although the translator only applied some adjustments in the structural level, the meaning of the source rhetorical questions can convey well into the target language. The target reader can easily understand that they
are rhetoric. As Larson (1984: 236) stated, in translating rhetorical questions, after the translator has determined the meaning of the question form (interrogative) in the source language, he must also consider whether or not the receptor language will use a question form in the context, and if a question is used, whether or not the correct meaning will be conveyed. By this, it can be said that structural strategies are suggested if applying this strategy, the meaning of the rhetorical questions translation do not change, the purpose of the source rhetorical questions are similar with the purpose of the target language.

The second strategy used by the translator in translating English rhetorical questions into Indonesian is the semantic strategy, namely addition, omission and modulation. Addition is chose by adding some information in the translation. It has a goal to make the context of rhetorical questions understood correctly by the readers. Omission is applied to translate rhetorical questions by deleting some information of the source text. This strategy is taken because without translating some part of the source question, the rhetorical question translation is inappropriate. Modulation is employed by a way; the translator changes the source question’s problem. It has goal to produce equivalent effect both the structure and meaning of the source rhetorical question. This strategy is applied in most of the data.

However, there is no specific strategy to translate English rhetorical questions into Indonesian. Only by understanding the function of rhetorical questions in the source language and in the receptor language can translators be free from introducing wrong meaning through literal translations of the questions (Larson, 1984: 238).

In addition, Larson (1984: 237) suggested that sometimes a rhetorical question will also be appropriate, but the form of the question will need to be quite different from the source language form. The translator will use the natural form of the receptor
language. Sometimes an interrogative sentence will be translated by a declarative sentence or an imperative sentence. For example a *why* question in English may have quite a different from in Gahuku (Papua New Guinea) even when a question is used.

*Why are you putting your muddy hands on my car?* Would be translated *This being your car, are you putting your muddy hands on it?* But, in this research, the researcher didn’t found this adjustment. All of the data are translated straightforward. The translator preserves the form of the source question. The interesting point is there is one rater for accuracy revising one datum by translating it into declarative form. This correction is in accordance with Larson opinion.

From the description above, it can be seen that the English rhetorical questions are mostly translated by using strategies that are commonly applied when the translator translates real questions. In other words, the source language rhetorical question is translated directly into the target language. Nevertheless, it doesn’t create significant problem for the target readers since the function of rhetorical questions between English and Indonesian not less different.

2. **The quality of rhetorical questions translation from English into Indonesian in Sophie Kinsella’s novel *Shopaholic and Sister* in terms of accuracy and readability?**

From the statistical calculation of the scores given by the raters to each datum, the researcher finds that the mean of accuracy is 1.23 which is near to the score 1. It means that the rhetorical questions of the target language are accurate enough into the target language. Most of the messages of the source language context are well transferred into the target language. In other words, the strategy that is applied by the
translator in translating rhetorical question in the novel *Shopaholic and Sister* succeed in conveying the message. Most of the data get score 1, and no datum gets score 4, which means that there is no rhetorical question not translated at all into the target language, i.e. it is omitted or deleted.

Meanwhile the mean score of readability of the translation is 1.25 which near to the score 1. The reader is quite easy to understand the rhetorical question translation of the novel. The excessive 0.02 point is probably caused by the rhetorical question translation was translated directly into the target language. Moreover, the translator preserves the form of the source rhetorical question so that the structure and the diction sometimes look less natural. Nevertheless, the reader still understands the meaning of the rhetorical question translation.

In compliance with the reader, the researcher views that the translation of rhetorical questions in the novel *Si Gila Punya Kakak* are quite easy to understand. The message of the rhetorical questions translation is conveyed completely. The problem is mostly found in the structure and the diction but the impact is not too significant to the meaning.

From the result of the data analysis, it can be concluded that the quality of the rhetorical questions translation are relative good. However, the perfect score of accuracy and readability, 1, haven’t been achieved yet. The translator tries to maintain the balance between the aspect of accuracy and readability. It can be seen through the mean score of accuracy and readability of the translation. Although the score of readability of the rhetorical questions translation is higher than the accuracy, it only has difference of 0.02 score between them.
CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The result of the analysis shows that there are eight strategies used by the translator in translating rhetorical questions from English into Indonesian, they are: structural strategies (addition, subtraction, subtraction plus addition, obligatory transposition and optional transposition) and semantic strategies (addition, omission and modulation).

For the strategy of translating rhetorical questions by structural strategy, there are 6 data (9.68%) that belongs to subtraction, 1 datum (1.61%) belonging to addition, 8 data (12.90%) that belongs to subtraction plus addition, and 19 data belonging to transposition (14 data or 22.58% of obligatory transposition and 5 data or 8.06% of optional transposition). In level of the semantic strategy, the translator applies the strategy of addition for 6 data (9.68%), omission for 3 data (4.84%) and modulation for 19 data (30.65%). It can be concluded that in translating rhetorical questions in the
target language, the translator maintains the form of the questions. Most of the rhetorical questions are translated by using modulation.

Dealing with the accuracy of the translation, the result is as follows:

Classification A: translation that is accurate covers 48 data (77.42%)
Classification B: translation that is not so accurate covers 14 data (22.58%)
Classification C: translation that is inaccurate is not found
Classification D: translation that is not translated at all is not found

The mean of all scores given by the raters for the accuracy of the rhetorical question is 1.23. It means that the rhetorical question translations is accurate according to the raters as it close to the score one, the highest score for rating the accuracy.

Meanwhile, concerning readability of the translation, the result can be seen below:

Classification A: translation that is easy to understand covers 50 data or 80.64%
Classification B: translation that is not so easy to understand covers 5 data or 8.06%
Classification C: translation that is hard to understand covers 7 data or 11.3%
Classification D: translation that is very hard to understand are none.

The mean of all scores given by the raters for the readability is 1.25. It is very near to 1, the perfect score in rating the readability. The readability of a translation is different for each rater as it is influenced by their ability in understanding certain expression.

In addition, the research shows that the translator maintains the balance of the aspect of accuracy and readability as the similar score both.

B. Recommendation
After drawing conclusion for the research, the researcher will give some recommendations to the translator in line with the object of this research.

The decision of the translator in choosing the strategy to translate rhetorical question terms found in the novel very affects the quality of the translations. However, 1.23 for accuracy and 1.25 for readability is not the perfect score. The excessive score 0.23 for accuracy means that there is data belonging to less accurate and the excessive score 0.25 for readability describes that some data can’t be understood clearly by the readers. Therefore, the translator is expected to improve her competence in translating rhetorical question terms so that the highest score that is 1 can be achieved. It is very wise to understand the functions of rhetorical question both the source language and target language. By this, she can choose the right strategy to communicate the terms well into the target language. Besides, the translator can also make natural rhetorical question translations accurately. It has purpose to produce quality translation that is accurate and easy to understand by the target readers. Therefore, the reader can get the same emotive effect as the readers of the source text.
BIBLIOGRAPHY


APPENDIX
4. “It will be the same with many others in the world. They will not understand that meditation is food for your soul. You have no need for … sapphire bracelet!”
   A few people nod in appreciation.
   “Aquamarine pendant with platinum chain,” Chandra continues dismissively.
   “How does this compare to the radiance of inner enlightenment?” (SAS 9)
   “Itu jugalah yang terjadi pada banyak orang lain di dunia. Mereka tak bisa mengerti bahwa meditasi adalah makanan bagi jiwa. Kalian tak membutuhkan … gelang safir!”

Appendix 1
DATA
Beberapa orang mengangguk setuju.
“Bandul aquamarine dengan kalung rantai platina,” sambung Chandra tak peduli. “Bagaimana benda itu bisa dibandingkan dengan binar pencerahan jiwa?” (SGBPK 18)

5. “Vogue!” I exlaim as I get to my special subscriber edition in its shiny plastic cover. “Ooh, look! They’ve got an Angel bag on the front cover!”

I wait for reaction–but Luke looks blank. I feel a tiny flicker of frustration. How can he look blank? I read him out that whole piece about Angel bags last month, and showed him the pictures and everything. (SAS 13)

“Vogue!” seruku ketika mendapati edisi langganan khusus di dalam sampul plastik mengilap. “Ooh, lihat! Ada tas Angel di sampul depan!”


6. “… we need a good table! Every marriage needs a good table.” I spread my arms widely. “After all, what is marriage about if not sitting down at the table at the end of the day and sharing all our problems?” (SAS 19)

“… kita butuh mejah bagus! Semua perkawinan membutuhkan mejah bagus.” Aku merentangkan lenganku lebar-lebar. “Apakah makna perkawinan kalau bukan duduk-duduk di meja pada malam hari dan saling berbagi masalah?” (SGBPK 31)

7. So I snuck back to the shop and bought them any-way, and had them shipped home.

… And, I mean, we want a few souvenirs, don’t we? What’s the point of going round the world and coming back empty-handed? Exactly. (SAS 21)

Jadi aku menyelinap kembali ke toko itu dan membelinya, lalu menyuruh mereka mengirimkannya ke rumah.

… Dan maksudku, kami perlu sedikit souvenir, bukan? Apa gunanya pergi keliling dunia dan pulang tanpa membawa apa-apa? Betul sekali. (SGBPK 34)

8.& 6. I feel a slight swell of indignation. Didn’t we make vows to each other? Didn’t he promise to respect me and not ever doubt my word? (SAS 29)

Aku merasa kesal. Bukankah kami sudah saling mengucapkan sumpah? Bukankah dia telah berjanji tak akan meragukan janjiku? (SGBPK 44)

7. I had no idea I was carrying around that kind of money! God, it just shows! All those people who say, “Look after the pennies and the pounds will look after themselves”…they’re right! Who would have thought it? (SAS 33)

Aku tak mengira telah membawa-bawa uang sebanyak itu! Astaga, betul sekali! Orang-orang sering bilang, “Jagalah uang kecilmu maka uang besar akan datang sendiri”…ternyata betul! Siapa sangka? (SAS 49)
8. How can so much genuine money be worth only seven euros? It makes no sense. As I explained to the woman, you could buy absolutely loads in India for those rupees. (SAS 33)

_Hanya tujuh euro?_ Selagi keluar dari hotel aku masih kesal. Bagaimana uang asli sebanyak itu hanya bernilai tujuh euro? Sama sekali tak masuk akal. Seperti tadi kujelaskan pada wanita itu, kau bisa membeli berbagai macam barang di India dengan uang rupee itu. (SGBP 50)

9. Two thousand euros. For a bag.
But if I had an Angel bag I wouldn’t need to buy any new clothes. Ever. **Who needs a new skirt when you have the hippest bag in town?** (SAS 41)

_Dua ribu euro. Untuk sebuah tas._
Tetapi kalau aku punya tas Angel, aku tak perlu membeli baju baru sama sekali. Tak akan pernah. **Siapa butuh rok baru kalau kau punya tas paling trendi?** (SGBP 60)

10. “The magazine?” She stares at me as though I’m a total imbecile. “Actually it comes from the Ancient Greek word _kosmos_. Meaning ‘perfect order’.”
I feel prickles of embarrassment and resentment. **How was I supposed to know that?** (SAS 75)

“Nama _majalah_?” Wanita itu melotot padaku seolah aku tolol sekali.
“Sebetulnya, nama itu diambil dari kata Yunani Kuno kosmos. Artinya ‘teratur sempurna’.”
Aku didera rasa malu bercampur kesal. **Bagaimana aku bisa tahu?** (SGBP 102)

11. “Bossy?” Suze looks up in shock. **Bex, how can you say that?** She’s been my total savior out here! She’s helped me so much!”
“Oh, right.” I backtrack hastily. “I didn mean–” (SAS 81)

“Suka memerintah?” Suze menengadah kaget. **Bex, bagaimana kau bisa bilang begitu?** Dia juru selamatku disini! Dia sudah banyak membantuku!”
“Oh, begitu.” Aku cepat-cepat mundur. “Aku tidak bermaksud–” (SGBP 110)

12. “For the horses,” Suze says gently. **Bex, they go on the horses.”**

“Oh.”
For a moment I’m a bit discomfited. But then … **why shouldn’t people wear them too?** (SAS 85)

“Oh.”
Sejenak aku merasa malu. Tapi … **mengapa manusia tak boleh memakainya juga?** Astaga, orang-orang itu cara berpikirnya sempit sekali. (SGBP 114)

I wait until the two of them are out of sight before I slither to the ground. My legs are all shaky and I feel nauseous. I’m never leaving solid ground again. Never. **Why on earth would people do this for fun?** (SAS 88)

“Aku perlu … mm … membetulkan sanggurdi dulu,” ucapku akhirnya. “Kalian jalan dulu.”

14. & 15 “…Why don’t you stay on here for a few days?” He smiles. “I know how desperate you were to see Suze.”
   And suddenly I feel a swell of emotion. He’s right. I was desperate to see Suze and I’m bloody well going to. Who cares about stupid Lulu? I’m going to have a proper chat with my best friend, right now. (SAS 91)
   “…Kau tinggal saja disini selama beberapa hari?” ia tersenyum. “Aku tahu kau kangen sekali pada Suze.”

16. …He’s staring in disbelief at a man carrying a huge paper-wrapped package out of the lorry. A wooden giraffe’s leg is poking out of it.
   Shit.
   And now here comes another man in overalls with the matching one.
   “Becky… what are these giraffes doing here?” Luke says evently. “I thought we agreed not to buy them.”
   “I know,” I say hurriedly. “I know we did. But we would have regretted it.” (SAS 100)
   …Dia terpana tak percaya memandangi pria yang sedang mengangkat bungkus besar berbungkus kertas dari truk satunya. Dari sana menyembul kaki jerapah kayu.
   Sial.
   Dan sekarang seorang pria lain datang membawa bungkus yang sama.
   Kupikir kita sudah sepakat untuk tidak membelinya.”

17. …Luke looks beside himself. “Becky, is all this stuff ours?”
   “Dining table coming out!” calls a guy in overalls. “Mind yourselves.”
   Thank goodness. OK, quick. Let’s redeem the situation. (SAS 101)
   “Meja makan mau lewat!” seru seorang pria berpakaian overall. “Tolong minggir.”
   Syukurlah. Oke, cepatlah. Mari mendinginkan suasana. (SGBPK 135)

18. I think I have to get Luke away from these lorries as soon as possible.
   “I promise. But now, why don’t you go up stairs and have a nice drink? You just relax! And I’ll stay down here and do the supervising.”
   An hour later it’s all finished. The men close up the lorries and I hand them a hefty tip. (SAS 103)

“Er…”
I watch nervously as Luke shifts two packages from Guatemala aside and sinks down on the sofa. (SAS 105)
“Eh…”
Dengan gugup aku melihat Luke menyingkirkan dua paket dari Guatemala ke pinggir dan mengenyahkan tubuhnya ke sofa. (SGBPK 139)

20. Or … yes! I could start up some company offering a unique service that no one has ever provided, and make millions! Everyone would say, “Becky’s a genius! Why didn’t we think of that?” (SAS 109)
   Atau … ya! Aku bisa mendirikan perusahaan-perusahaan yang menawarkan layanan yang begitu unik dan belum pernah ada, dan menghasilkan berjuta-juta pound! Semua orang akan bilang, “Becky jenius sekali! Mengapa kita tak pernah berpikir ke sana?” (SGBPK 144)

21. … “I mean … you remember what you were wearing when you met me for the first time, didn’t you?”
   He doesn’t remember? How can he not remember? (SAS 120)
   … “Maksudku … kau ingat yang kau kenakan waktu kau bertemu denganku untuk pertama kalinya, bukan?”
   Dia tidak ingat? Bagaimana dia bisa tidak ingat? (SGBPK 157)

22. “I’ll go,” I chime in, leaping up from the sofa. “And, Luke, why don’t you come and … er … help me? In case I … can’t find it.” (SAS 139)
   …
   As soon as we’re in the kitchen I shut the door and look at him eagerly. “So? What do you think of my sister?”
   …

23. Jess shrugs. I knew it. She just hates my taste. All that pretending she doesn’t need any clothes was just to be polite.
I mean, **who doesn’t need a T-shirt?** (SAS 152)

Jess mengangkat bahu, tapi tak berkata apapun, dan aku merasa putus asa. Dia benci seleraku. Dia tadi terus berpura-pura ‘tidak butuh pakaian’ karena mau bersikap sopan.

Maksudku, **siapa yang tak butuh T-shirt? Tak ada** (SGBPK 199)

24. **Stationery! Of course! Why on earth didn’t I think of that before?** She’s a student … she writes all the time … that must be her thing! (SAS 154)

   Alat tulis! *Itu* yang disukainya. Tentu saja! **Mengapa tak terpikirkan olehku sebelumnya?** Dia mahasiswi … dia banyak menulis … pasti disitu minatnya! (SGBPK 201)

25. “I don’t want to pay vastly inflated prices to a global moneymaking corporation.” She gives the waitress a severe look. **“Do you think a 400 percent profit margin is ethical?”**

   “Um …” The waitress looks stumped. “Did you want ice in your water?” she says at last. (SAS 156)

   “Aku tak mau membayar harga yang digelembungkan habis-habisan pada perusahaan global mata duitan.” Ia menatap si pramusaji dengan garang. **“Apakah marjin keuntungan empat ratus persen menurutmu pantas?”**

   “Eh …” Pramusaji itu seolah terpukul. “Anda mau airnya diberi es?” katanya akhirnya. (SGBPK 204)

26. “I’ll just check my e-mails,” I say casually. **“Why don’t you make us some nice coffee?”**

   I wait until Luke’s safely in the kitchen, then hurry to my computer and type in www.eBay.co.uk. (SAS 167)

   “Bagus!” kataku dengan wajah berseri. “Aku mau mengecek email dan … **bagaimana kalau kau membuat kopi?**”

   Aku menunggu sampai Luke aman di dapur, lalu bergegas menghampiri komputer dan mengetik www.eBay.co.uk. (SGBPK 218)

27. eBay has totally saved my life. Totally. **In fact, what did I ever do before eBay?** It is the most brilliant. Genius invention since … well, since whoever invented shops. (SAS 167)

   eBay betul-betul menyelamatkan hidupku. Sungguh. **Bahkan apa sih yang kulakulan sebelum mengenal eBay?** Penemuan paling cerdas, paling jenius sejak … yah, sejak siapapun menciptakan toko. (SGBPK 218)

28. … “Before she arrives … I sincerely hope you two hit it off this time. But you are keeping a sense of proportion? You don’t have all your hopes pinned on this visit, do you?”

   “Really, Luke,” I say kindly. **“Don’t you know me better than that?”** (SAS 184)


   Yang benar saja, Luke!” kataku. **“Kau pikir aku ini siapa?”** (SGBPK 240)


32. “Do I have to have a reason to send my husband a fruit basket?” I say at last, managing to sound a little hurt. “I just thought they could be a token of our marriage.” (SAS 215) “Apakah aku harus punya alasan untuk mengirim suamiku keranjang buah?” kataku akhirnya dengan tampang sedikit tersinggung. “Menurutku ini simbol pernikahan kita.” (SGBPK 280)

33. Oh. Now, that’s a much better explanation. Why didn’t I think of that?” (SAS 216) Oh. Nah, itu penjelasan yang jauh lebih baik. Mengapa tak terpikir olehku dari tadi? (SGBPK 281)


36. & 37. I’m swallowing hard. How can I have sold Luke’s corporate gifts? How can I have been so stupid? I mean, I thought I didn’t remember buying them on honeymoon. (SAS 226)

38. We’ve only been married eleven month. How can he find it difficult to live with me? (SAS 228)
   Kami baru menikah selama sebelas bulan. Bagaimana dia bisa menganggap hidup bersamaku sulit? (SGBPK 297)

39. “Look!” I call out with a note of pride in my voice. “I’ve organized the CDs!
   They’re all back in their proper boxes!”
   “Great,” he says with an absent nod and carries on walking.
   Is that all he can say?
   Here I’m, mending our troubled marriage, and he hasn’t even noticed. (SAS 238)
   “Bagus,” katanya sambil mengangguk tak acuh dan terus berjalan.
   Aku terbelalak marah.
   Hanya itu yang dikatakannya?
   Aku sedang membenahi pernikahan kami yang bermasalah, dia bahkan tak menyadarinya. (SGBPK 308)

40. … “We’re just … not very similar people.
   And why should you be?” says Mum, putting a supportive hand on my arm.
   “You’ve grown up totally apart. Why should you have anything more in common with Jess …” (SAS 240)
   … “Hanya saja … kami agak berbeda.”
   “Memangnya kenapa kalau begitu?” kata Mum sambil mengelus lenganku untuk membesarkan hati. “Kalian dibesarkan secara terpisah. Kau tidak harus punya persamaan dengan Jess …” (SGBPK 311)

41. I almost feel like leaving it behind. Which would be just ridiculous. How can I leave behind my most prized possession? (SAS 265)
   Hampir saja aku meninggalkan tas itu.
   Tapi itu tak masuk akal. Bagaimana aku bisa meninggalkan harta milikku yang paling berharga? (SGBPK 343)

42. I’ve come to a standstill. My hands feel sweaty round the suitcase handles. This has all felt like a kind of game until now. But it’s not a game. It’s a real and I can’t quite believe I’m really going to through with it.
   Am I really going to travel hundreds of miles to a strange place –to see a sister who hates me? (SAS 267)
“Go home,” she says flatly.
“But –”
“Don’t you understand English? Go home!”. (SAS 273)
“Becky, pulanglah,” kata Jess datar.
“Tapi –”
“Kau tak mengerti bahasa Inggris? Pulanglah!” (SGBPK 353)

“I quickly take out a cleansing wipe and get rid of the whole lot until my
face is bare and pink, staring sadly at me from the mirror. Half of me feels
like leaving it at that. Why should I put on any make up? What’s the
point, if my marriage is over? (SAS 276)

Cepat-cepat aku mengambil tisu pembersih dan membersihkan
wajahku sampai telanjang dan merona merah, menatap sedih di cermin.
Sepertinya aku ingin membiarkannya seperti itu saja. Buat apa aku
memakai make up lagi? Apa gunanya, kalau pernikahanku memang
sudah buyar? (SGBPK 358)

There’s no point getting upset. I’ve been an only child all my life…and now I
am again. I only had a sister for a few weeks. It’s not like I got used to it. It’s not
like we got attached or anything.

In fact … in fact, I’m glad this has happened. Who would want Jess for a
sister? Not me. I mean she’s right. (SAS 312)

… Tak ada gunanya bersedih. Sepanjang hidup aku memang anak tunggal …
dan sekarang jadi anak tunggal lagi. Aku hanya punya kakak selama beberapa

Bahkan … bahkan, aku senang ini terjadi. Siapa ingin kakak seperti Jess?
Bukan aku. Tak mungkin. (SGBPK 401)

“ … But listen, if you ever come to London, give me a call. OK?”
“OK.” Kelly brightens. “Can we go to Topshop?”
“Of course!”
“Should I start saving now?” Jim says ruefully, and we both start giggling.
(SAS 317)

“… Tapi dengarlah, kalau kau ke London, telepon aku. Oke?”
“Tentu saja!”

“Apakah sebaiknya aku mulai menabung dari sekarang?” kata Jim kecut,
dan kami berdua terkikik. (SGBPK 408)
“Kelly,” Jim puts in quickly. “Why don’t you make Becky a cup of tea?”
“No, it’s OK. I’m going.” (318)
“Kelly,” potong Jim cepat-cepat, “mengapa kau tidak membuatkan secangkir teh untuk Becky?”
“Tidak, tak usah. Aku mau berangkat.” (409)

She’s the same as me. I understand her.

Everything Jim said chimed a chord. Everything! How many times have I smuggled pairs of shoes in from America? How many times I risked my own safety at the sales? I even got a leg injury, just like her! (SAS 322)
Ternyata dia sama denganku. Aku bisa memahaminya.

Berapa kali aku menyelendupkan sepatu dari Amerika? Berapa kali aku tidak memedulikan keselamatan diriku di tempat obral? Kakiku bahkan pernah cedera, sama seperti dia! (SGBPK 415)

“You can’t join the hike! What about your shoes!” He points at my turquoise kitten heels in mirror. “Do you have a cagoule?”
“A cagoule?” I pull a face. “Do I look like someone who would have a cagoule?”
“What about a stick?”
“I don’t need a stick,” I explain. I’m not an old.”
Honestly. It’s only walking up a hill. What’s the fuss? (SAS 325)
“Kau tak boleh ikut mendaki! Bagaimana dengan sepatumu!” Ia menunjuk sepatu berhakku dengan ngeri. “Kau punya cagoule?”
“Cagoule?” Aku mencibir. “Apa aku kelihatan seperti orang yang punya cagoule?”
“Bagaimana dengan tongkat?”
Yang benar saja. Ini kan hanya berjalan mendaki gunung. Mengapa ribut amat? (SGBPK 325)

I was so desperate to tell Jess we were sisters. Now I just feel like a fool. I should have waited. Luke’s right. Why can’t I wait for anything in life? It’s all my own fault. (SAS 329)

A tent! Now, that is just so clever. Why don’t I take a tent everywhere? I’ll start tomorrow. Yes. A little tiny tent that I could keep in my handbag. (SAS 335)
56. “Shall I do you your nails?” I suggest. “I’ve got my stuff here.”

…

“Come on! What else are we going to do?” I pause innocently. “I mean, it’s not like we’ve got anything fun to do, like our accounts…”

Jess’s eyes flash at me.

“OK,” she says. (SAS 341)

“Bagaimana kalau aku merapikan kukumu?” usulku. “Alat-alatku ada di sini.”

…

“Ayolah! Kalau tidak kita mau apa?” Aku diam sebentar dengan tampang polos. ‘Maksudku, bukan kita tidak punya hal menyenangkan yang bisa dikerjakan, seperti pembukuan kita …”

Jess mendelik padaku.

“Oke,” katanya. (SGBPK 439)

57. There’s a bit of a pause.

“Yesss,” says Luke. “There’s something I need to say about that. I think that quite possibly –” He breaks off again. “You were right. And I was … wrong.”

What? Did I hear that properly?

“I was prejudiced.” Luke says. (SAS 355)


“Apa?”

“Kau dulu berpraduga. Dan aku … salah.”

Apakah pendengaranku tadi tidak salah?


58. Honestly. I’m not joking. Being frugal is totally fantastic. It’s so satisfying! How come I never realized this before? (SAS 361)


59. I get out my Thrifty Household Tips notebook and write it down. There’s just so much to take in. Like, did you know you can make a garden sprinkler out of an old milk carton? (SAS 362)

Aku mengeluarkan buku Petunjuk Penghematan Rumah Tangga dan menuliskannya. Ada begitu banyak yang perlu kuingat. Misalnya, tahukah kau bahwa kau bisa membuat penyiram tanaman dari kardus susu bekas? (SGBPK 466)

60. … “Is this your thrifty coffee?”

“Yes!” I eye her defensively. What’s wrong? It’s delicious!” (SAS 364)

… “Apakah ini kopi iritmu?”

“Ya!” aku menatapnya dengan sedikit menantang. Kenapa? Rasanya enak kok!” (SGBPK 469)
61. God, why have I never been on a protest before? It’s just the best thing ever! “Isn’t it exciting!” says Kelly, coming up with a bowl of soup in her hand. (SAS 367)

   Astaga, kenapa sebelum ini aku tak pernah ikut protes? Betul-betul menyenangkan!
   “Seru sekali ya!” kata Kelly, yang menghampiriku dengan mangkuk sup di tangannya. (SGBPK 472)

62. You just have to look around. You just have to see what would be ruined. We’re standing on Piper’s Hill, and it’s the most stunningly beautiful place I’ve ever been. There is a wood at the top, and wildflowers nestling in the grass, and I’ve already seen about six butterflies. I don’t care if they’re Luke’s clients or not. How could they build a shopping center on this? Especially a rubbish one with no space. NK! (SAS 374)


KUESIONER UNTUK MENENTUKAN TINGKAT KETERBACAAN TERJEMAHAN

Responden
Nama : ..........................
Tempat tanggal lahir : ..........................
Pendidikan : ..........................

Menurut pendapat Anda, apakah kalimat yang dicetak tebal berikut :
1. High readable (sangat bisa terbaca)
   Jika pesan bahasa sasaran komunikatif, bisa dipahami oleh pembaca dengan mudah.
2. Readable (bisa terbaca)
   Jika pesan bahasa sasaran komunikatif, mudah dipahami oleh target pembaca walau memiliki kesalahan baik dalam ejaan, struktur, bahasa/ pilihan kata namun tidak fatal.
3. *Less readable* (kurang bisa dibaca)
   Jika ada pesan yang diterjemahkan tidak komunikatif, mengandung banyak kesalahan sehingga sulit untuk dibaca.

4. *Unreadable* (tidak bisa dibaca)
   Jika kalimat bahasa sasaran sama sekali tidak komunikatif, kalimat yang diterjemahkan mengandung kesalahan yang fatal, atau bahkan ada kata yang dihilangkan sehingga sukar untuk dibaca.

Terima kasih atas kesediaan Anda mengisi kuesioner ini

Peneliti
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<th>NO.</th>
<th>KALIMAT TANYA RETOTIK DAN KONTEKSNYA</th>
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| 1   | "Itu jugalah yang terjadi pada banyak orang lain di dunia. Mereka tak bisa mengerti bahwa meditasi adalah makanan bagi jiwa. Kalian tak membutuhkan … gelang safir!"  
   | Beberapa orang mengangguk setuju.  
   | "Bagaimana benda itu bisa dibandingkan dengan binar pencerahan jiwa?" |
|     | Nilai : ....  
   | Komentar : |
| 2   | "Vogue!" seruku ketika mendapati edisi langganan khusus di dalam sampul plastik mengilap. "Ooh, lihat! Ada tas Angel di sampul depan!"  
   | Bagaimana dia bisa tak peduli? Bulan lalu aku membacakan seluruh artikel tentang tas Angel padanya, dan menunjukkan fotonya segala.  
   | Nilai : ....  
   | Komentar : |
| 3   | "… kita butuh meja bagus! Semua perkawinan membutuhkan meja bagus." Aku merentangkan lengan lebar-lebar. "Apakah makna perkawinan kalau bukan duduk-duduk di mej pada malam hari dan saling berbagi masalah?"  
   | Jadi aku menyelinap kembali ke toko itu dan membelinya, lalu menyuruh mereka mengirimnya ke rumah.  
   | …  
   | Nilai : ....  
   | Komentar : |
| 4   | Aku merasa kesal. Bukankah kami sudah saling mengucapkan sumpah? Bukankah dia telah berjanji tak akan meragukan janjiku?  
   | &  
   | 6 | Nilai : ....  
   | Komentar : |
| 7   | Aku tak mengira telah membawa-bawa uang sebanyak itu! Astaga, betul sekali! Orang-orang sering bilang, "Jagalah uang kecilmu maka uang besar akan datang sendiri"…ternyata betul! Siapa sangka?  
   | Nilai : ....  
   | Komentar : |
   |
Dua ribu euro. Untuk sebuah tas. Tetapi kalau aku punya tas Angel, aku tak perlu membeli baju baru sama sekali. Tak akan pernah. Siapa butuh rok baru kalau punya tas paling trendi?

Nama majalah?" Wanita itu melotot padaku seolah aku tolol sekali. "Sebetulnya, nama itu diambil dari kata Yunani Kuno kosmos artinya ‘teratur sempurna’." Aku didera rasa malu cемur kesal. Bagaimana aku bisa tahu?


... Dia terpana tak percaya memandangi pria yang sedang mengangkat bungkusan besar


| Nilai | : .... |
| Komentar | : |


| Nilai | : .... |
| Komentar | : |


Satu jam kemudian semuanya sudah selesai. Para pekerja menutup kontainer, dan aku memberikan tip besar pada mereka.

| Nilai | : .... |
| Komentar | : |


“Eh…”

Dengan gugup aku melihat Luke menyingkirkan dua paket dari Guatemala ke pinggir dan mengenyahkan tubuhnya ke sofa.

| Nilai | : .... |
| Komentar | : |

20 Atau … ya! Aku bisa mendirikan perusahaan-perusahaan yang menawarkan layanan yang begitu unik dan belum pernah ada, dan menghasilkan berjuta-juta pound! Semua orang akan bilang, “Becky jenius sekali! Mengapa kita tak pernah berpikir ke sana?”

| Nilai | : .... |
| Komentar | : |

21 … “Maksudku … kau ingat yang kau kenakan waktu kau bertemu denganku untuk pertama kalinya, bukan?”


Dia tidak ingat? Bagaimana dia bisa tidak ingat?

| Nilai | : .... |
| Komentar | : |


| Nilai | : .... |
| Komentar | : |

Nilai : ....
Komentar : ........................................................................................................................................

23 Jess mengangkat bahu, tapi tak berkata apapun, dan aku merasa putus asa. Dia benci seleraku. Dia tadi terus berpura-pura ‘tidak butuh pakaian’ karena mau bersikap sopan.

Maksudku, **siapa yang tak butuh T-shirt? Tak ada.**

Nilai : ....
Komentar : ........................................................................................................................................

24 Alat tulis! *Itu* yang disukainya. Tentu saja! **Mengapa tak terpikirkan olehku sebelumnya?** Dia mahasiswa … dia banyak menulis … pasti disitu minatnya!

Nilai : ....
Komentar : ........................................................................................................................................

25 “Aku tak mau membayar harga yang digelembungkan habis-habisan pada perusahaan global mata duitan.” Ia menatap si pramusaji dengan garang. **“Apakah marjin keuntungan empat ratus persen menurutmu pantas?”**

“Eh …” Pramusaji itu seolah terpukul. **“Anda mau airnya diberi es?”** katanya akhirnya

Nilai : ....
Komentar : ........................................................................................................................................

26 “Bagus!” kataku dengan wajah berseri. “Aku mau mengecek email dan … **bagaimana kalau kau membuat kopi?”**

Aku menunggu sampai Luke aman di dapur, lalu bergegas menghampiri komputer dan mengetik www.eBay.co.uk.

Nilai : ....
Komentar : ........................................................................................................................................

27 eBay betul-betul menyelamatkan hidupku. Sungguh.

**Bahkan apa sih yang kulakukan sebelum mengenal eBay?** Penemuan paling cerdas, paling jenis sejak … yah, sejak siapapun menciptakan toko.

Nilai : ....
Komentar : ........................................................................................................................................


Yang benar saja, Luke!” kataku. **“Kau pikir aku ini siapa?”**

Nilai : ....
Komentar : ........................................................................................................................................

29 “Bagaimana dengan tagihan-tagihan kartu kredit dalam jumlah besar yang kau sembunyikan dari suamimu?” tanya Luke dengan alis terangkat. **“Apakah itu ide bagus, pada prinsipnya?”**

“Tagihan kartu kredit?” kata Jess sambil menatapku ngeri.
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| 30   | “Tapi nanti kau bosan. Jangan merasa kau harus ikut.”  
|      | “Aku ingin.” ia menatapku. “Kalau kau tak keberatan.”  
| Nilai | : .... |
| Komentar | :       |
| Nilai | : .... |
| Komentar | :       |
| 32   | “Mengapa kau mengirimiku keranjang buah?”  
|      | Sejenak aku tak bisa memikirkan jawabannya.  
|      | “Apakah aku harus punya alasan untuk mengirimku suamiku keranjang buah?” kataku akhirnya dengan tampang sedikit tersinggung. “Menurutku ini simbol pernikahan kita.” |
| Nilai | : .... |
| Komentar | :       |
| 33   | Oh.  
|      | Nah, itu penjelasan yang jauh lebih baik. Mengapa tak terpikir olehku dari tadi? |
| Nilai | : .... |
| Komentar | :       |
| 34 & 35 | Siapa meletakkan sekantong besar kentang di keretaku?  
|      | Apakah aku bilang aku perlu sekantong besar kentang? Apakah aku bilang aku mau kentang? |
| Nilai | : .... |
| Komentar | :       |
| Nilai | : .... |
| Komentar | :       |
| 38   | Kami baru menikah selama sebelas bulan. Bagaimana dia bisa menganggap hidup bersamaku sulit? |
| Nilai | : .... |
| Komentar | :       |
“Bagus,” katanya sambil mengangguk tak acuh dan terus berjalan.

**Aku terbelalak marah.**
**Hanya itu yang dikatakannya?**
Aku sedang membenahi pernikahan kami yang bermasalah, dia bahkan tak menyadarinya.

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… “Hanya saja … kami agak berbeda.”

**“Memangnya kenapa kalau begitu?”** kata Mum sambil mengelus lenganku untuk membesarkan hati. “Kalian dibesarkan secara terpisah. Kau tidak harus punya persamaan dengan Jess …”

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Hampir saja aku meninggalkan tas itu.
Tapi itu tak masuk akal. **Bagaimana aku bisa meninggalkan harta milikku yang paling berharga?**

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**Apakah aku bermaksud pergi ratusan mil jauhnya ke tempat asing –untuk menemui seorang kakak yang membenciku?**

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“Becky, pulanglah,” kata Jess datar.
“Tapi –”
“**Kau tak mengerti bahasa Inggris? Pulanglah!**”

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Cepat-cepat aku mengambil tisu pembersih dan membersihkan wajahku sampai telanjang dan merona merah, menatap sedih di cermin. Sepertinya aku ingin membiarkannya seperti itu saja. **Buat apa aku memakai make up lagi? Apa gunanya, kalau pernikahanku memang sudah buyar?**

“… Tapi dengarlah, kalau kau ke London, telepon aku. Oke?”
“Tentu saja!”
“Apakah sebaiknya aku mulai menabung dari sekarang?” kata Jim kecut, dan kami berdua terkikik.

“Kelly,” potong Jim cepat-cepat, “mengapa kau tidak membuatkan secangkir teh untuk Becky?”
“Tidak, tak usah. Aku mau berangkat.”

Ternyata dia sama denganku. Aku bisa memahaminya.
Aku memahami Jess!

“Aku memahami Jess!”

“Kau tak boleh ikut mendaki! Bagaimana dengan sepatumu!” Ia menunjuk sepatu berhakku dengan ngeri. “Kau punya cagoule?”
“Apa aku kelihatan seperti orang yang punya cagoule?”
“Bagaimana dengan tongkat?”
Yang benar saja. Ini kan hanya berjalan mendaki gunung. Mengapa ribut amat?

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<tr>
<th>55</th>
<th>Tenda! Nah, itu pintar sekali. <strong>Mengapa aku tidak pernah membawa tenda kemana-mana?</strong> Mulai besok. Ya. Tenda kecil yang bisa kusimpan di tas tanganku</th>
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| 56 | “Bagaimana kalau aku merapikan kukumu?” usulku. “Alat-alatku ada di sini.”  
“Ayolah! **Kalau tidak kita mau apa?**” Aku diam sebentar dengan tampang polos. ‘Maksudku, bukankah kita tidak punya hal menyenangkan yang bisa dikerjakan, seperti pembuatan kota …”  
Jess mendelik padaku.  
“Oke,” katanya.
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| 57 | Tak ada suara lama sekali.  
“Apa?”  
“Kau dulu betul. Dan aku … salah.”  
**Apakah pendengaranku tadi tidak salah?**  
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<th>58</th>
<th>Betul. Aku tidak bergurau. Berhemat itu betul-betul fantastis. Begitu memuaskan! <strong>Mengapa aku tak pernah menyadari sebelum ini?</strong></th>
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<th>59</th>
<th>Aku mengeluarkan buku Petunjuk Penghematan Rumah Tangga dan menulisannya. Ada begitu banyak yang perlu kuingat. Misalnya, <strong>tahukah kau bahwa kau bisa membuat penyiram tanaman dari kardus susu bekas?</strong></th>
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| 60 | … “Apakah ini kopi iritmu?”  
“Ya!” aku menatapnya dengan sedikit menantang. **Kenapa?** Rasanya enak kok!” |
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| 61 | Astaga, **kenapa sebelum ini aku tak pernah ikut protes?** Betul-betul menyenangkan! “Seru sekali ya!” kata Kelly, yang menghampiriku dengan mangkuk sup di tangannya. |

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KUESIONER PENILAIAN
TINGKAT KEAKURATAN TERJEMAHAN
KALIMAT TANYA RETORIK
DALAM NOVEL “SHOPAHOLIC AND SISTER”

IDENTITAS RATER
Nama : 
Alamat : 
Tempat/ tanggal lahir : 
Pekerjaan : 
Riwayat Pendidikan :

Kuisioner ini bertujuan untuk meneliti tingkat keakuratan terjemahan kalimat tanya retorik dalam novel “Shopaholic and Sister”. Anda diminta menilai tingkat keakuratan terjemahan kalimat tanya retorik dalam novel tersebut dengan menuliskan nilai di tempat yang tersedia. Anda juga diminta memberikan alasan atau komentar pada kolom alasan/ komentar. Penilaian tingkat keakuratan ini berdasarkan skala di bawah ini:

SKALA TINGKAT KEAKURATAN KALIMAT TANYA RETORIK

<table>
<thead>
<tr>
<th>NILAI</th>
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<tbody>
<tr>
<td>1</td>
<td>Pesan kalimat tanya retorik asli tersampaikan secara akurat. Kalimat terjemahannya jelas. Tidak diperlukan perbaikan.</td>
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<tr>
<td>2</td>
<td>Pesan kalimat tanya retorik asli tersampaikan secara akurat. Kalimat terjemahan dapat dipahami namun perlu ada beberapa perbaikan.</td>
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<tr>
<td>3</td>
<td>Pesan kalimat tanya retorik asli tidak tersampaikan secara akurat.</td>
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<tr>
<td>4</td>
<td>Pesan kalimat tanya retorik asli tidak tersampaikan sama sekali.</td>
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YANG PERLU DIPERHATIKAN
NO. | KALIMAT ASLI DAN KALIMAT TERJEMAHAN
---|---
1 | “It will be the same with many others in the world. They will not understand that meditation is food for your soul. You have no need for...sapphire bracelet!”
   | A few people nod in appreciation.
   | “Aquamarine pendant with platinum chain,” Chandra continues dismissively. “If does this compare to the radiance of inner enlightenment?”
   | “Itu jugalah yang terjadi pada banyak orang lain di dunia. Mereka tak bisa mengerti bahwa meditasi adalah makanan bagi jiwa. Kalian tak membutuhkan ... gelang safir!”
   | Beberapa orang mengangguk setuju.
   | “Bandul aquamarine dengan kalung rantai platina,” sambung Chandra tak peduli.
   | “Bagaimana benda itu bisa dibandingkan dengan binar pencerahan jiwa?”
   | Nilai : ....
   | Komentar : ...........................................................................................................................

2 | “Vogue!” I exclaim as I get to my special subscriber edition in its shiny plastic cover.
   | “Ooh, look! They’ve got an Angel bag on the front cover!”
   | I wait for reaction–but Luke looks blank. I feel a tiny flicker of frustration. How can look blank? I read him out that whole piece about Angel bags last month, and showed him the pictures and everything.
   | “Vogue!” seruku ketika mendapati edisi langganan khusus di dalam sampul plastik mengilap. “Ooh, lihat! Ada tas Angel di sampul depan!”
   | Bagaimana dia bisa tak peduli? Bulan lalu aku membacakan seluruh artikel tentang Angel padanya, dan menunjukkan fotonya segala.
   | Nilai : ....
   | Komentar : ...........................................................................................................................

3 | “… we need a good table! Every marriage needs a good table.” I spread my arms widely. “After all, what is marriage about if not sitting down at the table at the end of day and sharing all our problems?”
   | “… kita butuh meja bagus! Semua perkawinan membutuhkan meja bagus.” & merentangkan lenganku lebar-lebar. “Apakah makna perkawinan kalau bukan duduk di meja pada malam hari dan saling berbagi masalah?”
   | Nilai : ....
   | Komentar : ...........................................................................................................................

4 | So I snuck back to the shop and bought them any-way, and had them shipped home.
   | …
   | And, I mean, we want a few souvenirs, don’t we? What’s the point of going round
<p>| | |</p>
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| 5 & 6 | I feel a slight swell of indignation. *Didn’t we make vows to each other? Didn’t promise to respect me and not ever doubt my word?*  
   Aku merasa kesal. *Bukankah kami sudah saling mengucapkan sumpah? Bukankah dia telah berjanji tak akan meragukan janjiku?*  
   Nilai : ....  
   Komentar : |   |
| 7 | *I had no idea I was carrying around that kind of money! God, it just shows! All those people who say, “Look after the pennies and the pounds will look after themselves”…they’re right! *Who would have thought it?*  
   Aku tak mengira telah membawa-bawa uang sebanyak itu! Astaga, betul sekali! Ora orang sering bilang, “Jagalah uang kecilmu maka uang besar akan datang sendiri”…terny betul! *Siapa sangka?*  
   Nilai : ....  
   Komentar : |   |
| 8 | *How can so much genuine money be worth only seven euros?* It makes no sense. *As I explained to the woman, you could buy absolutely loads in India from those rupees.*  
   *Hanya tujuh euro?* Selagi keluar dari hotel aku masih kesal. Bagaimana uang sebanyak itu hanya bernilai tujuh euro? Sama sekali tak masuk akal. Seperti tadi kujelaskan pada wanita itu, kau bisa membeli berbagai macam barang di India dengan uang rupee itu.  
   Nilai : ....  
   Komentar : |   |
| 9 | *Two thousand euros. For a bag.*  
   *But if I had an Angel bag I wouldn’t need to buy any new clothes. Ever. *Who need a new skirt when you have the hippest bag in town?*  
   *Dua ribu euro. Untuk sebuah tas.*  
   *Tetapi kalau aku punya tas Angel, aku tak perlu membeli baju baru sama sekali. Siapa butuh rok baru kalau kau punya tas paling trendi?*  
   Nilai : ....  
   Komentar : |   |
“The magazine?” She stares at me as though I’m a total imbecile.

“Actually it comes from the Ancient Greek word kosmos. Meaning ‘perfect order’.”

I feel prickles of embarrassment and resentment. **How was I supposed to know that?**

“Nama majalah?” Wanita itu melotot padaku seolah aku tolol sekali.
“Sebetulnya, nama itu diambil dari kata Yunani Kuno kosmos artinya ‘teratur sempurna’. Aku didera rasa malu bercampur kesal. **Bagaimana aku bisa tahu?**

“Bossy?” Suze looks up in shock. **Bex, how can you say that? She’s been my total savior out here! She’s helped me so much!”**

“Oh, right.” I backtrack hastily. “I didn’t mean–”

“Suka memerintah?” Suze menengadah kaget. **Bex, bagaimana kau bisa bil begitu? Dia juru selamatku disini! Dia sudah banyak membantuku!”**

“Oh, begitu.” Aku cepat-cepat mundur. “Aku tidak bermaksud–”

“For the horses,” Suze says gently. **Bex, they go on the horses.”**

“Oh.”

For a moment I’m a bit discomfited. But then … **why shouldn’t people wear them too?**


“Oh.”

Sejenak aku merasa malu. Tapi … **mengapa manusia tak boleh memakainya juga? Astaga, orang-orang itu cara berpikirnya sempit sekali.**

“I just need to … er … adjust my stirrup,” I manage at last. “You two go on.”
I wait until the two of them are out of sight before I slither to the ground. My legs are shaky and I feel nauseous. I’m never leaving solid ground again. Never. **Why on earth would people do this for fun?**

“Aku perlu … mm … membetulkan sanggurdi dulu,” ucapku akhirnya. “Kalian jadul.”

Aku menunggu sampai mereka sudah tak terlihat, lalu meluncur turun. Kak gemetaran dan perutku mual. Aku tak mau meninggalkan bumi tempat berpijak lagi. Akan. **Bagaimana orang bisa naik kuda demi bersenang-senang?**

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14  "... *Why don’t you stay on here for a few days?*" He smiles. "I know how desperate you were to see Suze."

And suddenly I feel a swell of emotion. He’s right. I was desperate to see Suze and I’m bloody well going to. **Who cares about stupid Lulu?** I’m going to have a proper chat with my best friend, right now.

“... *Kau tinggal saja disini selama beberapa hari?*” ia tersenyum. “Aku tahu kau kangen sekali pada Suze.”


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15  "... He’s staring in disbelief at a man carrying a huge paper-wrapped package out of lorry. A wooden giraffe’s leg is poking out of it."

And now here comes another man in overalls with the matching one.

“Becky... *what are these giraffes doing here?*” Luke says evently. "I thought we agreed not to buy them."

“I know,” I say hurriedly. “I know we did. But we would have regretted it.”

... Dia terpana tak percaya memandangi pria yang sedang mengangkat bungkusan berbungkus kertas dari truk satunya. Dari sana menyembul kaki jerapah kayu. Sial.

Dan sekarang seorang pria lain datang membawa bungkusan yang sama.

“Becky ... *mengapa jerapah-jerapah itu ada disini?*” tanya Luke datar. Kupikir l sudah sepakat untuk tidak membelinya.”


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16  ... Luke looks beside himself. “Becky, is all this stuff ours?”
“Dining table coming out!” calls a guy in overalls. “Mind yourselves.”

Thank goodness. OK, quick. Let’s redeem the situation.


“Meja makan mau lewat!” seru seorang prianya berpakaian overall. “Tolong minggir.”


I think I have to get Luke away from these lorries as soon as possible.

“I promise. But now, why don’t you go up stairs and have a nice drink? You just relax!
And I’ll stay down here and do the supervising.”

An hour later it’s all finished. The men close up the lorries and I hand them a hefty tip.


Satu jam kemudian semuanya sudah selesai. Para pekerja menutup kontainer, dan ; memberikan tip besar pada mereka.

“Er…”

I watch nervously as Luke shifts two packages from Guatemala aside and sinks down the sofa.


“Eh…”

Dengan gugup aku melihat Luke menyingkirkan dua paket dari Guatemala ke pinggir, dan mengenyahkan tubuhnya ke sofa

Or … yes! I could start up some company offering a unique service that no one has ever provided, and make millions! Everyone would say, “Becky’s a genius! Why didn’t we think of that?”

Atau … ya! Aku bisa mendirikan perusahaan-perusahaan yang menawarkan layanan yang begitu unik dan belum pernah ada, dan menghasilkan berjuta-juta pound! Semua orang akan bilang, “Becky jenius sekali! Mengapa kita tak pernah berpikir ke sana?”

… “I mean … you remember what you were wearing when you met me for the first ti.
“Didn’t you?”


*He doesn’t remember? How can he not remember?*

… “Maksudku … kau ingat yang *kau* kenakan waktu kau bertemu denganku un
pertama kalinya, bukan?”


**Dia** tidak ingat? **Bagaimana dia bisa tidak ingat?**

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22

“I’ll go,” I chime in, leaping up from the sofa. “And, Luke, why don’t you come and
er … help me? In case I … can’t find it.”

…

As soon as we’re in the kitchen I shut the door and look at him eagerly. “So? What
you think of my sister?”

Kalau-kalau aku … tidak bisa menemukannya.”

…

Begitu kami berada di dapur, aku menutup pintu dan menatap Luke dengan tak sal
“Jadi? Apa pendapatmu tentang kakakku?”

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23

Jess shrugs. I knew it. She just hates my taste. All that pretending she doesn’t need
*clothes* was just to be polite.

*I mean, who doesn’t need a T-shirt?*

Jess mengangkat bahu, tapi tak berkata apa pun, dan aku merasa putus asa. Dia be
seleraku. Dia tadi terus berpura-pura ‘tidak butuh pakaian’ karena mau bersikap sopan.

Maksudku, **siapa yang tak butuh T-shirt?** Tak ada.

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24

Stationery! Of course! **Why on earth didn’t I think of that before?** She’s a student
she writes all the time … that must be her thing

Alat tulis! *Itu* yang disukainya. Tentu saja! **Mengapa tak terpikirkan oleh
sebelumnya?** Dia mahasiswi … dia banyak menulis … pasti disitu minatnya!

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25

“I don’t want to pay vastly inflated prices to a global moneymaking corporation.”
gives the waitress a severe look. “Do you think a 400 percent profit margin is ethical?”

“Um …” The waitress looks stumped. “Did you want ice in your water?” she say:
last.

“Aku tak mau membayar harga yang digelembungkan habis-habisan pada perusahaan
global mata duitan.” Ia menatap si pramusaji dengan garang. “Apakah marjin keuntungan
empat ratus persen menurutmu pantas?”

“Eh …” Pramusaji itu seolah terpukul. “Anda mau airnya diberi es?” katanya akhirny;

26 “I’ll just check my e-mails,” I say casually. “Why don’t you make us some coffee?”

I wait until Luke’s safely in the kitchen, then hurry to my computer and type www.eBay.co.uk.

“Bagus!” kataku dengan wajah berseri. “Aku mau mengecek email dan … bagaimana
kalau kau membuat kopi?”

Aku menunggu sampai Luke aman di dapur, lalu bergergas menghampiri komputer dan
mengetik www.eBay.co.uk.

27 eBay has totally saved my life. Totally.

In fact, what did I ever do before eBay? It is the most brilliant. Genius invention si.
well, since whoever invented shops.

eBay betul-betul menyelamatkan hidupku. Sungguh.

Bahkan apa sih yang kulakulan sebelum mengenal eBay? Penemuan paling cerc
paling genius sejak … yah, sejak siapapun menciptakan toko.

28 … “Before she arrives … I sincerely hope you two hit it off this time. But you
keeping a sense of proportion? You don’t have all your hopes pinned on this visit, do you.

“Really, Luke,” I say kindly. “Don’t you know me better than that?”

…”Sebelum dia datang … aku betul-betul berharap kali ini kalian cocok. Tapi kau ti
berlebihan, kan? Kau tidak menumpahkan semua harapanmu pada kunjungan ini, kan?”


29 “How about not running up huge credit card bills which you keep secret from y

“Credit card bills?” says Jess, looking at me in horror.


“Tagihan kartu kredit?” kata Jess sambil menatapku ngeri.

30

… “But it’ll be very boring. Please don’t feel that you have to.”

“I’d like to. “She looks at me. “If you don’t mind.”


… “Tapi nanti kau bosan. Jangan merasa kau harus ikut.”

“Aku ingin.” Ia menatapku. “Kalau kau tak keberatan.”

“Keberatan?” ulangku sambil tersenyum. “Mengapa keberatan? Aku bersiap-s

31

And what a bloody nerve, giving me advice on my marriage. What does she know ab it? Luke and I have a brilliant marriage! We’ve hardly ever even had a row!


32

… “Why did you send me a fruit of basket?”

“Do I have to have a reason to send my husband a fruit basket?” I say at l, managing to sound a little hurt. “I just thought they could be a token of our marriage.”

… “Mengapa kau mengirimiku keranjang buah?”

Sejenak aku tak bisa memikirkan jawabannya.

“Apakah aku harus punya alasan untuk mengirimimu suamiku keranjang bual kataku akhirnya dengan tampang sedikit tersinggung. “Menurutku ini simbol pernikal kita.”

33

Oh.

Now, that’s a much better explanation. Why didn’t I think of that?”

Oh.

Nah, itu penjelasan yang jauh lebih baik. Mengapa tak terpikir olehku dari tadi?
Who put that huge sack of potatoes in my trolley?

Do I say wanted a big sack of potatoes? Did I say I wanted any potatoes?

Siapa meletakkan sekantong besar kentang di keretaku?

Apakah aku bilang aku perlu sekantong besar kentang? Apakah aku bilang "mau kentang"?

I'm swallowing hard. How can I have sold Luke's corporate gifts? How can I have been so stupid? I mean, I thought I didn't remember buying them on honeymoon.


We've only been married eleven month. How can he find it difficult to live with me?

Kami baru menikah selama sebelas bulan. Bagaimana dia bisa menganggap hidup bersamaku sulit?

“Look!” I call out with a note of pride in my voice. “I've organized the CDs! They all back in their proper boxes!”

“Great,” he says with an absent nod and carries on walking.

Is that all he can say?

Here I'm, mending our troubled marriage, and he hasn't even noticed.


“Bagus,” katanya sambil mengangguk tak acuh dan terus berjalan.

Aku terbelalak marah.

Hanya itu yang dikatakannya?

Aku sedang membenahi pernikahan kami yang bermasalah, dia bahkan menyadarinya.

... "We’re just … not very similar people."
“And why should you be?” says Mum, putting a supportive hand on my arm. “You
grown up totally apart. Why should you have anything more in common with Jess …”

… “Hanya saja … kami agak berbeda.”
“Memangnya kenapa kalau begitu?” kata Mum sambil mengelus lenganku un
membesarkan hati. “Kalian dibesarkan secara terpisah. Kau tidak harus punya persam
dengan Jess …”

I almost feel like leaving it behind.
Which would be just ridiculous. How can I leave behind my most prized possession?

Hampir saja aku meninggalkan tas itu.
Tapi itu tak masuk akal. Bagaimana aku bisa meninggalkan harta milikku yang
paling berharga?

I’ve come to a standstill. My hands feel sweaty round the suitcase handles. This has
felt like a kind of game until now. But it’s not a game. It’s a real and I can’t quite beli
I’m really going to through with it.

Am I really going to travel hundreds of miles to a strange place –to see a sister w
hates me?

“Go home,” she says flatly.
“But –”
“Don’t you understand English? Go home!”

“Becky, pulanglah,” kata Jess datar.
“Tapi –”
“Kau tak mengerti bahasa Inggris? Pulanglah!”

“Is it the end of the world?” he says in abrupt. “You’ve old people trying to take n
around here.” He gestures at the cottages around the green. “You’re making so much no you’re scaring the sheep.”


I quickly take out a cleansing wipe and get rid of the whole lot until my face is bare and pink, staring sadly at me from the mirror. Half of me feels like leaving it at that. Why should I put on any make up? What’s the point, if my marriage is over?

Cepat-cepat aku mengambil tisu pembersih dan membersihkan wajahku sampai telanjang dan merona merah, menatap sedih di cermin. Sepertinya aku ingin membiarkannya seperti itu saja. Buat apa aku memakai make up lagi? Apa gunanya, ka pernikahanku memang sudah buyar?

There’s no point getting upset. I’ve been an only child all my life…and now I am again. I only had a sister for a few weeks. It’s not like I got used to it. It’s not like we got attached or anything.

In fact … in fact, I’m glad this has happened. Who would want Jess for a sister? A me. I mean she’s right.


“… But listen, if you ever come to London, give me a call. OK?”

“OK.” Kelly brightens. “Can we go to Topshop?”

“Of course!”

“Should I start saving now?” Jim says ruefully, and we both start giggling.

“… Tapi dengarlah, kalau kau ke London, telepon aku. Oke?”


“Tentu saja!”

“Apakah sebaiknya aku mulai menabung dari sekarang?” kata Jim kecut, dan ka berdua terkikik.
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| 49 | “Kelly,” Jim puts in quickly. “Why don’t you make Becky a cup of tea?”
|---|---|
| | “No, it’s OK. I’m going.”
| | “Kelly,” potong Jim cepat-cepat, “mengapa kau tidak membuatkan secangkir untuk Becky?”
| | “Tidak, tak usah. Aku mau berangkat.”

| 50 | She’s the same as me. I understand her.
|---|---|
| & | I understand Jess!
| 51 | Everything Jim said chimed a chord. Everything! **How many times have I smuggled pairs of shoes in from America? How many times I risked my own safety at the sales even got a leg injury, just like her!**
| | Ternyata dia sama denganku. Aku bisa memahaminya.
| | Aku memahami Jess!
| | Semua yang dikatakan Jim tadi sangat kumengerti. **Berapa kali aku menyelendup sepatu dari Amerika? Berapa kali aku tidak memedulikan keselamatan diriku di tempat obral?** Kakiku bahkan pernah cedera, sama seperti dia!

| 52 | “You can’t join the hike! What about your shoes!” He points at my turquoise kitten heels in mirror. “Do you have a cagoule?”
|---|---|
| & | “A cagoule?” I pull a face. “**Do I look like someone who would have a cagoule?**”
| 53 | “What about a stick?”
| | “I don’t need a stick,” I explain. I’m not an old.”
| | Honestly. It’s only walking up a hill. **What’s the fuss?**
| | “Kau tak boleh ikut mendaki! Bagaimana dengan sepatumu!” Ia menunjuk sepatuku dengan ngeri. “Kau punya cagoule?”
| | “Cagoule?” Aku mencibir. **Apa aku kelihatan seperti orang yang punya cagoule?**
| | “Bagaimana dengan tongkat?”
| | Yang benar saja. Ini kan hanya berjalan mendaki gunung. **Mengapa ribut amat?**

| 54 | *I was so desperate to tell Jess we were sisters. Now I just feel like a fool. I should h*


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<tr>
<th>55</th>
<th><strong>A tent! Now, that is just so clever. Why don’t I take a tent everywhere? I’ll s. tomorrow. Yes. A little tiny tent that I could keep in my handbag.</strong></th>
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<tr>
<td>Tenda! Nah, itu pintar sekali. <strong>Mengapa aku tidak pernah membawa tenda kemanana?</strong> Mulai besok. Ya. Tenda kecil yang bisa kusimpan di tas tanganku</td>
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<th>56</th>
<th><strong>“Shall I do you your nails?” I suggest. “I’ve got my stuff here.”</strong></th>
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<td><strong>“Come on! What else are we going to do?”</strong> I pause innocently. “I mean, it’s not, we’ve got anything fun to do, like our accounts…”</td>
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<td>Jess’s eyes flash at me.</td>
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<td><strong>“OK,” she says.</strong></td>
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<td>“Bagaimana kalau aku merapikan kukumu?” usulku. “Alat-alatku ada di sini.”</td>
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<td><strong>“Ayolah! Kalau tidak kita mau apa?”</strong> Aku diam sebentar dengan tampang po’ ‘Maksudku, bukankan kita tidak punya hal menyenangkan yang bisa dikerjakan, sep pembukuan kita …”</td>
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xiii
“Yesss,” says Luke. “There’s something I need to say about that. I think that possibly –” He breaks off again. “You were right. And I was … wrong.”

What? Did I hear that properly?
“I was prejudiced.” Luke says.

Tak ada suara lama sekali.
“Apa?”
“Kau dulu betul. Dan aku … salah,”
Apakah pendengaranku tadi tidak salah?

58 Honestly, I’m not joking. Being frugal is totally fantastic. It’s so satisfying! How come I never realized this before?


59 I get out my Thrifty Household Tips notebook and write it down. There’s just so much to take in. Like, did you know you can make a garden sprinkler out of an old milk carton?

Aku mengeluarkan buku Petunjuk Penghematan Rumah Tangga dan menulisnya. Ada begitu banyak yang perlu dikuati. Misalnya, tahukan kau bahwa kau bisa membentuk penyiram tanaman dari kardus susu bekas?

60 … Is this your thrifty coffee?”
“Yes!” I eye her defensively. What’s wrong? It’s delicious!”

… “Apakah ini kopi iritmu?”
“Ya!” aku menatapnya dengan sedikit menantang. Kenapa? Rasanya enak kok!”

61 God, why have I never been on a protest before? It’s just the best thing ever!
“Isn’t it exciting!” says Kelly, coming up with a bowl of soup in her hand.

Astaga, kenapa sebelum ini aku tak pernah ikut protes? Betul-betul menyesalnya “Seruska sekali ya!” kata Kelly, yang menghampiriku dengan mangkuk sup di tangannya.
You just have to look around. You just have to see what would be ruined. We’re stand
on Piper’s Hill, and it’s the most stunningly beautiful place I’ve ever been. There is a w
at the top, and wildflowers nestling in the grass, and I’ve already seen about six butterfly
don’t care if they’re Luke’s clients or not. How could they build a shopping center on th
Especially a rubbish one with no space. NK!

Kau hanya perlu melihat di sekeliling saja. Kau hanya perlu melihat apa yang al
dihancurkan. Kami berdiri di Piper’s Hill–itu tempat paling cantik dan memukau ya
ernah kulihat. Di puncaknya ada hutan, dan bunga-bunga liar di rumput, dan aku su
melihat sekitar enam kupu-kupu. Aku tak peduli apakah Arcodas Group klien Luke a
tidak. Bagaimana mungkin mereka mau membangun pertokoan disini? Apal
pertokoan jelek tanpa Space. NK!

Appendix 4

THE MEAN SCORE OF ACCURACY
OF RHETORICAL QUESTIONS TRANSLATION
IN THE NOVEL SHOPAHOLIC AND SISTER AND ITS TRANSLATION

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**IN THE NOVEL SHOPAHOLIC AND SISTER AND ITS TRANSLATION**

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</tr>
<tr>
<td>62</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Score 232 1.25

Mean score of readability = total score : number of data : number of raters
= 232 : 62 : 3
= 1.25