CHAPTER I
INTRODUCTION

A. Background of the Research

Translation is not as easy as the people might think. It is needed some strategies and crucial process to get an ideal translate and its equivalence. Finding equivalence is the most problematic in the translation stages. The comparison text which is from SL to TL text in different language inevitably involves of equivalence strategies. Equivalence can be said become the most central issues in translation. Those a translator needs some strategy to make their translation welfare and equivalence. There are kinds of translation strategy using in translation, i.e deletion, addition, and structural adjustment/ shift strategy.

The translation strategy is the procedure used by translators to solve translation problems. The translation strategy starts with the awareness of the problem by the translator and ends with the realization that the problem cannot be solved at a certain point of time Lorscher, 2005: 73. The translation strategy is identical to the translation method used by Vinay and Darbelnet in Venuti, 2000: 84-93 and understanding the procedure by Newmark 1988: 68-93 is a method of achieving comparability between source text and target text. That said, applying the term translation strategy means applying matching strategies in the translation process. This is what encourages researchers to use the term "translation strategy" in this study. Related to the term strategy, Newmark 1988: 19-30 calls it a procedure.

In addition, Shavit (1986) mention that, in viewing translation as a part of a transfer process, it must be stressed that the subject of stake is not just translation of text from one language to another language, but also the translation of texts from one system to another. For example, translation from the adult system into the children's. That is why it is important to have a translation naturally and accurately. A translation can be considered as a natural translation if it sounds like not a translation work. While, an accuracy

in the translation means that, the translator should be to re-communicate the meaning of the original message as precisely as a possible in the language into which he/ she is translating. Furthermore, it can be said that, translating is not an easy thing to do, especially in translating literary works.

The translation method is the way the translation process is carried out in relation to the purpose of the translator. The translation method is a global choice that affects the entire text. Basically the method of translation will be determined in advance by the translator before he does the translation process. Molino and Albir (2002: 507-508).

Furthermore Barathayomi (2012) stated that some translation experts use different terms in giving the terminology of translation strategies, namely Vinay and Dalbernet (2000) and Baker (1992) refer to it as strategy, Hoed (2006) refer to it as technique and Newmark (1988) refer to it as procedure.

Product-related strategies, as Jaaskelainen (2005:15) writes, involves the basic tasks of choosing the SL text and developing a method to translate it. However, she maintains that process-related strategies "are a set of (loosely formulated) rules or principles which a translator uses to reach the goals determined by the translating situation" (Jaaskelainen 2005:16). Moreover, Jaaskelainen (2005:16) divides this into two types, namely global strategies and local strategies: "global strategies refer to general principles and modes of action and local strategies refer to specific activities in relation to the translator's problem-solving and decision-making."

Newmark (1988b: 81) mentions the difference between translation methods and translation procedures. He writes that, "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language".

Literary works is a kind of texts which is usually translated by many translators. Short story is a type of literary works. Translating literary work is more difficult than translating other types of text since literary works have specific values called the aesthetic and expressive values. So, the translator should have a special quality, especially in transferring message from SL to

TL which is make a translation is acceptable or easy to be understood by the reader.

Here, the researcher chooses the book entitled "*Alice's Adventures in Wonderland and Through the Looking Glass*" by Lewis Carroll, or Charles Lutwidge Dodgson, with illustrations by Sir John Tenniel. Carroll wrote Through the Looking Glass as the sequel to Alice's Adventures in Wonderland. (1865). It is almost a mirror image of Alice in Wonderland in terms of setting and imagery; the first book begins outdoors in the warm month of May, uses frequent changes in size as a plot device, and draws on the imagery of playing cards; the second opens indoors on a snowy, wintry night exactly six months later, uses frequent changes in time and spatial directions as a plot device, and draws on the imagery of chess. Carroll incorporates many mirror themes, including opposites and time running backwards, into the plot.

Lewis Carroll's amazing fairy tale about magic cakes and secret doors, grinning cats and singer turtles, which never stop being printed. Since the first time a century and a half ago, this story inspired films, paintings, ballet and computer games. There is even a neurological disease that uses this name. But the results of the most extensive derivative so far are further reading. The study of writers of critics, scientists and bloggers, this bedtime writing becomes a representative of drug culture, the parable of British colonization and stories about the main characters of women who want to be men.

Alices second adventure takes her through the looking-glass to a place even more curious than Wonderland. She finds herself caught up in the great looking-glass chess game and sets off to become a queen. It is not as easy as she expects: at every step she is hindered by nonsense characters who crop up and insist on reciting poems. Some of these poems, such as The Walrus and The Caenter and Jabberwocky, are as famous as the Alice stories themselves. Macmillan was the original publisher of Alice in 1865 and is proud to remain true to the vision of its creators. Every bit as iconic are Sir John Tenniels

remarkable black line illustrations, perfectly capturing the combination of the ordinary and the extraordinary at the heart of Wonderland.

Lewis Carroll, author of such unique books as *Alice's adventures in Wonderland* and *Through the looking glass and what Alice found there*, is said to be the master of nonsense. Linguists use his books for their writings to find examples of many linguistic features. After all, the "Alice books" (*Alice's adventures in Wonderland* and *Through the looking glass and what Alice found there*) are children's books. In this book, noun clauses are frequently appearing in the sentences. It is definitely informal and conversational. The language of the text and its translation present a divergence of stylistic features that could might affect the source/ target readers' perceiving of the goal of this work is to recall the uniqueness of language that Carroll used in his books, namely in the Alice books, to point out their contribution for children, and to illuminate their popularity.

Alice books are rather than standard fairy tales a kind of fiction. The composition of the books is very special. There is not one integrated plot lineage. The books are predominantly composed of independent stories and dialogues. Moreover these dialogues are also specific. On one hand there are truthful and logical sentences, on the other hand these sentences are the very next moment turned topsy-turvy, so the conversation is meaningless and logic is completely lost. Words alone are often emphasized, independently on their context or meaning. The second volume – *Through the looking-glass and what Alice found there* has even less coherent action than the first volume of the Alice (Sedláková, 2014).

This is an example from the Through the Looking-Glass:

"**Alice couldn't see who was sitting beyond the Beetle, but a hoarse voice spoke next.** `Change engines -- ' it said, and was obliged to leave off.

`It sounds like a **horse**,' **Alice thought to herself. And an extremely small voice, close to her ear, said,** `You might make a joke on that -- something about "horse" and "hoarse," you know.'" (Carroll, 1996, chapter 3).

> "`*I dare say you're wondering why I don't put my arm round your waist,'* the Duchess said after a pause: `*the reason is, that I'm doubtful about the temper of your flamingo*. Shall I try the experiment?'*
> `*HE might **bite**,' Alice cautiously replied, not feeling at all anxious to have the experiment tried.*
> `*Very true,' said the Duchess: `**flamingos and mustard both bite. And the moral of that is**--"Birds of a feather flock together."'*
> `*Only mustard isn't a bird,' Alice remarked.*
> `*Right, as usual,' said the Duchess: `what a clear way you have of putting things!'*
> `*It's a mineral, I THINK,' said Alice.*
> `*Of course it is,' said the Duchess, who seemed ready to agree to everything that Alice said**; `there's a large mustard-mine near here. And the moral of that is**--"The more there is of **mine**, the less there is of yours."'"*(Carroll, 1996, chapter 9).

From the above examples, it is clearly seen that the sentences or dialogue in the book of *Alice's adventures in Wonderland* and *Through the looking glass and what Alice found there* mostly composed of some noun clause.

Noun clauses are a type of subordinate or embedded clause in that they fit syntactically with a matrix clause (which contains the main verb of a sentence) and cannot stand independent of the matrix clause (Peter, 2004). Other types of subordinate clauses are relative clauses and two adverbial clauses. Noun clauses are often called nominal or complement clauses and most frequently take the place of an object in a sentence.

There are eight functions of noun clauses in English as proposed by Smithe (2001), they are subject, subject complement, direct object, object complement, indirect object, prepositional complement, adjective phrase complement, and appositive. Meanwhile, the classification of function of Indonesian clause is divided into four, they are subject, object, complement, and adverb (Chaer, 2009).

With the aim of producing translations appropriate for the target system, therefore, the researcher is interested in analyzing the function of noun clause of both English and Indonesian and the translation method used by the translator in translating the noun clause in the book entitled *"Alice's*

Adventures in Wonderland and Through the Looking Glass" by Lewis Carroll", therefore, the researcher chooses the title of this research as **TRANSLATION METHOD OF NOUN CLAUSE USED IN THE BOOK "*ALICE'S ADVENTURES IN WONDERLAND AND THROUGH THE LOOKING GLASS*" INTO "*PETUALANGAN ALICE DI NEGERI AJAIB DAN DUNIA DI BALIK CERMIN*".**

B. Limitation of the Problem

In this research, the researcher limits on the analysis of noun clause found in the sentences of the book *"Alice's Adventures in Wonderland and Through the Looking Glass"* by Lewis Carroll and its translation "*Petualangan Alice di Negeri Ajaib dan Dunia di Balik Cermin*". The analysis of this research is focus on two matters, the first is the function of noun clause and the second is the methods used by translator in translating noun clause found in the book "*Alice's Adventures in Wonderland and Through the Looking Glass*" by Lewis Carroll.

In analyzing the function of English noun clauses, the researcher proposed the theory of function of noun clause by Smithe (2001) who devided it into 8 functions (subject, subject complement, direct object, object, object complement, indirect object, prepositional complement, adjective phrase complement, and appositive. Meanwhile, the Indonesian noun clause is analyzed using function of clause by Chaer (2009) that covers 4 function, clause as subject, clause as object, clause as adverb, clause as complement.

In analyzing the translation strategies used by the translator in translating the noun clause, the researcher selected the term methods proposed by Vinay and Darbelnet and Molina and Albir (2002). Translation procedures are methods applied by translators when they formulate an equivalence for the purpose of transferring elements of meaning from the Source Text (ST) to the Target Text (TT). Vinay and Darbelnet, (2000) first proposed seven methods or procedures (borrowing, calque, literal translation, transposition, modulation, equivalence, adaptation). Meanwhile, Molina and Albir (2002)

proposed 18 methods of translation which also cover borrowing, calque, literal translation, transposition, modulation, equivalence, adaptation. Therefore, both theories are adapted in this research to analyze the method used by the translator in translating the noun clauses.

C. Problem Statement

Considering the research background, the researcher proposes the following problems:

1. What are the function of English noun clauses and their translation found in the book *Alice's Adventures in Wonderland and Through the Looking Glass*?

2. What are the translation methods used by translator in translating English noun clause into Indonesian found in the book *Alice's Adventures in Wonderland and Through the Looking Glass*?

D. Objectives of the Study

Based on the problem statements, the research objectives are arranged as follows:

1. To classify the function of noun clauses and their translation found in the book *Alice's Adventures in Wonderland and Through the Looking Glass*.

2. To classify the methods of translation used by the translator in translating English noun clause into Indonesian found in the book *Alice's Adventures in Wonderland and Through the Looking Glass*.

E. Benefits of the Study

By doing this research, the researcher may have expectations that the research will give some benefits. Those benefits include practical and theoretical benefits.

1. Theoretical Benefits

   a. This research can give contribution in translation field of study.

b. The research findings are expected to enrich the theories of strategy or methods of translation of literature product from English to Indonesian language.

2. Practical Benefits

a. Translator

The result of this research is expected to give some references to the translator for broader translation knowledge of strategies or methods related to the translation of noun clause other linguistics element in the literature products.

b. English Department Students

This research is expected to give more information and additional knowledge about translation studies related to translation strategies or methods in translating noun clause and other linguistics element in the literature products.

c. Other Researcher

Hopefully, this research can add some information in the field of translation, especially when they want to carry out similar or further research about linguistic element of translation such as noun clause using different analysis of strategies or methods.