

CHAPTER I

INTRODUCTION

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1.1. Background of the Study

Today, the world has come to the IT era in which information and technology are two major things to consider in taking an important, immense decision. People all over the world realize this vital existence of information and technology. They want to grab as much information and technology as they can. And with the reason of the international use, the language used to convey those information and technology is English. However, a lot of Indonesian people do not master English. Still they want and need to keep up with information and technology. As a way to fulfill this need, there has been a huge amount of Indonesian translated versions of English books in Indonesia.

Translation is “the transfer of a text written in a source language (SL) into an equivalent text in the target language (TL)” (Budiyo, 1991:1). First, this process includes translating words or phrases from the source language to the target language. And then it also includes finding the equivalence of meaning or message in source language to be transferred to the target language. This process usually goes back and forth until the translator comes to the most equivalent translation of the original text.

Therefore, doing a good translation is not easy at all. Sadtono (1985:vii) states that “to translate means to communicate; the readers must understand everything that has to be translated”. Wongsosaputra (1996) concludes from Sadtono’s statement that the replacement of textual material in one language (source language) into another language (target language) must not change the meaning of the source language. This opinion is in accordance with Finlay’s (1974) in Simatupang (1999) that any translation worthy of the name must reproduce the sense of the original, omitting nothing and adding nothing.

In this sense, even a simple sentence has to pass through the translation process again and again when it is being translated. For example, there are at least two choices when a translator is translating *a good choice* to Indonesian: *pilihan yang baik* or *pilihan yang tepat*. Before deciding which one is more appropriate, the translator needs to consider the context of the word, the cultural background and so on.

Regretfully, many translators still translate using the word-for-word strategy without looking at the whole meaning of the message. An example is when a translator is having difficulty in finding the equivalent word in the target language having the same meaning as the word in the source language. As a solution, he or she would just change the word into the TL-like word. For example, English words like *automatic*, *suspension*, and *career* is hard to translate word-for-word to Indonesian since there are no Indonesian words having the exact meaning as those. The way to translate those words is by

making them into Indonesian-like words by changing some suffixes or orthographical forms. Therefore, the words in Indonesian now are *otomatis*, *suspensi* and *karir*.

Another example is when the writer observed the subtitle of a TV program. She found out that the phrase *teacher's pet* was translated into *peliharaan guru*. The translator had failed to recognize that what *teacher's pet* actually means is *anak emas guru*. The writer also came across that the *Good Friday*, which is a Christian holiday in which the Christ died, was translated word-for-word to *Jumat Baik* instead of *Jumat Agung*.

Those examples indicate that the word-for-word translation cannot be applied in translating idioms. Cruse (1986:37) defines an idiom as “an expression whose meaning cannot be inferred from the meanings of its part”. Katamba (1994:160) adds that knowing the meaning of the words in the idiom is no help in understanding what the idiom means.

Newmark (1988) then views this as the initial reason why an idiom should not be translated word-for-word. Another reason is that since the nature of idiom is colloquial, it would be difficult to find a TL equivalent having the same degree of informality. Therefore, Newmark (1988) and Bassnett (1991) suggests that in translating idioms, translators first should find the TL idiom having the same—or at least, similar—meaning with the SL idiom and substitute the SL idiom with the TL one. If the translator cannot find the TL idiom, then they should carry on with other translation strategies. As Sadtono

(1985), Newmark (1988), and Baker (1992) specify, those other strategies are: functional equivalent, descriptive equivalent, and translation by omission. When possible, SL idioms also can be translated literally. And as the last alternative, translator can take or quote the original idiom in the SL and print it in italics.

However, many translators still do not pay much attention to this suggestion. Many idioms are still translated word-for-word, not as a unity. Therefore, the writer feels that it is important to conduct a research on how translators could translate idioms.

As a source of data in this research, the writer chooses *Chicken Soup for the Kid's Soul* for the book has the original (English) and the translated (Indonesian) versions. The first reason why she chooses this book is because its Indonesian version is translated and published by PT. Gramedia Pustaka Utama. According to the writer's observation, this publisher has the best translators among other publishers. The fact that the book is read by a lot of people, especially parents and children also encourages the writer to take data from it. The English version of this book is written and compiled by Jack Canfield, Mark Victor Hansen, Patty Hansen, and Irene Dunlap, while the Indonesian version is translated by Sutanty Lesmana.

1.2. Statements of the Problem

The questions to be investigated in this research are:

1. Are the English idioms in *Chicken Soup for the Kid's Soul* translated into Indonesian idioms?
2. What are the translation strategies used in translating the English idioms in *Chicken Soup for the Kid's Soul*?
3. What are the Indonesian equivalents of the English idioms that are not translated into Indonesian idioms in *Chicken Soup for the Kid's Soul*?
4. What are the translation strategies used in translating the English idioms that are not translated into Indonesian idioms in *Chicken Soup for the Kid's Soul*?

1.3. The Objectives of the Study

Derived directly from the research questions, this study is conducted to find out about:

1. Whether the English idioms in *Chicken Soup for the Kid's Soul* are translated to Indonesian idioms.
2. The translation strategies used in translating the English idioms in *Chicken Soup for the Kid's Soul*.
3. The Indonesian equivalents of the English idioms that are not translated into Indonesian idioms in *Chicken Soup for the Kid's Soul*.
4. The translation strategies used in translating the English idioms that are not translated into Indonesian idioms in *Chicken Soup for the Kid's Soul*.

1.4. The Significance of the Study

The data and information obtained from this study are expected to help translators both of English-Indonesian and of Indonesian-English to enrich their knowledge on how to translate English idioms and their Indonesian equivalents. The writer also hopes that this study will give contribution to the English teaching because learning to understand and to use correctly the English idioms is an important aspect in the mastery of English.

1.5. Theoretical Framework

This study is mainly based on the idiom translating strategies proposed by Sadtono (1985), Newmark (1988), Bassnett (1991), and Baker (1992). The strategies are: TL-idiom substitution, functional equivalent, descriptive equivalent, translation by omission, literal translation, and translation by quoting and printing the original idiom in italics.

1.6. Scope and Limitation of the Study

Grammatically in a sentence, idioms may be adjectival, adverbial, nominal, or verbal (Curry, 1992). These idioms have the same function as the normal adjective, adverb, noun, or verb in a sentence.

The study then covers the analysis on the adjectival, adverbial, nominal, and complexly combined verbal English idioms in *Chicken Soup for the Kid's Soul* and their equivalents in the Indonesian translation version.

This study does not pay any attention to other three types of verbal idioms discovered by McPartland (1989), which are:

VERBAL IDIOM	EXAMPLE
1. Verb + particle (also called 'phrasal verbs' or 'two-word verbs')	Bring up, catch on, make up
2. Verb + preposition (also called 'prepositional verbs')	Stick to, become of
3. Verb + particle + preposition (also called 'three-word verbs')	Sign up for, drop out of

These three types of verbal idiom are not considered in this study because the writer has found out that they are usually translated word-for-word to Indonesian without any significant changes in meaning and structures. For example, the two-word verb *depend on* is translated into *bergantung pada*.

1.7. Definition of Key-Terms

To avoid misunderstanding, the following terms used in this thesis need some clarification.

1. Idiom.

It is an expression whose meaning cannot be inferred from the meaning of its parts (Cruse, 1986:37).

2. Equivalent.

It is a word, an expression, a phrase, or a sentence, etc. in a language that has the same meaning in another language.

3. Indonesian.

It is the national, official, and also the 'informal' spoken language used in Indonesia by the Indonesian society in all aspects of their daily life.

4. Translation.

It is “the transfer of a text written in a source language (SL) into an equivalent text in the target language (TL)” (Budyono, 1991:1).

5. Source Language.

It is the language in which the original author formulated a message (Nida, 1969: 206). In this study, the source language is English.

6. Target Language.

It is the language into which a message translated from the original or source language (Nida, 1969:207). In this study, the target language is Indonesian.

1.8. The Organization of the Thesis

This thesis is divided into five chapters. The first chapter is the introduction to this study. In the second chapter, the writer gives the theories that serve as the basis of this study. The third chapter is methodology the writer uses in conducting this study. The data analysis and the interpretation of the findings are reported in the fourth chapter. In the last chapter, the writer gives her conclusion and suggestion about this study.