THE TRANSLATION TECHNIQUES USED IN THE FIRST TWO CHAPTERS OF THE ENGLISH VERSION OF ANDREA HIRATA'S *LASKAR PELANGI*

THESIS

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ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
JEMBER UNIVERSITY
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THESIS

A Thesis Presented to English Department
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as One of the Requirements to Obtain
the Award of Sarjana Sastra Degree
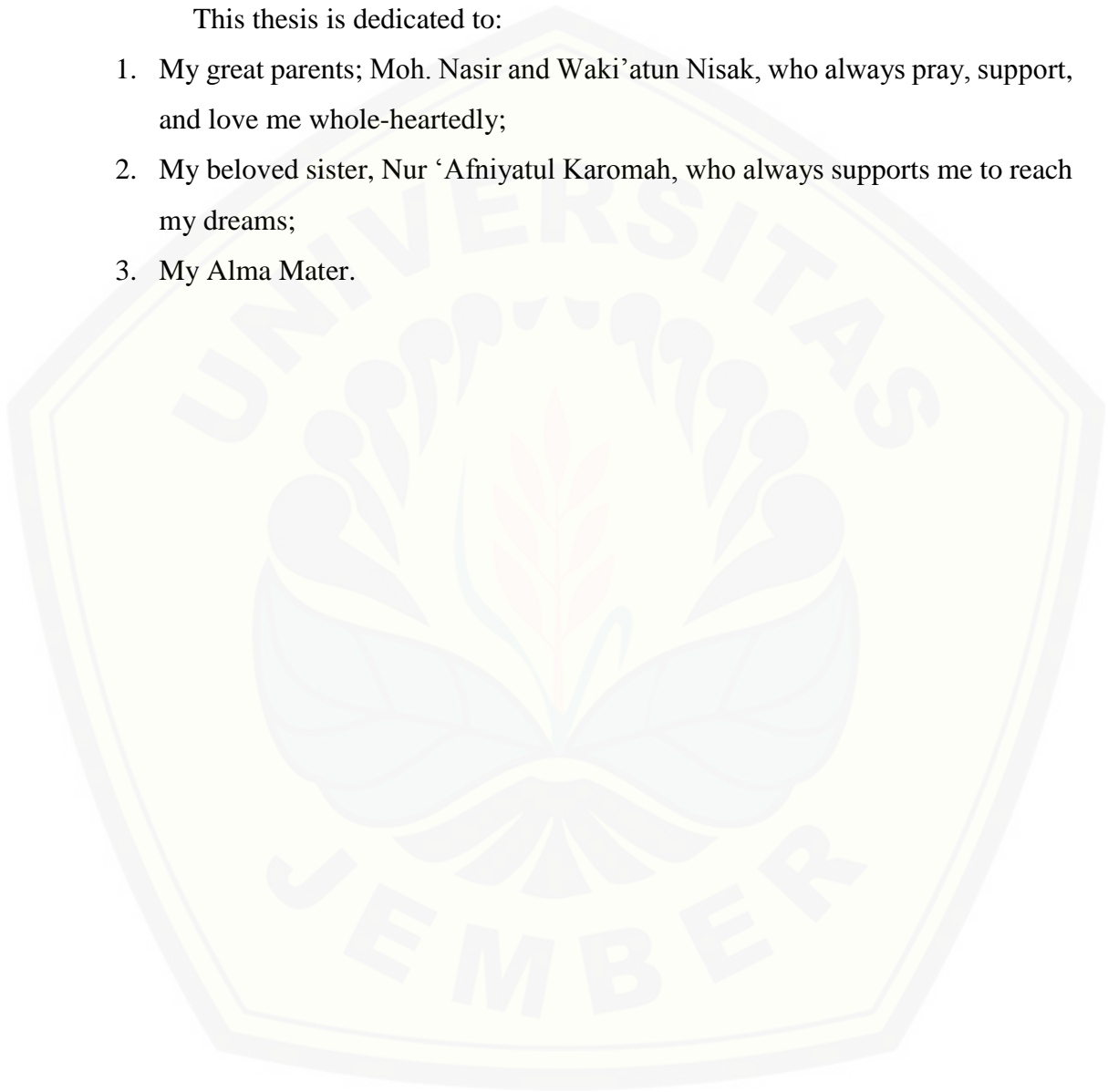in English Study

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DEDICATION

This thesis is dedicated to:

1. My great parents; Moh. Nasir and Waki'atun Nisak, who always pray, support, and love me whole-heartedly;

2. My beloved sister, Nur 'Afniyatul Karomah, who always supports me to reach my dreams;
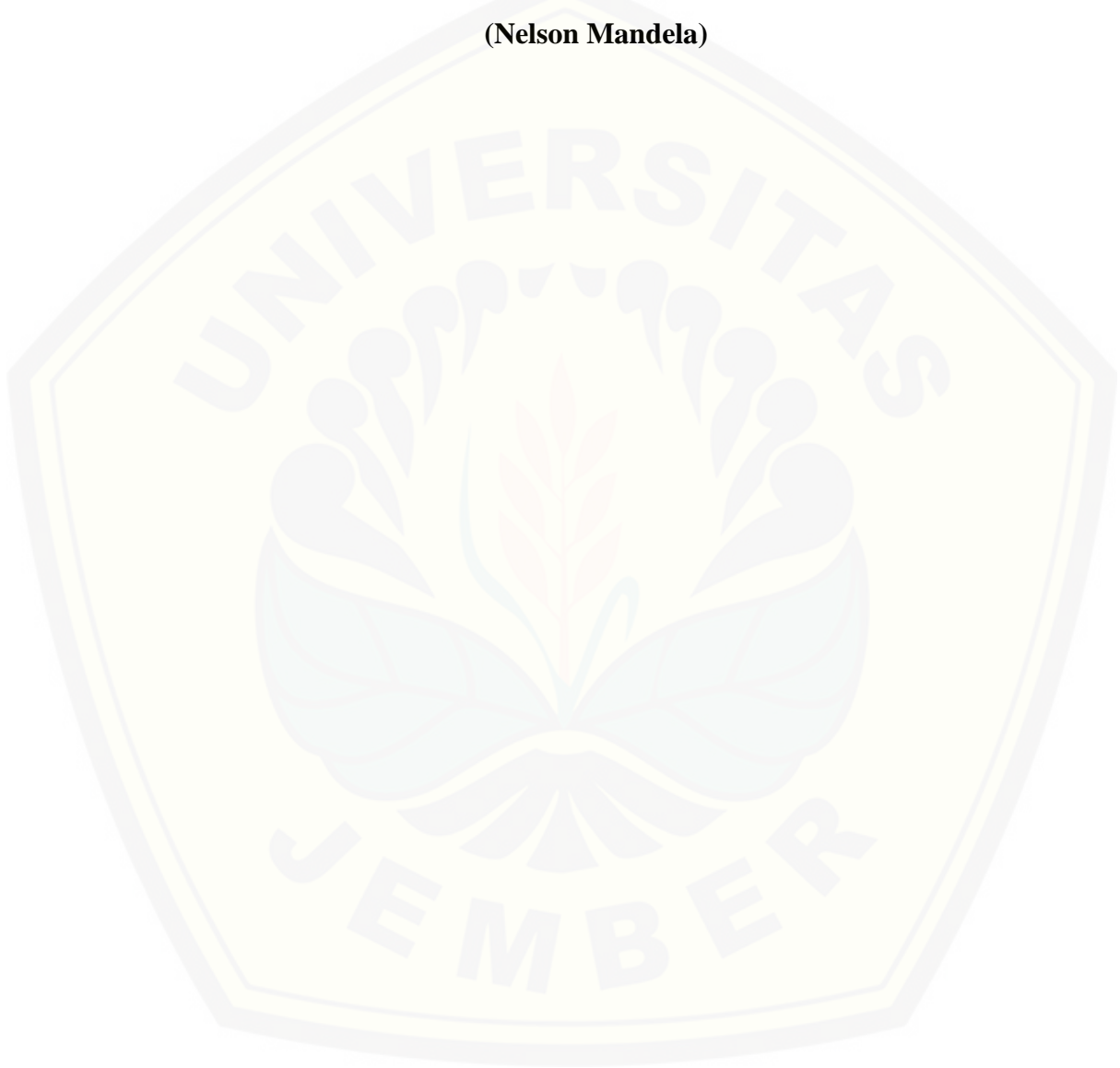
3. My Alma Mater.

MOTTO

"If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart."
(Nelson Mandela)

DECLARATION

I hereby state that this thesis entittled *"The Translation Techniques in the First Two Chapters of the English Version of Andrea Hirata's Laskar Pelangi"* is an original piece of writing. I certify to the best of my knowledge that the analysis and the research described in this thesis have never been submitted for any other degree or any publication.

I guarantee to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, November 2016
The Writer

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Risqiyatul Karomah

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SUMMARY

The Translation Techniques Used in the First Two Chapters of the English Version of Andrea Hirata's *Laskar Pelangi*; Risqiyatul Karomah, 120110101061, 58 pages; English Department, Faculty of Humanities, Jember University.

This research discusses about the translation techniques used in the first two chapters of the English version of *Laskar Pelangi.* It examines how the translation techniques are used in the translation of the first two chapters of *Laskar Pelangi* into its English version. The purpose of this research is to find out the types of translation techniques used in the translation of the data and to find whether the use of those techniques produce accurate translation text. This research compares the message of the Source Language Text (SLT) and the Target Language Text (TLT) to find the accuracy of the TLT according to the translation accuracy theory.

This study is a qualitative study, exactly a case study in translation. This study uses document as the source of the data. There are 200 sentences of the TLT chosen as the data to analyze. Those sentences are from the first two chapters of the English version of Andrea Hirata's *LaskarPelangi*.

The results show that there are 12 translation techniques used by the translator in translating the data; literal translation, borrowing, amplification, transposition, addition, omission, calque, particularization, adaptation, compensation, and description. Those translation techniques are applied either as single techniques or multiple techniques. Based on the frequency of the translation techniques application in the 200 sentences of the TLT, literal translation and borrowing are the two most dominant techniques used by the translator. Literal translation is used in 133 sentences and borrowing is used in 60 sentences in the data, either as single technique or multiple technique together with the other translation techniques. Based on this finding, it is concluded that the translator tries

to maintain the orientation of the SLT in the TLT by rarely doing cultural adaptation or lexical adjustment in the TLT. Besides, this research also finds that translator translates word by word of the SLT into the TLT in order to lead to precise understanding of the readers who are mostly children due to the fact that the text itself is a children literature in which the translator has to consider the ability of the readers to understand the message precisely. Therefore, literal translation and borrowing are chosen in order to produce accurate TLT that requires all of the information in the SLT to be transferred into the TLT. On the other hand, in those 200 sentences of the TLT in this research, the translator also uses other 10 translation techniques that are TLT oriented. This finding shows that the translator also needs to do cultural and lexical adjustments in the TLT in order to make the audience understand the message that the translator wants to transfer to him/her.

Furthermore, it is found in the data that not all of the sentences use one translation techniques, most of them use more than one translation techniques or multiple translation techniques. There are 66 sentences that use single translation techniques and 134 sentences that use multiple translation techniques, which are more dominant than single translation techniques. Afterwards, this study also finds that the impact of using those techniques is positive. In using those translation techniques, the translator produces 95% accurate TLTs, 3% less accurate TLTs and only 2% inaccurate TLTs. The causes of the less accurate and the inaccurate TLTs in the data of this research are the additional and omitted messages in the TLTs that makes the TLTs unequal and leads to ambiguity in some cases. Therefore, it is suggested that translator has to be careful in adding or omitting some information from the SLT because it might lead to crucial problem toward the accuracy of the TLT.

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CHAPTER 1. INTRODUCTION

This chapter consists of the background of the study, the research topic, the scope of the study, the research problems, the research questions, the objectives of the study, the significances of the study, and the organization of the thesis.

1.1 The Background of the Study

Translation is a branch of linguistics that has an important role in the world of communication between countries. It is a way of transferring information for introducing a culture, knowledge, or a literary work of a country globally. A translation book is an example of translation products that eases the reader(s) to understand the information written in its first language. Besides, such kind of book, for Indonesia as a developing country, can be a tool of improving the knowledge of the people because Indonesia still has limited number of literary works and only few of the people can speak a foreign language such as English. It helps and eases the people to gain knowledge and information from the entire world. In short, translation appears as a solution to avoid misunderstanding of receiving messages written in one language by transferring the message from one language into the target language.

According to Nida and Taber (1982:12), translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Basically, translation is a process of transferring a message from the Source Language (SL) into the Target Language (TL) that requires meaning equality of the Source Language Text (SLT) and Target Language Text (TLT) and natural form of the TLT. Equal meaning of a translation really helps the readers to understand the same messages written in the SLT. Nida and Taber (1982) said that the translators must strive for equivalence rather than identity. This statement covers the purpose of translation, making the readers understand the same messages reproduced by the translator. In order to produce a good translation, a translator has to follow the

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procedure of translation which is also proposed by Nida and Taber (1982). They noted that there are three procedures of translating a text; they are analyzing, transferring, and restructuring.

In addition, Indonesia has been improving along with the development of its literary works. Many of its literary works are translated into foreign language such as English in order to reach a wider number of readers. Andrea Hirata is one of Indonesian authors who has contributed so much in developing Indonesian Literary works globally. His famous literary work is called as *Laskar Pelangi,* a novel that tells about a tale happening in Belitong, The South Sumatera, Indonesia. This novel is priceless because it can bring all the readers so emotional because of the story of innocent absurd first love, future planner, the right of education and childhood friendship which are packed beautifully. Besides, the journey of ten children in getting education and two inspirational teachers who were paid less but still dedicating themselves to education, in this novel, can really motivate and inspire the readers.

According to Prathivi in The Jakarta Post, April 06 2014, Laskar Pelangi which was published by Bentang Pustaka in 2005 has been sold more than 5 million copies in Indonesia and distributed to 100 countries in the world in 18 languages including English, German, and Turkish. Its English version, *The Rainbow Troops* (2009), was translated by Angie Kilbane. Furthermore, the translator (as cited in Hirata: 2009) said that one thing which was very important and difficult to master was conveying the correct emotion in English in the same way Hirata conveyed it in the Indonesian version.

The difficulties of conveying the message of the SLT in the TLT are related to the procedure of translating a text that cannot always be done simply. Translating word by word of the SLT does not always produce equal and acceptable TLT. Therefore, translator can always use translation techniques as ways of adjusting the TLT. These translation techniques refer to the analysis of the last procedure of translation, restructuring, which consists of lexical, grammatical, and cultural adjustment. Below is the example of applying translation techniques in translating a text;

SLT: Di ujung bangku-bangku panjang tadi ada sebuah pintu terbuka.

TLT: At the end of those long benches was an open door, <u>and inside was an empty classroom.</u>

There are two translation techniques used in the translation text above. The first technique is literal translation, a technique of translating word by word of the SLT into the TLT. In the sentence above, this technique is applied in the translation of *'Di ujung bangku-bangku panjang tadi ada sebuah pintu terbuka'* into *'at the end of those long benches was an open door'*. The second translation technique is addition. This technique is used by the translator to add an additional information '<u>*and inside was an empty classroom',*</u> in the TLT. Fortunately, the TLT in the example above produces accurate message and it shows that adding some information might be useful to adjust the message quality in the TLT. However, translator has to be always careful because using certain technique does not always produce equal TLT.

To sum up with, translation cannot always be done simply just by translating word by word of the SLT. Adjustments of lexicon, grammar, and culture are often needed in order to produce an equal TLT. In relation to those adjustments, translation techniques can be used by translators to restructure the translation of the SLT, so the TLT can be equal and accurate with the SLT. Unfortunately, using a technique does not always produce an accurate TLT. Therefore, it is worth to study how those techniques are used in the first two chapters of the English version of *Laskar Pelangi* and whether the use of those techniques produces an accurate TLT.

1.2   The Research Topic

This study belongs to a translation study which concerns with the study of the application of translation techniques in restructuring a translation text.

1.3   The Scope of the Study

This study focuses on the analysis of the translation techniques used in adjusting the first two chapters of *Laskar Pelangi* as the TLT. Therefore, this study only deals with the study of translation techniques application in the restructuring

process of translation procedure which consists of lexical, grammatical, and cultural adjustment.

1.4 The Research Problem

Translating a text cannot simply be done by translating word by word of the SLT. However, to make an accurate TLT translator should use translation techniques in adjusting the TLT. The problem of this research is that the translator of the English version of *Laskar Pelangi* may use inappropriate technique in adjusting the TLT which can cause inaccurate message of the TLT. Therefore, this problem is worthwhile to analyze to find whether or not the TLT has been translated accurately.

1.5 The Research Questions

1) What translation techniques are used in the first two chapters of the English version of *Laskar Pelangi*?

2) How is the impact of using those techniques toward the quality of the first two chapters of English version of *Laskar Pelangi* in terms of accuracy?

1.6 The Objectives of the Study

The objectives of this research are:

1) To find the translation techniques used by the translator in adjusting the first two chapters of the English version of *Laskar Pelangi*

2) To analyze the impact of using those techniques toward the accuracy of the first two chapters of the English version of *Laskar Pelangi*.

1.7 The Significances of the Study

1) Theoretically, this study contributes to the area of translation studies especially in the application of translation techniques.

2) Practically, this study firstly contributes to learners understanding of several techniques of translation. Secondly, it contributes to classroom process of learning. This study will give some clear explanations about

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the application of translation techniques which can be used for analyzing the micro-units of a translation text. Thirdly, this study will give understanding to the readers about the knowledge of translation and translation techniques application. The last, this study may contribute to the next researcher who will have to study about translation techniques.

1.8 The Organization of the Thesis

This thesis consists of five chapters. The first chapter consists of the background of the study, the topic of the study, the scope of the study, the research problems, the research questions, the objectives of the study, the significances of the study, and the organization of the thesis. The second chapter of this thesis consists of the previous researches which contribute to this study and the supporting theories which will be used in this study. The third chapter consists of the methods used for this thesis (the type of research, research strategy, data collecting, data processing, and data analysis). The fourth chapter consists of the analysis and the discussion. Finally, the last chapter of this thesis consists of the conclusion.

CHAPTER 2. LITERATURE REVIEW AND THEORETICAL
FRAMEWORK

This chapter presents the review of the previous research and the supporting theories used in the research. This research is done in the field of translation study that goes further under the theory of translation techniques to see whether the result of Kilbane's translation is accurate.

2.1   The Review of the Previous Studies

There are five similar previous studies that have contributed to this research. The first is the study of translation by Pelawi (2014). His research contains the description of translation techniques, translation methods, and translation ideologies of *The Gospel According to Matthew* from its SLT (English) into its TLT (Indonesian). In his research he found that there are nine translation techniques, four translation methods, and two translation ideologies used in the translation of the data he used. Lastly, he also found that the result of the translation is somehow accurate, readable and has equal meaning as it is delivered in the SLT.

The second study is a research by Ansori (2010). He examined translation techniques, translation methods and translation ideologies in the translation of *Economic Concepts of Ibn Taimiyah* book. Besides, he also examined the effects of using those techniques, methods and ideologies into the TLT. As the result, he found that literal translation and borrowing are two most dominant translation techniques used by the translator in translating the data. Based on this finding, he concluded that the translator tried to maintain the naturalness of the SLT by doing few cultural or lexical adjustments and much more translating word by word of the SLT into the TLT.

The third previous study is a research by Niswah (2015). She discusses about a grammatical analysis of a translation text. The theories that she used was the theory of some common grammatical errors proposed by Djatmika, Wibowo, and Dewi (2014). It is stated that she found several common grammatical mistakes

such as word choice, word order, subject + verb agreement, and tenses in the data. Most importantly, those mistakes she found are really crucial because it affects the accuracy of the messages and the appropriateness of the English sentences as the TLT.

The fourth study which has contribution to this study is a translation study by Sari, Refnaldi, and Ardi (2013). This study consists of the analysis of translation techniques and accuracy in an English brochure translated from Indonesian. In the study, they used theory of translation techniques by Molina and Albir to analyze the techniques used by the translator in translating the SLT. Besides, to examine the accuracy of the TLT, they used the theory of translation accuracy by Larson. Based on data analysis, they found that translators also tend to maintain the organization and the culture of the SLT in translating the TLT. Unfortunately, maintaining the structure and the culture of the SLT leads to less accurate TLT in the data. They examined that there are 60% of the TLT which are less accurate.

The last study that has contribution is a study by Djatmika, Wibowo, and Dewi (2014). They examined the quality of a translation of bilingual book of physic and social science of Junior High School. They tried to examine the readability of the TLT and the lexical and grammatical application in the TLT. They found that the TLT are written in a good quality of English, but they still found some weaknesses in the adjustment of lexicon and grammar in the TLT. Therefore, they suggested that the translator has to be more careful in adjusting the TLT.

In addition, there are several gaps between this research and all those previous researches. The data of this research is a children literary work while the data of the previous studies are not. According to Vid (2008:220), translating a children literature might not be easier than translating for adults because it has different audience and needs more exploration in translating the text. Furthermore, Shafit (1986, 112–13) as cited in Vid (2008) also stated that translator may even adjust the plot, characters and language considering the child's ability to read and comprehend. So that, different types of data might also affect the translator in using different techniques for translating. Another gap existed between this research and the research of Niswah (2015) and Djatmika *et al.* (2014). Both previous research

only focused on the analysis of grammatical errors in the TLT, meanwhile this research focused on the analysis of translation techniques which involved the analysis of the grammatical, lexical, and cultural adjustments of the TLT.

Certainly, those five previous studies also made a great contribution to this study. The analysis of translation techniques by Pelawi (2014), Anshori (2010), and Sari *et al.* (2013) give this study the general guide line of examining the use of translation techniques in the TLT and examining the accuracy of a translation text. Besides, they also made a better understanding of an accurate translation by making an analysis of the effects of translation techniques toward the accuracy of a translation text. Furthermore, Niswah (2015) and Djatmika *et al.* (2014) make contribution in the way of figuring out the analysis of common English grammatical errors. Therefore, this study was able to figure out the grammatical adjustments, and whether or not they produced an equal translation text.

2.2   The Review of the Related Theories

2.2.1 The Definition of Translation

According to Catford (1965:20), translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Another definition of translation is stated by Nida and Taber (1982:12), they stated that translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Besides, Newmark (1988: 5) noted about translation, often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text. Those three definitions consist of some similar elements about translation, they are; replacing, reproducing, or rendering meaning; source language; target, another, or receptor language; equivalent meaning; and natural form of the target language.

To sum up with, translation is the process of reproducing meaning from the SLT into the TLT. Furthermore, to make a good translation translators have to consider two conditions; the equivalent meaning of the SLT and TLT and the natural form of the TLT.

2.2.2 The Procedure of Translation

The procedure of translation is a chain of steps of translating SLT into the TLT. According to Nida and Taber (1988), there are three steps of translation procedures; analyzing, transferring and restructuring. Below is the translation procedure:

Source Language Text   Receptor Language Text

Analyzing   Restructuring
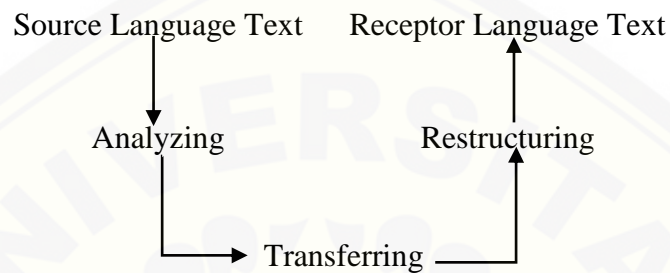
Transferring

The step of Analysis consists of analyzing the words meaning and the grammatical relationship of the SLT. The next step, transfer, refers to the process of transferring the words' meaning and the information of the SLT into the mind of the translator. Finally, the last procedure of translation is restructuring. This process consists of lexical, grammatical, and cultural adjustments of the TLT. The purpose of doing such adjustments is to make the TLT has an equal meaning and natural form. For example:

| **SLT:** | Saya (noun (s)) | pergi (verb) | ke (preposition) | sekolah (noun (o)) |
| **TLT:** | I (noun (s)) | go(verb) | to(preposition) | school(noun (o)) |

In the example above, analysis is done through determining the words classes of the SLT. After determining the class, analyzing the words meaning and information of the SLT is important. The next procedure is transfer. In this step, the translator transfers the information into his mind. Finally, the translator makes an adjustment in order to make an equal TLT. Fortunately, the example above shows no adjustments because it uses a literal translation, in which the SLT is translated

word by word into the TLT. However, this word by word translation still produces equal translation text because both of the TLT and SLT produce similar meaning.

2.2.3 Adjustments in Translation

Adjustments in translation are done through three different ways, they are lexical, grammatical, and cultural adjustments.

1) Lexical Adjustment

Translation is done as a means of transferring messages from SLT into the TLT. Unfortunately, not all lexicons in the SLT has the same concepts as in the TLT. In such case, translator has to follow the role of the TLT's lexicon in order to produce an acceptable translation text. It is supported by Sukarno's (2015:15) statement that translators often find difficulties in translating a word because it has no similar concept in the TLT. Therefore, his statement strengthens that translator has to be able to find or use another word representing the meaning of the word of the SLT. A clear understanding of lexical adjustment will be presented in table 2.1 below.

Table 2.1 The examples of lexical adjustment in translation

SLT	TLT
a) **Mereka** membeli pakaian.	a) **They** buy a cloth.
b) Ibu membeli pakaian untuk **mereka**.	b) Mother buys a cloth for **them**.
c) Jono adalah **adik**ku.	c) Jono is my younger **brother.**
d) Santi adalah **adik**ku.	d) Santi is my younger **sister.**

The first and the second example shows that the word *mereka* in Indonesia has different English concepts. Besides, those concepts are differentiated based on the position of the word; *they* is used as a subject, and *them* is used as an object. The third and the fourth example shows a different translation of *adik*. This word means a younger sibling of a person. It is not common for Indonesian to state

whether he/she is a boy/a girl. To know the sex of the brother/sister is only by guessing his/her name. Furthermore, unlike Indonesian, English has a certain concept of stating the sex of the sibling; **sister** (for a female sibling) and **brother** (for a male sibling).

In short, a translator has to really pay attention to the use of lexicon in the TLT because a single word in the SLT might have more than one meaning in the TLT. Therefore, lexical adjustment is important due to its role in making an acceptable and natural TLT.

2) Grammatical Adjustment

Grammatical adjustment deals with the process of adjusting the grammar or structure of the messages in the TLT. Sukarno (2015) stated that common grammatical differences in languages exist in the form of plural marker, past tense, third person subjective pronoun, etc. Below are the examples;

a) Plural marker

- *'Saya membeli sebuah **apel**'* which is translated into *'I buy an **apple**.'*
- *'Saya membeli 20 **apel**'* which is translated into *'I buy twenty **apples**.'*

b) Past tense

- *'Setiap pagi, Ibu saya selalu **pergi** ke pasar'* which is translated into *'Every morning my mother always **goes** to market.'*
- *'Kemarin sore saya **pergi** ke Rumah Sakit'* which is translated into *'Yesterday I **went** to hospital.'*

From the examples above, translators might conclude that not all languages have the same structure and grammar of making a sentence. Therefore, translator have to really consider the role and the nature of the TLT's structure, so he can make a good translation text.

3) Cultural Adjustment

Another adjustment which must be done in translating a text is cultural adjustments. Language is the reflection of culture. The same idea may be expressed in different ways in different languages. For example, Sukarno (2015) presents a

different way of Indonesian greeting another person as the example of adjusting culture in a translation text. Indonesian has a culture to great another person by saying *'mau kemana?', 'mampir pak', 'mau belanja bu?',etc.* Those greetings cannot only be translated word by word from the SLT like *'mau kemana?'* into *'Where are you going?'*, but it has to be adjusted culturally. Those expressions are uttered as a mean of greeting someone else. Therefore, they can be translated into *'Good morning', 'good afternoon',* or *'good evening'* in English.

2.2.4 Translating Children Literature

Unlike the previous studies, the data of this research is a children literature. Therefore, it is important to know how translating a children literature is. According to Zid (2002:220), translating children literature might not be easier than translating for adults because translator needs to consider the target audience and the ability of the audience.

In addition, Shavit (1981: 171-172) also stated that one can manipulate the translation of a children literature in various ways as long as he follows the principles of the translation of children literature. There are two principles that he mentioned; the first is adjusting the text to make it more appropriate and useful for the kids, and the second is adjusting the plot, the language and the characterization by considering the reading ability of the audience (kids). He also stated that the complexity of the language and the structure of children literature are prominently simple and simplified.

In short, translating a children literature might not be easy because translator has to really consider the target audience's ability to read and the usage to the audience.

2.2.5 The Definition of Sentence

As to describe the definiton of sentence, different expert might define differently. Sukarno (2015:01) stated that sentence refers to the unit of meaning, a complete idea, and this unit at least consists of one subject (implicitly) and one finite verb. It is also mentioned in his book that sentence is the largest unit in

English language, started from its smallest unit, morphemes, words, phrases, clauses and lastly sentences. Furthermore, sentences are grouped into four types. They are simple sintences, complex sentences, compound sentences, and complex-compound sentences.

A simple sentence is a sentence that consists of one subject and one finite verb (Sukarno, 2015: 27). Based on this definition, a simple sentence can be defined as a sentence that consists of only one subject and one finite verb that agrees with the number of the subject and the tense of the sentence. For example; She goes to school. The example above consists of only one subject, she, and one finite verb that aggrees with the number of the subject and the tense, goes.

Furthermore, a complex sentence is a sentence that consists of two or more unequal clauses (Sukarno, 2015: 35). There must be at least one main clause and one subclause in a complex sentence, and a subordinator to connect those clauses. For example; *'The woman who drives the car is my aunty'*. The first clause of the sentence above is *'the woman is my aunty'*, and the second clause is *'the girl drives the car'*. Then they are gathered to be in one sentence and connected by subordinator *'who'*.

Afterwards, the difference between compound and complex sentence is the relation between the clauses. Compound sentence consists of two or more equal clauses, and those clauses are connected by a connector (Sukarno, 2015:30). For example; I was washing the dishes, and Anna was cleaning up the dining room. The first clause of the sentence is *'I was washing the dishes',* the second clause is *'Anna was cleaning up the dining room'*, and those are connected by a connector *'and'*.

Lastly, compound-complex sentence is actually a sentence that consists of compound and complex clauses. For example; the girl who wore a white t-shirt stopped in a mini-mart and bought a lot of sancks. In the sentence above consists of two equal clauses, *'(The girl) stopped in a mini-mart'* and *'(the girl bought a lot of snacks'*, and one subordinated clause *'the girl who wore a whithe t-shirt'*.

In short, an English sentence is a sentence that consists of at least one subject and one finite verb. English sentence is divided into four types; they are simple, compound, complex, and compound-complex sentence.

2.2.6 Translation Techniques

Translation technique is a tool in translation which is used to analyze a micro-unit of a result of translation. Molina and Albir (2002) noted translation techniques as procedures to analyze and classify how translation equivalence works. They stated five characteristics of translation techniques that translation techniques are classified based on the comparison of the TL with the SL, affect the result of the translation, affect only the micro-unit of translation, are affected by context, and are functional.

Furthermore, it is also strengthened by Newmark's (1988) statement about translation techniques or what he calls translation procedures. He stated, while translation methods relate to the whole texts, translation procedures are used for sentences and the smaller units of language. Therefore, it is important to know the types of translation techniques which are used to analyze the data of this research proposal. Vinay and Darbelnet (1977) as cited in (Molina: 2002) divided translation techniques into two categories, they are literal translation techniques which occur when there is an exact transfer of morphological, lexical, or structural units of the source language text into the target language text and oblique translation techniques which are used when the lexical of the SLT cannot be transfer directly into the TLT.

Afterwards, this research focuses on analyzing the data using translation techniques proposed by Molina and Albir (2002), and addition and borrowing proposed by Delisle (1993). According to Molina and Albir, there are eighteen techniques of translation, as follows;

1)   Literal translation

Literal translation is a procedure of translation that requires the translation of word by word of the SLT into the TLT. This translation technique is SLT oriented because it does not require any cultural adaptation or structural shift and adjustments in the TLT. Besides, Molina and Albir (2002) stated in their article that literal translation is word for word translation. Take for an example;

SL: Ayahku duduk <u>di sampingku,</u>

TL   <u>My father</u> sat beside me,

The example above showed word for word translation but still the TL follow its structure such the use of past form of '*sit*' into *'sat'* which sign that the situation happened in the past time.

2)   Borrowing

According to Molina and Albir (2002:510) borrowing is to take the word straight from the source language. This technique is another translation technique which is SLT oriented because it only involve the use of the SLT's term in the TLT. The example of borrowing will be described in the example below:

SLT   : Mereka adalah seorang bapak tua berwajah sabar, Bapak K.A. Harfan Efendy Noor, sang kepala sekolah dan seorang wanita muda berjilbab, Ibu N.A. Muslimah Hafsari atau Bu Mus.

TLT   : There was an old man with a patient face, Bapak K.A. Harfan Efendy Noor, or Pak Harfan—the school principal—and a young woman wearing a *jilbab*, or headscarf, Ibu N.A. Muslimah Hafsari, or Bu Mus for short.

All the bold typed words are the SL words which are naturally transferred into the TL. In this case '*bapak*' and '*ibu*' are not translated using the TL words might be because this is the culture of people in that area address elder people. Besides, '*jilbab*' is left untranslated because it does not have equivalence in the TLT.

3)   Calque

Calque is a translation technique that consists of the translation of common collocation, words pair, or phrases of the SLT into the TLT. The example of calque will be showed in the example below:

SLT   : duduk berderet-deret di bangku panjang lain di depan kami.

TLT   : sitting side by side on the bench in front of us.

The word *'berderet-deret'* in the SLT is translated into *'side by side'* following the common collocation of the TLT.

4)   Transposition

Transposition is a translation technique that uses the technique of shifting a word class category. This theory relates to grammatical shift of the SLT in the TLT. For example:

SLT   : Saat aku masih kecil

TLT   : When I was a boy.

The word 'kecil' in the SL is translated into 'a boy' in the TL. The SL word is actually an adjective, but is translated and shifted into a different word class 'a boy' (noun).

5)   Modulation

Unlike transposition, modulation is a shift of cognitive, often, the change of point of view of the SL in the TL. For example;

SLT   : Pagi itu, waktu aku masih kecil, aku duduk di bangku panjang di depan sebuah kelas.

TLT   : That morning, when I was just a boy, I sat on a long bench outside of a school.

Modulation is a translation technique which requires the shift of the cognitive categories that changes the point of view, perspective, and category of thought of SL in the TL. Vinay and Darbelnet mentioned eleven types of modulation; one of them is the shift of a part for the whole. This type of modulation is found in the first datum, in the translation of *'didepan sebuah kelas'* into *'outside of a school'*. This translation shows an enlargement meaning of the SLT in which the SLT states a specific area of the location that is *'didepan sebuah kelas'* or *'in front of a classroom'* is made to be more general in the TLT *'outside of a school'*.

6) Established Equivalence

Equivalence is replacing a situation in different terms of the TLT. Unlike modulation that changes the point of view of the SL word, equivalence refers to the semantic or lexical form of the SLT and the TLT in that they have different terms but still referring to the same meaning or situation. For examples:

a) SLT : Buah jatuh tidak jauh dari pohonnya

TLT : As the tree so the fruit

b) SLT : yang lalu biarlah berlalu

TLT : Let's gone be by gone

7) Adaptation

Adaptation is replacing a situation of the SL into different term of the same situation in the TL. This technique is used because there is a cultural gap between both SL and TL. For example is the translation of the word *'perhelatan'* into *'party'* in English.

8) Amplification

Amplification is a technique of paraphrasing the information given in the source language. For example;

SLT   : Hari itu adalah hari yang agak penting .

TLT   : It was an important day.

In the sentence above, *'hari yang agak penting'* was paraphrased into *'an important day'*. In case of stating quiet important, the translator prefer to directly said the day was important.

9) Compensation

According to Molina and Albir (2002:510) compensation is introducing a ST element or stylistic effect in the TT because it cannot be reflected in the same place as the ST, e.g. *Jilbab* which is translated into 'headscarf' in English.

10) Description

     Description means describing the function or the situation of the term of the SL in the TL, e.g. *pengajian* which is translated into *'recitation of the Koran'* in English.

11) Discursive Creation

     Molina and Albir (2002) proposed that discursive creation is to establish a temporary equivalence that is totally unpredictable out of context, e.g. the tittle of the chapter two in *Laskar Pelangi, Antedulivium,* is translated into 'The Pine Tree Man'in the English version. The term in the Target Text is used to recover the content of the chapter, a man who is described to be look like a pine tree.

12) Generalization

     Generalization means generalizing a word of the SL as the purpose of neutralizing the meaning in the TL, e.g. *ikan mujair* which is then translated into *'fish'. Ikan Mujair* is actually a type of fish, but is generalized and translated to its general term, *fish.*

13) Linguistic Amplification

     Linguistic Amplification is adding linguistic elements and is often used in dubbing, e.g. the translation of Indonesian expression '*yakin?'* Into 'Are you sure?' in English expression.

14) Linguistic Compression

     Linguistic Compression is synthesizing the linguistic elements of the TT and is often used in subtitling a film, e.g. '*terus memangnya kenapa?*' is translated into 'so?'.

15) Particularization

     Particularization is using more precise or concrete term in the TL. For example, the term *kendaraan beroda empat*, this term is then translated into 'car'

to point a concrete thing which was meant by a *Kendaraan beroda empat* (a four wheeled cycle).

16) Reduction

Molina and Albir (2002: 510) proposed about reduction as a way of suppressing the information of the SL in the TL, e.g. *bulan puasa* which can be translated into 'fasting month' is reduced into its common term, 'Ramadan'.

17) Substitution

Substitution is changing the linguistic element into a paralinguistic element in the TL or vice versa. For example, Arabic uses the gesture of putting their hand in their heart as a mean of saying thank you, and then, the TL expresses that gesture into linguistic element 'thank you'.

18) Variation

Variation, according to Molina and Albir, is changing linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc. For example, is changing the tone when reading a story for kids.

Beside all those techniques of translation by Molina and Albir, the theory of addition and omission by Delisle (1993) are also used in this study.

1) Addition

Delisle (as cited in Molina: 2002) stated that addition means introducing unstated element of the SLT in the TLT. For example;

SLT   : Ia sudah tak bisa berpikir jernih.

TLT   : **She had already reached the point where** she wasn't thinking clearly

2) Omission

Omission is omitting the element of the SLT in the TLT. For example;

SLT   : **Tapi agaknya** bukan hanya ayahku yang gemetar.

TLT   : My father wasn't the only one trembling.

       Furthermore, in relation to the application of those translation techniques, translator may not always only apply single translation technique in one sentence. Translator might also apply multiple translation techniques; two translation techniques, three translation techniques, or four translation techniques. Following is the example of three translation application;

SLT   : Selain itu disana juga tak jarang buaya sebesar pangkal pohon sagu melintasi jalan.

TLT   : In those spooky palm areas, it wasn't uncommon to encounter a crocodile as large as a coconut tree crossing the road.

The three translation techniques used in the data above are amplification, addition, and adaptation. Amplification is used in the translation of *'disana'* into *'in those spooky palm areas'*. The translator tried to paraphrase the idea of *'disana'* which means *'over there'* into *'in those spooky palm areas'*. Addition was used to add *'to encounter'* in the TLT. Lastly, adaptation is used in the translation of *'pohon sagu'* into *'coconut tree'*. The translator tried to use *'coconut tree'* instead of *'palm tree'* in translating *'pohon sagu'* this adaptation was done might be because the two trees have similar shape and coconut tree is more common than palm tree. Based on the theories described above. This research applies the theory of translation techniques proposed by Molina and Albir (202), addition and omission technique by Delisle (1993).

2.2.7 Translation Accuracy

       Translation accuracy refers to the equality of the messages in the TLT, whether or not they are equal with the messages in the SLT, Nababan, Nuraeni, Sumardiono (2012:44). It has relation to the action of deleting or adding information in TLT by the translator. However, deletion and addition can always be done in translating as long as it is not intended to reduce or add the information which can cause misunderstanding. Nababan *et al.* also stated that deletion and omission can be applied as if only to make the text easy to understand and comprehend.

In addition, translation accuracy, according to Larson (1988:530) refers to precise understanding of the information from the SLT in the TLT. Sometimes, translators add or omit information in the TLT. Those addition and omission do not affect anything in the TLT as long as they transfer equal and precise information. Besides, Suttleworth and Cowie (1997:3) stated the following statement:

> "Accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original, while it usually refers to preservation of the information content of ST in TT, with an accurate translation being generally literal then free, its actual meaning in the content of a given translation must depend on the type of equivalence"

Therefore, translation accuracy refers to translation evaluation that evaluates the equality of the information transferred from its SLT into the TLT. A translation text is accurate if then its information matches and are equal with its SLT's. Then, Arifianti (2010) stated about the three levels of translation accuracy. The first is accurate which means all of the information is transferred from the SLT into the TLT. The second is less accuare which means there are certain problems in the meaning, or the TLT raises multiple or ambigous meaning, or there is certain lost meaning. The third is inaccurate which means the meaning of the SLT and the TLT re completely different.

Based on the explanations by the experts above, this thesis applies three levels of accuracy in analyzing the accuracy of the first two chapters of the English version of *Laskar Pelangi*, as follows;

1. Accurate: All of the meaning are transferred into the TLT and if there are additional or ommited meaning, they do not cause misunderstanding, ambiguity and lessen the equality of the information in the TLT.

2. Less Accurate: certain problems occur in the meaning of the TLT, or there are certain additional meanings that cause ambiguity and misunderstanding in the TLT, or there are certain lost inforation in the TLT.

3. Inaccurate: the meaning of the SLT and the TLT are completely different.

2.3 Theoretical Framework

Theoretical framework is the framework of some theories which is used in analyzing the data to answer all the research questions. The research problem of

this study is the translator might use inappropriate translation techniques and produce inaccurate TLT. From this general problem of translation, here are the steps of analyzing the data using the theories mentioned in 2.2 above;

a) Firstly, this research examines the translation techniques used in the data by using the theory of the translation techniques.

b) Secondly, this research answers the second question to examine the accuracy of the data by using the theory of translation accuracy.

c) Thirdly, having been analized, this research will finally put a conclusion to what have been researched.

Theory of Translation Accuracy by Nababan, Nuraeni, and Sumardiono (2012)

Theory of Translation Techniques By Molina and Albir (2002) and Delisle (1993)

Research problem:

Translation cannot always be done simply. Translators need translation techniques to adjust the TLT. Therefore, it is worth to examine whether the use of those techniques produces equal TLT.

Research Question 2:

How is the accuracy of the TLT?

Research Question 1:
What translation techniques are used in the TLT?

Theoretical framework of the thesis

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CHAPTER 3. RESEARCH METHODOLOGIES

This chapter consists of the research methods which are used in this thesis underlining the principle of a good research that has to follow the procedures in order to make a standard research which does not violence the research methodologies. Therefore, this research are able to produce a valid result of the analysis. This chapter consists of four subchapters: (1) the type or research, (2) the research strategy, (3) the data collection, (4) the data processing, and (5) the data analysis.

3.1   The Research Strategy

Descombe (2003:32) stated that case studies refers to a strategy that focuses on one instance (or a few instances) of particular phenomenon with a view to providing an in-depth account events, relationships, experiments, or process occurring in that particular instance. To use this strategy, a certain case in an area of study is needed. In this study, a case in translation study occurs after all the facts that the SLT (Indonesian) and the TLT (English) have certain distinction. They are different both in the language structure and culture. In looking at that very big distinction, it becomes a case in translation that, in translating an SLT, translators have to be able to convey accurate meaning as well as the natural form of the TLT. Therefore, this study applies case studies as the research strategy.

3.2   The Type of Research

The type of this research is descriptive qualitative because this research deals with non-numerical data. According to Mackey and Gass (2005: 2) the analysis of qualitative research is interpretative rather than statistical. Based on the statement above, this research uses a textual data rather than numeral and focuses on careful analysis, description, and interpretation of the accurate data using the theory of translation techniques which avoided any statistical process or data measurements.

3.3 The Data Collection

This research uses documentary data. According to Descombe (2003:228), documentary research "provides a cost-effective method of getting data, particularly large-scale data such as those provided by official statistics" and it provides "a source of data which is permanent and available in a form that can be checked by others". Based on the characteristics mentioned by Descombe, the data of this research are taken from the first two chapters of Andrea Hirata's novel *Laskar Pelangi* and its English version because they are certainly available and checkable. In addition, there are 200 sentences of the the first two chapters of the English version of *Laskar Pelangi* which will be used as the data and compared to the SLT's.

3.4 The Data Analysis

This study aims to find the translation techniques which are used in the Indonesian to English translation of *Laskar Pelangi* and the impacts of using those techniques toward the accuracy of the TLT. In analyzing the techniques, this study applies the theory of translation techniques by Molina and Albir (2002) and is supported by other techniques by Newmark (1988) and Delisle (1993). Besides, to examine the accuracy of the TLT, this study applies the theory of accuracy by Nababan (1998) which is also supported by other sources of translation accuracy. Below is the example of the analysis of the text:

Table 3.1 The Example of the Data Analysis

No	SLT	TLT	Translation Techniques	Level of Accuracy
1	*Lima tahun pengabdiannya di sekolah melarat yang amat ia cintai dan tiga puluh dua tahun pengabdian tanpa pamrih pada Pak Harfan, pamannya, akan berakhir di pagi yang sendu ini.*	*Her big dreams for this poor school were about to fall apart before they could even take off, and thirty-two faithful years of Pak Harfan's unrewarded service were about to come to a close on this tragic morning.*	Omissions, modulation, addition, borrowing	Inaccurate

There are four translation techniques used in translating the data above;

1. Omission occurs when the translator omitted the information *Lima tahun.*

2. Modulation (the shift of cognitive) occurs in the translation of *pengabdiannya* into *her big dreams*.

3. Addition occurs when the translator added the information of *before they could even take off.*

4. Borrowing occurs in the translation of *Pak Harfan*

The translation text above is inaccurate because TLT has different message from the SLT. The omission of *lima tahun* affects the lost information of the TLT, the use of *her big dreams* instead of *her dedication* in translating the *pengabdiannya* also affects the accuracy of the text that the word dreams refers to something that have not happened yet and will be done in the future meanwhile the word dedication refers to something that has been done for that five years of the actor in the past, and the addition of *before they could even take off* also causes ambiguity that it was stated before the actor had dedicated herself into this school for five years but in the TLT was stated that they had not taken off yet or had not even started anything yet. However, it would be better if the translator translates the SLT into *'Her five years dediation for this poor school were about to fall apart and thirty-two faithful years of Pak Harfan's unrewarded service were about to come to a close on this tragic morning.'*

CHAPTER 5. CONCLUSION

This thesis examines the translation techniques used by Angie Kilbane in translating the first two chapters of *Laskar Pelangi* into its English version *The Rainbow Troops* and whether or not the use of those translation techniques produce an accurate TLT. This thesis summaries consist of the use several translation techniques that affect the accuracy of the TLT. Therefore, the theory of translation accuracy is used to value each of the TLT to know how accurate they are with the SLT.

There are two research questions in this thesis. The first is what translation techniques are used by Angie Kilbane in translating the first two chapters of *Laskar Pelangi*. The answer to this question is that the translation techniques used in the translation of *Laskar Pelangi* are literal translation, borrowing, amplification, transposition, modulation, addition, omission, calque, particularization, adaptaion, compensation, and description. Literal translation is the most dominant translation techniques used by the translator and is used in 32.12% of the whole data, either as single translation technique or as multiple translation technique. Then the second dominant type of translation techniques used by the translator is borrowing. It is used 14.50% in the data, either as single translation technique or as multiple translation technique. Those findings show that the translator tries to maintain the orientation of the SLT in the TLT by rarely doing cultural adaptation or lexical adjustment in the TLT. The purposes of the translator in translating word by word of the SLT into the TLT and using certain SLT terms in the TLT are to create precise understanding of the readers who are mostly children and to produce accurate TLT that requires all of the information in the SLT to be transferred into the TLT. However, it cannot be avoided that the translator also uses other 10 translation techniques that are TLT oriented. This finding shows that the translator, in some cases, still needs to do cultural adjustments in order to make the audience understand the message that the translator wants to transfer to him/her. Furthermore, those 12 techniques are not only used as single techniques but also as

multiple techniques which means two or more techniques are used together in translating the SLT into the TLT.

The second research question is how the impact of using those techniques toward the quality of the TLT in terms of accuracy is. Fortunately, the use of those translation techniques gives positive impact toward the TLT. There are 95% accurate sentences of the TLT. Meanwhile, the other 3% of the TLT are less accurate and 2% of them are inaccurate. Most of the less accurate and the inaccurate TLTs in this researh are caused by the omitted or added information in the TLT that make the TLT itself ambigous or have total different meaning from the SLT.

In conclusion, to produce an accurate translation text, translator has to be careful in adding or omitting the information from the SLT in the TLT. He/she has to be able to use appropriate translation techniques in translating a text so that the TLT will be an accurate translation text that has natural form and precise meaning with the SLT.

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APPENDICES

Appendix 1

The application of literal translation in the translation of the first two chapters of Andrea Hirata's *Laskar Pelangi*

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	Level of Accuracy
1.	6a	Kosen pintu itu miring	6b	The door frame was crooked.	Accurate
2.	10a	Seperti ayahku, merea berdua juga tersenyum.	10b	Like my father, they also were smiling.	Accurate
3.	13a	Ia berulang kali menghitung jumlah anak-anak yang duduk di bangku panjang.	13b	She kept counting the number of children sitting on the long benches,	Accurate
4.	16a	katanya gusar pada bapak kepala sekolah.	16b	She said anxiously to the principal.	Accurate
5.	18a	Aku juga merasa cemas	18b	I too felt anxious.	Accurate
6.	21a	Aku tahu beliau sedang gugup dan aku maklum bahwa tak mudah bagi seorang pria beruisa empat puluh tujuh tahun, seorang buruh tambang yang beranak banyak dan bergaji kecil, utnuk menyerahkan anak laki-lakinya ke sekolah.	21b	I knew he was nervous, and I was aware that it wasn't easy for a 47-year-old miner with a lot of children and a small salary to send his son to school.	Accurate
7.	23a	Menyekolahkan anak berarti mengikatkan diri pada biaya selama belasan tahun dan hal itu bukan perkara gampang bagi keluarga kami.	23b	Sending a child to school meant tying oneself to years of costs, and that was no easy matter for our family.	Accurate
8.	29a	Para orang tua ini sama sekali tak yakin bahwa pendidikan anaknya yang hanya mampu mereka biayai paling tinggi sampai SMP akan dapat mempercerah masa depan keluarga.	29b	These parents weren't convinced that their children's education, which they could only afford up to junior high, would brighten their families' futures.	Accurate
9.	31a	Aku mengenal para orangtua dan anak-	31b	I knew all of the parents and children sitting in front of me	Accurate

		anaknya yang duduk di depanku.			
10.	32a	Kecuali seorang anak lelaki kecil kotor berambut keriting merah yang meronta-ronta dari pegangan ayahnya.	32b	Except for one small, dirty boy with curly, red hair, trying to wriggle free from his father's grasp.	Accurate
11.	35a	Selebihnya adalah teman baikku.	35b	The rest of them were my good friends.	Accurate
12.	51a	Suasana hening.	51b	The atmosphere was silent.	Accurate
13.	65a	Saat itu sudah pukul sebelas kurang lima.	65	It was five till eleven.	Accurate
14.	70a	Suaranya berat selayaknya orang yang tertekan batinnya.	70b	Her voice was grave, normal for someone with a sinking heart.	Accurate
15.	71a	Akhirnya, waktu habis	71b	Finally, time was up.	Accurate
16.	74a	Aku melepaskan lengan ayahku dari pundakku.	74b	I took my father's arms off of my shoulders.	Accurate
17.	85a	Pakaian dan sisiran rambutnya sangat rapi.	85b	His clothes and hairstyle were very neat.	Accurate
18.	86a	Ia berkemeja lengan panjang putih yang dimasukkan ke dalam.	86b	He wore a long-sleeved white shirt tucked into his shorts.	Accurate
19.	91a	Ia sangat gembira dan berjalan cepat setengah berlari tak sabar menghampiri kami.	91b	He was extremely happy and moving quickly, half running, as if he couldn't wait to get to us.	Accurate
20.	95a	kami tak punya biaya untuk menyekolahkannya kesana.	95b	We don't have the money to send him there."	Accurate
21.	98a	Lagi pula lebih baik kutitipkan dia di sekolah ini daripada di rumah ia hanya mengejar-ngejar anak-anak ayamku.	98b	And more importantly, it's better that he's here at this school rather than at home, where he just chases my chicks around.	Accurate
22.	109a	Sekarang dengan ceria beliau mengatur tempat duduk kami.	109b	She cheerfully began to assign our seats	Accurate
23.	111a	Semua telah masuk ke dalam kelas, telah mendapatkan teman sebangkunya masing-masing, kecuali aku dan anak laki-laki kecil kotor berambut keriting merah yang tak kukenal tadi.	111b	Everyone had already entered the class room and gotten their desk mates, except for me and that small, dirty boy with the curly, red hair whom I didn't know.	Accurate
24.	146a	Ia seperti pilea, bunga meriam itu, yang jika butiran air jatuh di atas daunnya, ia	146b	He was like an artillery plant. When drops of water fall on its petals, it shoots	Accurate

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	Level of Accuracy
		melontarkan tepung sari, semarak, spontan, mekar, dan penuh daya hidup.		out pollen—glittering, blossoming and full of life.	
25.	161a	Aku sendiri masih bingung.	161b	I myself still felt confused.	Accurate
26.	173a	Aku mengerti	173b	I understood.	Accurate
27.	193a	Bukankah pensil semacam itu dipakai para tukang jahit untuk menggaris kain?	193b	Wasn't that the kind of pencil tailors used to make marks on clothing?	Accurate
28.	197a	Bukankah buku semacam itu baru akan kami pakai nanti saat kelas dua untuk pelajaran menulis rangkai indah?	197b	Wasn't that the kind of book we would use in second grade when we learned how to write in cursive?	Accurate

Appendix 2

The application of amplification in the translation of the first two chapters of Andrea Hirata's *Laskar Pelangi*

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	Level of Accuracy
1.	4a	Hari itu adalah hari yang agak penting: hari pertama masuk SD.	4b	It was an important day: the first day of elementary school.	Accurate
2.	87a	Kaki dan langkahnya membentuk huruf x sehingga jika berjalan seluruh tubuhnya bergoyang-goyang hebat.	87b	His knees knocked together when he moved, forming an x as his body wobbled along.	Accurate
3.	88a	Seorang wanita gemuk setengah baya yang berseri-seri susah payah memeganginya.	88b	A plump, middle-aged woman was trying with great difficulty to hold onto him.	Accurate
4.	107a	Sebab tiba-tiba ia mekar sumringah dan posturnya yang jangkung persis tangkai bunga itu.	107b	She held herself high like the poised stem of that beautiful flower.	Accurate
5.	145a	Bola matanya bergerak-gerak cepat dan menyala-nyala.	145b	His eyes lit up as they glanced animatedly around the room.	Accurate
6.	149a	Begitulah makna tatapannya.	149b	His stare challenged.	Accurate
7.	165a	Sepatu ini selalu kusembunyikan ke belakang.	165b	I tried to hide the sight of my shoes by tucking my feet behind me.	Accurate

| 8. | 192a | Salah satu ujungnya berwarna merah dan ujung lainnya biru. | 192b | It was two different colors, one end red and the other blue. | Accurate |
| 9. | 195a | Buku yang dibeli juga keliru. | 195b | The book he bought also was the wrong kind of book. | Accurate |

Appendix 3

The application of addition in the translation of the first two chapters of Andrea Hirata's *Laskar Pelangi*

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	Level of Accuracy
1.	52a	-	52b	Bu Mus' face was puffy from holding back tears.	Accurate
2.	53a	-	53b	I understood how she felt, because her hope to teach was as great as our hope to go to school.	Accurate
3.	54a	-	54b	Today was Bu Mus' first day as a teacher, a moment she had been dreaming of for a very long time.	Inaccurate
4.	55a	-	55b	She had just graduated the week before from *Sekolah Kepandaian Putri* (Vocational Girls' School), a junior high school in the capital of the regency, Tanjong Pandan.	Inaccurate
5.	56a	-	56b	She was only fifteen years old.	Inaccurate
6.	57a	-	57b	Sadly, her fiery spirit to be a teacher was about to be doused by a bitter reality— the threat of her school closing because they were short by just one student.	Less accurate
7.	58a	-	58b	Bu Mus stood like a statue under the bell, staring out at the wide schoolyard and the main road.	Accurate
8.	59a	-	59b	No one appeared.	Accurate
9.	60a	-	60b	The sun rose higher to meet the middle of the day.	Accurate
10.	61a	-	61b	Waiting for one more student was like trying to catch the wind.	Accurate
11.	96a	-	96b	Harun folded his arms over his chest, beaming happily.	Accurate
12.	97a	-	97b	His mother continued.	Accurate
13.	118a	-	118b	I was left behind, watching from outside.	Accurate

No.	No. of SLT		No. of TLT	English Version (TLT)	Level of Accuracy
14.	128a	-	128b	Belitong fishermen, like Lintang's father, strongly believed these birds came to the island to warn of approaching storms.	Accurate
15.	150a	-	150b	Bu Mus then gave out forms for all of the parents to write their names, occupations and addresses.	Accurate
16.	151a	-	151b	Each parent was busy filling out the form, except for Lintang's father.	Accurate
17.	152a	-	152b	He hesitantly took the form and held onto it, tensely.	Accurate
18.	153a	-	153b	The form was like an alien object in his hands.	Accurate
19.	154a	-	154b	He looked to the left, and then to the right, seeing the other parents filling out the form.	Accurate
20.	155a	-	155b	He stood up with a puzzled expression.	Accurate
21.	156a	-	156b	"Forgive me, I cannot read or write."	Accurate
22.	157a	-	157b	Lintang's father then added plaintively that he did not even know the year of his own birth.	Accurate
23.	158a	-	158b	Suddenly Lintang got up from his seat and went over to his father, took the form from his hands and exclaimed,	Accurate
24.	159a	-	159b	"I will be the one to fill out this form later, *Ibunda Guru*, after I have learned how to read and write!"	Accurate
25.	160a	-	160b	Everyone was startled to see Lintang, such a small child, defending his father.	Accurate

Appendix 4

The application of transposition in the translation of the first two chapters of Andrea Hirata's *Laskar Pelangi*

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	Level of Accuracy
1.	44a	Kami prihatin melihat harapan hampa itu.	44b	Seeing her empty hope scared us.	Accurate
2.	196a	Buku bersampul biru tua itu bergaris tiga.	196b	It had a dark blue cover and was three-lined.	

Appendix 5

The application of modulation in the translation of the first two chapters of Andrea Hirata's
Laskar Pelangi

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	Level of Accuracy
1.	64a	Kami menunduk dalam-dalam.	64b	Our heads hung low	Accurate
2.	78a	Sebuah pemandangan yang pilu.	78b	It was devastating.	Accurate

Appendix 6

The application of multiple translation techniques in the translation of the first two chapters of Andrea Hirata's *Laskar Pelangi*

No.	No. of SLT	Indonesian Version (SLT)	No. of TLT	English Version (TLT)	The Translation Techniques	Level of Accuracy
1.	2a	Sebatang pohon filicium tua yang riang meneduhiku.	2b	The branch of an old filicium tree shaded me.	- Amplification - Borrowing	Accurate
2.	3a	Ayahku duduk di sampingku, memeluk pundakku dengan kedua lengannya dan tersenyum mengangguk-angguk pada setiap orangtua dan anak-anaknya yang duduk berderet-deret di bangku panjang lain di depan kami.	3b	My father sat beside me, hugging my shoulders with both of his arms as he nodded and smiled to each parent and child sitting side by side on the bench in front of us.	- Literal Translation - Calque	Accurate
3.	5a	Di ujung bangku-bangku panjang tadi ada sebuah pintu terbuka.	5b	At the end of those long benches was an open door, and inside was an empty classroom.	- Literal Translation - Addition	Accurate
4.	8a	Di mulut pintu berdiri dua orang guru seperti para penyambut tamu dalam perhelatan**.**	8b	In the doorway stood two teachers, like hosts welcoming guests to a **party.**	- Literal translation - Transposition	Accurate
5.	12a	Wajahnya tegang dan gerak-geriknya gelisah.	12b	Her face was tense and twitching nervously.	- Literal Translation - Transposition	Accurate
6.	14a	Ia demikian khawatir sehingga tak peduli pada peluh yang	14b	so worried that she didn't even care about the sweat pouring	- Literal Translation - Omission	Accurate

		mengalir masuk ke pelupuk matanya.		down onto her eyelids.		
7.	20a	Meskipun beliau begitu ramah pagi ini tapi lengan kasarnya yang melingkari leherku mengalirkan degup jantung yang cepat.	20b	Although he seemed friendly and at ease this morning, his rough arm hanging around my neck gave away his quick heartbeat.	- Addition - Literal Translation	Accurate
8.	26a	Tapi agaknya bukan hanya ayahku yang gentar.	26b	My father wasn't the only one trembling.	- Omission - Transposition	Less accurate
9.	30a	Pagi ini mereka terpaksa berada di sekolah ini untuk menghindarkan diri dari celaan aparat desa karena tak menyekolahkan anak atau sebagai orang yang terjebak tuntutan zaman baru, tuntutan memerdekakan anak dari buta huruf.	30b	This morning they were forced to be at this school, either to avoid reproach from government officials for not sending their children to school, or to submit to modern demands to free their children from illiteracy.	- Literal Translation - Transposition	Accurate
10.	34a	Aku tak mengenal anak beranak itu.	34b	I didn't know them.	- Literal Translation - Modulation	Accurate
11.	37a	Kami bertetangga dan kami adalah orang-orang Melayu belitong dari sebuah komunitas yang paling miskin di pulau itu.	37b	We were neighbors, and we were Belitong-Malays from the poorest community on the island.	- Literal Translation - Borrowing	Accurate
12.	39a	Ada tiga alasan mengapa para orangtua mendaftarkan anaknya di sini.	39b	There were only three reasons why parents enrolled their children here.	- Literal translation - Addition	Accurate
13.	41a	Kedua, karena firasat, anak-anak mereka dianggap memiliki karakter yang mudah disesatkan iblis sehingga sejak usia muda harus mendapatkan pendadaran Islam yang tangguh.	41b	The second, the parents feared that their children had weak character and could easily be led astray by the Devil, so they wanted them to have strong Islamic guidance from a young age.	- Omission - amplification	Accurate
14.	42a	Ketiga, karena anaknya memang tak diterima di sekolah mana pun.	42b	The third, their child wasn't accepted at any other school.	- Omission - Literal Translation	Accurate
15.	45a	Maka tidak seperti suasana di SD lain	45b	So unlike other elementary schools	- Literal Translation - Borrowing	Accurate

		yang penuh kegembiraan ketika menerima murid angkatan baru, suasana hari pertama di SD Muhammadiyah penuh dengan kerisauan, dan yang paling risau adalah Bu Mus dan Pak Harfan.		that were full of happiness when welcoming the students of their newest class, the atmosphere on the first day at Muhammadiyah Elementary School was full of concern, and the most concerned of all were Bu Mus and Pak Harfan.		
16.	48a	Tahun lalu SD Muhammadiyah hanya mendapatkan sebelas siswa,	48b	Last year Muhammadiyah Elementary School only had eleven students.	- Borrowing - Literal Translation	Accurate
17.	63a	Sedangkan aku dan agaknya juga anak-anak yang lain merasa amat pedih: pedih pada orangtua kami yang tak mampu, pedih menyaksikan detik-detik terakhir sebuah sekolah tua yang tutup justru pada hari pertama kami ingin sekolah, dan pedih pada niat kuat kami untuk belajar tapi tinggal selangkah lagi harus terhenti hanya karena kekurangan satu murid.	63b	The other children and I felt heartbroken: heartbroken to face our disadvantaged parents, heartbroken to witness the final moments before the old school closed on the very day we were supposed to start, and heartbroken to know that our strong desire to study would be crushed just because we were lacking one student.	- Literal Translation - Modulation	Accurate
18.	66a	dan Bu Mus semakin gundah.	66b	Bu Mus could no longer hide her dejection.	- Transposition - Modulation	Accurate
19.	68a	ucap Bu Mus bergetar sekali lagi.	68b	Bu Mus uttered shakily once again.	- Borrowing - Literal Translation	Accurate
20.	69a	Ia sudah tak bisa berpikir jernih. Ia berulang kali mengucapkan hal yang sama yang telah diketahui semua orang.	69b	She had already reached the point where she wasn't thinking clearly, repeating the same thing everyone already knew.	- Transposition - Addition	Accurate
21.	72a	karena telah pukul sebelas lewat lima dan jumlah murid tak juga genap sepuluh.	72b	It was already five after eleven and the total number of students still did not equal ten.	- Literal Translation - Transposition	Accurate

22.	73a	Semangat besarku untuk sekolah perlahan-lahan runtuh.	73b	My overwhelming enthusiasm for school dwindled away.	- Omission - Literal translation	Accurate
23.	76a	Ia memakai sepatu, kaus kaki, jilbab, dan baju, serta telah punya buku-buku, botol air minum, dan tas punggung yang semuanya baru.	76b	She wore socks and shoes, a jilbab, a blouse, and she also had books, a water bottle and a backpack—all were new.	- Literal translation - Borrowing	Accurate
24.	79a	Para orang tua menepuk-nepuk bahunya untuk membesarkan hatinya.	79b	The parents patted him on the back to console him,	- Modulation - Literal translation	Accurate
25.	80a	Mata Bu Mus berkilauan karena air mata yang menggenang.	80b	And Bu Mus' eyes glistened as they filled to the brim with tears.	- Amplification - Borrowing	Accurate
26.	82a	Beliau bersiap-siap memberikan pidato terakhir. Wajahnya tampak putus asa.	82b	He looked devastated as he prepared to give his final speech.	- Transpostion - Literal translation	Accurate
27.	89a	Pria itu adalah Harun, pria jenaka sahabat kami semua,	89b	That boy was Harun, a funny boy and a good friend of ours.	- Literal Translation - Borrowing	Accurate
28.	90a	yang sudah berusia lima belas tahun dan agak terbelakang mentalnya.	90b	He was already 15 years old, the same age as Bu Mus, but was a bit behind mentally	- Addition - Transposition	Accurate
29.	92a	Ia tak menghiraukan ibunya yang tercepuk-cepuk kewalahan menggandengnya.	92b	He paid no attention to his mother, who stumbled after him, trying to hold onto his hand.	- Literal translation - Compensation	Accurate
30.	93a	Mereka berdua hampir kehabisan napas ketika tiba di depan Pak Harfan.	93b	They were both nearly out of breath when they arrived in front of Pak Harfan.	- Literal Translation - Borrowing	Accurate
31.	94a	SLB hanya ada di Pulau Bangka	94b	The Special Needs School is all the way on Bangka Island.	- Literal translation - Borrowing	Accurate
32.	99a	Harun tersenyum lebar memamerkan gigi-giginya yang kuning panjang-panjang.	99b	Harun smiled widely, showing his long, yellow teeth.	- Borrowing - Literal translation	Accurate
33.	100a	Pak Harfan juga terseyum,	100b	Pak Harfan was smiling too.	- Borrowing - Literal translation	Accurate
34.	102a	Harun telah menyelamatkan kami.	102b	Harun had saved us.	- Literal translation - Borrowing	Accurate

35.	104a	Bu Mus tersipu.	104b	Bu Mus blushed	- Borrowing - Literal translation	Accurate
36.	105a	Air mata guru muda ini surut dan ia menyeka keringat di wajahnya yang belepotan karena bercampur dengan bedak tepung beras.	105b	The young teacher's tears subsided, and she wiped the sweat from her powder-smudged face.	- Transposition - Literal translation	Accurate
37.	110a	Bu Mus mendekati setiap orangtua murid di bangku panjang tadi, berdialog sebentar dengan ramah, dan mengabsen kami.	110b	Bu Mus went up to each parent seated on the long benches, striking up friendly conversations with them before taking roll call.	- Borrowing - Literal translation	Accurate
38.	112a	Ia tak bisa tenang.	112b	He could not sit still.	- Literal translation - Modulation	Accurate
39.	113a	Anak ini berbau hangus seperti karet terbakar.	113b	he smelled like burnt rubber.	- Amplification - Literal translation	Accurate
40.	114a	Anak Pak Cik akan sebangku dengan Lintang.	114b	Pak Cik, your son will share a desk with Lintang.	- Borrowing - Literal translation	Accurate
41.	115a	Oh, itulah rupanya namanya, Lintang,	115b	Oh, so that is his name, Lintang.	- Literal translation - Borrowing	Accurate
42.	117a	Ayahnya berusaha keras menenangkannya, tapi ia memberontak, menepis pegangan ayahnya, melonjak, dan menghambur ke dalam kelas mencari bangku kosongnya sendiri.	117b	His father was trying hard to calm him down, but Lintang wriggled free, pulling away from his father's grasp, then jumped up and rushed into the class to find his seat on his own.	- Literal translation - Transposition	Accurate
43.	119a	Di bangku itu ia seumpama balita yang dinaikkan ke atas tank, girang tak alang kepalang, tak mau turun lagi.	119b	He was like a little kid sitting on a pony—delighted, not wanting to get down.	- Modulation - Literal translation	Accurate
44.	120a	Ayahnya telah melepaskan belut yang licin itu, dan anaknya baru saja meloncati nasib, merebut pendidikan	120b	He had just leapt over fate and grabbed education by the horns.	- Omission - amplification	Accurate
45.	121a	Bu Mus menghampiri ayah Lintang.	121b	Bu Mus approached Lintang's father.	- Literal translation - Borrowing	Accurate
46.	122a	Pria itu berpotongan seperti pohon cemara	122b	He resembled a pine tree struck by	- Omission - Literal translation	Accurate

		angin yang mati karena disambar petir: hitam, meranggas, kurus, dan kaku.		lightning: black, withered, thin and stiff.		
47.	123a	Beliau adalah seorang nelayan, namun pembukaan wajahnya yang mirip orang Bushman adalah raut wajah yang lembut, baik hati, dan menyimpan harap.	123b	He was a fisherman, but his face was like that of a kind shepherd, showing he was a gentle, good-hearted and hopeful man.	- Literal translation - Modulation	Accurate
48.	124a	Beliau pasti termasuk dalam sebagian besar warga Negara Indonesia yang menganggap bahwa pendidikan bukan hak asasi.	124b	However, like most Indonesians, he wasn't aware that education is a basic human right.	- Amplification - Modulation	Accurate
49.	125a	Tidak seperti kebanyakan nelayan, nada bicaranya pelan.	125b	Unlike other fishermen, he spoke softly.	- Literal translation - Transposition	Accurate
50.	129a	Apalagi ia hanya semacam petani penggarap, bukan karena ia tak punya laut, tapi karena ia tak punya perahu.	129b	These fishermen were unable to work for themselves—not for lack of sea, but lack of boats.	- Amplification - Transposition	Accurate
51.	130a	Agaknya selama turun temurun keluarga laki-laki cemara angin itu tak mampu terangkat dari endemik kemiskinan komunitas Melayu yang menjadi nelayan.	130b	Without a doubt, all previous generations of men from this pine tree man's family were unable to lift themselves from the endemic cycle of poverty, inevitably becoming fishermen in the Malay community.	- Modulation - amplification	Accurate
52.	131a	Tahun ini beliau menginginkan perubahan	131b	This year, Lintang's father wanted to break that cycle.	- Transposition - Amplification	Accurate
53.	137a	Keluarga Lintang berasal dari Tanjong Kelumpang, desa nun jauh di pinggir laut.	137b	Lintang's family was from Tanjong Kelumpang, a village not Far from the edge of the sea.	- Borrowing - Amplification	Accurate
54.	138a	Menuju kesanaharus melewati empat kawasan pohon nipah, temapt berawa-rawa yang	138b	In order to get there, you had to pass through four thatch palm areas, swampy places that were hair-	- Literal translation - Addition	Accurate

		dianggap seram di kampung kami.		raising for people from our village.		
55.	147a	Di dekatnya, aku merasa seperti ditantang mengambil ancang-ancang untuk sprint seratus meter.	147b	Being close to Lintang, I felt like I was being challenged to run in a hundred-meter dash.	- Literal translation - Transposition	Accurate
56.	148a	Sekencang apa engkau berlari?	148b	"How fast can you run?"	- Literal translation - Modulation	Accurate
57.	162a	Terlalu banyak perasaan untuk ditanggung seorang anak kecil dalam waktu demikian singkat.	162b	It was a lot of new things for a small child to experience in such a short amount of time.	- Transposition - Modulation	Accurate
58.	163a	Cemas, senang, gugup, malu, teman baru, guru baru … semuanya bercampur aduk.	163b	Anxiety, happiness, worry, embarrassment, new friends, new teachers, all of them stirred about inside of me.	- Transposition - Addition	accurate
59.	164a	Ditambah lagi satu perasaan ngilu karena sepasang sepatu baru yang dibelikan ibuku.	164b	One more thing made matters even worse: a new pair of shoes my mother had bought me.	- Amplification - Transposition	Accurate
60.	166a	Aku selalu menekuk lututku karena warna sepatu itu hitam bergaris-garis putih maka ia tampak seperti sepatu sepak bola, jelek sekali. Bahannya pun dari plastik yang keras.	166b	Black with white stripes and made of hard plastic, they looked like really ugly soccer shoes.	- Omission - Amplification	Less accurate
61.	167a	Abang-abangku sakit perut menahan tawa melihat sepatu itu waktu kami sarapan pagi tadi.	167b	This morning at breakfast, my older brothers laughed so hard their stomachs hurt.	- Literal translation - Omission	Accurate
62.	168a	Tapi pandangan ayahku menyuruh mereka bungkam, membuat perut mereka kaku.	168b	One look from my father was enough to silence them.	- Omission - Literal translation	accurate
63.	169a	Kakiku sakit dan hatiku malu dibuat sepatu ini.	169b	But my feet hurt and my heart was embarrassed, both because of these shoes.	- Amplification - Literal translation	Accurate
64.	174a	bahwa pira yang tak tahu tanggal dan	174b	This was a man who didn't even know his	- Transposition - Literal translation	Accurate

		bulan kelahirannya itu gamang membayangkan kehancuran hati anaknya jika sampai drop out saat kelas dua atau tiga SMP nanti karena alasan klasik: biaya atau tuntutan nafkah.		own birthday, imagining his son's broken heart if he had to drop out in the first or second year of junior high for the classic reasons of money or the unfair demands of life.		
65.	175a	Bagi beliau pendidikan adalah enigma, sebuah misteri.	175b	For him, education was an enigma.	- Literal translation - Omission	Accurate
66.	176a	Dari empat garis generasi yang diingatnya, baru Lintang yang sekolah.	176b	For as far back as Lintang's father could remember, through four generations of their family, Lintang was the first to go to school.	- Borrowing - Amplification	Accurate
67.	177a	Generasi kelima sebelumnya adalah masa antediluvium, suatu masa yang amat lampau ketika orang-orang Melayu masih berkelana sebagai nomad.	177b	Many generations beyond his recollection, their ancestors lived during the antediluvian period, a time long ago when the Malay people lived as nomads.	- Modulation - Amplification	Accurate
68.	180a	Aku dan Lintang sebangku karena kami sama-sama berambut ikal.	180b	Lintang and I were deskmates because we both had curly hair.	- Literal translation - Borrowing	Accurate
69.	184a	Baru beberapa saat di kelas Borek sudah mencoreng muka Kucai dengan penghapus papan tulis.	184b	Just a few moments into the class, Borek already was wiping a chalk eraser all over Kucai's face.	- Literal translation - Borrowing	Accurate
70.	185a	Tingkah ini diikuti Sahara yang sengaja menumpahkan air minum A Kiong sehingga anak Hokian itu menangis sejadi-jadinya seperti orang ketakutan dipeluk setan.	185b	On top of this, Sahara, that small, veil-wearing girl, deliberately knocked over A Kiong's water bottle, causing the Hokian-Chinese child to cry like he had seen a ghost.	- Amplification - Borrowing	Accurate
71.	187a	Kejadian itu menandai perseteruan mereka yang akan	187b	That water bottle affair marked the beginning of a rivalry between them that	- Transposition - Literal translation	Accurate

		berlangsung akut bertahun-tahun.		would carry on for years to come.		
72.	191a	Ayahnya pasti telah keliru membeli pensil karena pensil itu memiliki warna yang berbeda di kedua ujungnya.	191b	His father had bought him the wrong kind of pencil.	- Literal translation - Omission	Less Accurate
73.	194a	Sama sekali bukan untuk menulis.	194b	Whatever kind of pencil it was, it definitely was not for writing.	- Addition - Literal translation	accurate
74.	199a	dan kemudian pada tahun-tahun berikutnya, setiap apa pun yang ditulisnya merupakan buah pikiran yang gilang gemilang,	199b	And in the years to come, everything he would write would be the fruit of a bright mind, and every sentence he spoke would act as a radiant light.	- Literal translation - Addition	Accurate
75.	1a	PAGI itu, waktu aku masih kecil, aku duduk di bangku panjang di depan sebuah kelas.	1b	THAT MORNING, when I was just a boy, I sat on a long bench outside of a school.	- Literal translation - Transposition - Modulation	Accurate
76.	7a	karena seluruh bangunan sekolah sudah doyong seolah akan roboh.	7b	The entire school, in fact, leaned as if it would collapse at any moment.	- Transposition - Amplification - Addition	Accurate
77.	11a	Namun, senyum Bu Mus adalah senyum getir yang dipaksakan karena tampak jelas beliau sedang cemas.	11b	Yet Bu Mus' smile was a forced smile: she was apprehensive.	- Omission - Borrowing - Literal translation	Accurate
78.	17a	Pak Harfan menatapnya kosong.	17b	Pak Harfan stared at her with an empty look in his eyes.	- Literal Translation - Borrowing - Amplification	Accurate
79.	19a	Aku cemas karena melihat Bu Mus yang resah dan karena beban perasaan ayahku menjalar ke sekujur tubuhku.	19b	Anxious because of the restless Bu Mus, and because of the sensation of my father's burden spreading over my entire body.	- Omission - Literal translation - Borrowing	Accurate
80.	24a	Maka aku tak sampai hati memandang wajahnya.	24b	I didn't have the heart to look him in the eye.	- Omission - Literal translation - Modulation	Accurate
81.	25a	Barangkali sebaiknya aku pulang saja, melupakan keinginan sekolah, dan mengikuti jejak beberapa abang dan	25b	It would probably be better if I just went home, forgot about school, followed in the footsteps of some of my older brothers	- Amplification - Omission - Literal translation	Accurate

		sepupu-sepupuku, menjadi kuli		and cousins, and became a coolie		
82.	27a	Setiap wajah orang tua di depanku mengesankan bahwa mereka tidak sedang duduk di bangku panjang itu,	27b	The face of each parent showed that they weren't really sitting on those long benches.	- Literal Translation - Omission - Addition	Accurate
83.	28a	karena pikiran mereka, seperti pikiran ayahku, melayang-layang ke pasar pagi atau ke keramba di tepian laut membayangkan anak lelakinya lebih baik menjadi pesuruh disana.	28b	Their thoughts, like my father's, were drifting off to the morning market as they imagined their sons better off as workers.	- Transposition - Literal Translation - Omission	Accurate
84.	33a	Ayahnya itu tak beralas kaki dan bercelana kain belacu.	33b	His father wasn't wearing shoes and had on cheap, cotton pants.	- Literal Translation - Calque - Amplification	Accurate
85.	36a	Trapani misalnya, yang duduk di pangkuan ibunya, atau Kucai yang duduk di samping ayahnya, atau Syahdan yang tak diantar siapa-siapa.	36b	Like Trapani sitting on his mother's lap, or Kucai sitting next to his father, or Sahara, who earlier had gotten very angry at her mother because she wanted to go into the classroom quickly, or Syahdan, who wasn't accompanied by anyone.	- Literal Translation - Addition - Borrowing	Less accurate
86.	38a	Adapun sekolah ini, SD Muhammadiyah, juga sekolah kampung yang paling miskin di Belitong.	38b	As for this school, Muhammadiyah Elementary School, it too was the poorest village school in Belitong.	- Literal translation - Borrowing - Addition	Accurate
87.	40a	Pertama, karena sekolah Muhammadiyah tidak menetapkan iuran dalam bentuk apa pun, para orangtua hanya menyumbang sukarela semampu mereka.	40b	The first, Muhammadiyah Elementary didn't require any fees, and parents could contribute whatever they could afford whenever they could do so.	- Borrowing - Modulation - Amplification	Accurate
88.	43a	Bu Mus yang semakin khawatir memancang	43b	Bu Mus, who was growing increasingly fretful, stared at the	- Borrowing - Literal translation - Omission	Accurate

		pandangannya ke jalan raya di seberang lapangan sekolah berharap kalau-kalau masih ada pendaftar baru.		main road, hoping there would still be another new student.		
89.	47a	Karena itu sekarang Bu Mus dan Pak Harfan cemas sebab sekolah mereka akan tamat riwayatnya, sedangkan para orangtua cemas karena biaya, dan kami, sembilan anak-anak kecil ini yang terperangkap di tengah cemas kalau-kalau kami tak jadi sekolah.	47b	Therefore Bu Mus and Pak Harfan were worried about being shut down, while the parents were worried about expenses, and we—the nine small children caught in the middle—were worried we may not get to go to school at all.	- Modulation - Literal Translation - Borrowing	Accurate
90.	50a	Kenyataan bahwa beliau hanya memerlukan satu siswa lagi untuk memenuhi target itu menyebabkan pidato ini akan menjadi sesuatu yang menyakitkan hati.	50b	The fact that he only needed one more student would make this speech even more painful to give.	- Literal translation - Omission - Addition	Accurate
91.	62a	Para orang tua mungkin menganggap kekurangan satu murid sebagai pertanda bagi anak-anaknya bahwa mereka memang sebaiknya didaftarkan pada para juragan saja.	62b	In the meantime, the parents probably took the shortage of one student as a sign for their children—it would be better if they sent them to work.	- Addition - Literal translation - Amplification	Accurate
92.	75a	Sahara menangis terisak-isak mendekap ibunya karena ia benar-benar ingin sekolah di SD Muhammadiyah.	75b	Sahara sobbed in her mother's embrace because she really wanted to go to Muhammadiyah Elementary School.	- Literal translation - Transposition - Borrowing	Accurate
93.	77a	Pak Harfan menghampiri orangtua murid dan menyalami mereka satu per satu.	77b	Pak Harfan went up to the parents and greeted them one by one.	- Modulation - Literal translation - Borrowing	Accurate
94.	81a	Pak Harfan berdiri di depan para orangtua, wajahnya muram.	81b	Pak Harfan stood in front of the parents.	- Borrowing - Literal - Omission	Accurate

95.	101a	Beliau melirik Bu Mus sambil mengangkat bahunya.	101b	He looked over to Bu Mus and shrugged his shoulders.	- Literal translation - Borrowing - Modulation	Accurate
96.	106a	Ibu Muslimah yang beberapa menit lalu sembap, gelisah, dan coreng-moreng kini menjelma menjadi sekuntum Crinum giganteum.	106b	Bu Mus, who, just a few minutes earlier, had been on edge with a puffy, smudged face, now transformed into a budding Giant Himalayan Lily.	- Borrowing - Amplification - Literal translation	Accurate
97.	108a	Kerudungnya juga berwarna bunga crinum demikian pula bau bajunya, persis crinum yang mirip bau vanili.	108b	Her veil was the soft white of the lily, and her clothes even gave off the flower's Vanilla aroma.	- modulation - Particularization - Amplification	Accurate
98.	116a	Mendengar keputusan itu Lintang meronta-ronta ingin segera masuk kelas.	116b	Hearing the decision, Lintang squirmed around, struggling to break loose so he could enter the classroom.	- Literal translation - Amplification - Borrowing	Accurate
99.	126a	Lalu beliau bercerita pada Bu Mus bahwa kemarin sore kawanan burung pelintang pulau mengunjungi pesisir.	126b	He told Bu Mus a story. "Yesterday," "a flock of pelintang pulau Birds visited the coast."	- Transposition - Borrowing - Literal translation	Accurate
100.	127a	Burung-burung keramat itu hinggap sebentar di puncak pohon ketapang demi menebar pertanda bahwa laut akan diaduk badai.	127b	He went on to tell her about how the sacred birds perched momentarily on the tip of an almond tree, signaling that a storm was brewing, and the weather grew increasingly worse, stirring up the anger of the sea.	- Addition - Literal translation - Amplification	Accurate
101.	134a	Jika panggilan nasibnya memang harus menjadi nelayan maka biarkan jalan kerikil batu merah empat puluh kilometer mematahkan semangatnya.	134b	If his true calling was to be a fisherman, then the 40-kilometer journey over a red gravel road would break his determination.	- Modulation - Literal translation - Omission	Accurate
102.	136a	yang hangus karena Lintang terlalu jauh mengayuh sepeda.	136b	They were worn down because Lintang had pedaled	- Modulation - Borrowing - Transposition	Accurate

				his bicycle for so long.		
103.	139a	Selain itu disana juga tak jarang buaya sebesar pangkal pohon sagu melintasi jalan.	139b	In those spooky palm areas, it wasn't uncommon to encounter a crocodile as large as a coconut tree crossing the road.	- Amplification - Addition - Adaptation	Accurate
104.	143a	Energi yang berlebihan di tubuhnya serta-merta menjalar padaku laksana tersengat listrik.	143b	The overabundance of energy in his body spread over to mine, stinging me like an electric shock.	- Literal translation - Omission - Addition	Accurate
105.	144a	Ia berbicara tak henti henti penuh minat dengan dialek Belitong yang lucu, tipikal orang Belitong pelosok.	144b	He talked without stopping, full of interest, in an amusing Belitong dialect, typical of those from remote areas.	- Literal Translation - Borrowing - Modulation	Accurate
106.	170a	Sementara itu, kepala Lintang terus berputar-putar seperti burung hantu.	170b	In the meantime, Lintang's head was spinning around like an owl's.	- Literal translation - Borrowing - transposition	Accurate
107.	178a	Mereka berpakaian kulit kayu dan menyembah bulan.	178b	They wore clothing made from bark, slept in the branches of trees, and worshipped the moon.	- Literal translation - Additon - Amplification	Accurate
108.	181a	Trapani duduk dengan Mahar karena mereka berdua paling tampan. Penampilan mereka seperti para penaltun irama semenanjung idola orang Melayu pedalaman.	181b	Trapani sat with Mahar because they were the best looking, with features like idolized traditional Malay singers.	- Literal translation - Borrowing - Transposition	Accurate
109.	183a	Tapi Borek (bacanya Bore', "e"-nya itu seperti membaca elang, bukan seperti menyebut "e" pada kata edan, dan "k"-nya itu bukan "k" penuh, Anda tentu paham maksud saya) dan Kucai didudukkan berdua bukan karena mereka mirip tapi karena	183b	But Borek and Kucai were seated together not because they looked alike, but because they were both difficult to control.	- Borrowing - Omission - Literal translation	Accurate

		sama-sama susah diatur.				
110.	186a	Sahara Aulia Fadillah binti K.A. Muslim Ramdhani Fadillah, gadis kecil berkerudung itu, memang keras kepala luar biasa.	186b	Sahara was extraordinarily hard-headed.	- Omission - Literal translation - Borrowing	Less Accurate
111.	188a	Tangisan A Kiong nyaris merusak acara perkenalan yang menyenangkan pagi itu.	188b	A Kiong's crying nearly put a damper on that morning's pleasant introductions.	- Borrowing - Modulation - Literal translation	Accurate
112.	190a	karena pagi itu aku melihat Lintang dengan canggung menggenggam sebuah pensil besar yang belum diserut seperti memegang sebilah belati.	190b	That morning, I saw Lintang clumsily grasping a large, unsharpened pencil as if he were holding a large knife.	- Omission - Transposition - Literal translation	Accurate
113.	198a	Hal yang tak akan pernah kulupakan adalah bahwa pagi itu aku menyaksikan seorang anak pesisir melarat—teman sebangku—untuk pertama kalinya memegang pensil dan buku.	198b	But the thing I will never forget is that, on that morning, I witnessed a boy from the coast, my desk mate, hold a book and pencil for the very first time.	- Omission - Addition - Literal translation	Accurate
114.	200a	karena nanti ia—seorang anak miskin pesisir—akan menerangi nebula yang melingkupi sekolah miskin ini sebab ia akan berkembang menjadi manusia paling genius yang pernah kujumpai seumur hidupku.	200b	And as time went on, that impoverished coastal boy would outshine the dark nimbus cloud that had for so long overshadowed this school as he evolved into the most brilliant person I've ever met in all the years of my life.	- Modulation - Addition - Literal translation	Accurate
115.	9a	Mereka adalah seorang bapak tua berwajah sabar, Bapak K.A. Harfan Efendy Noor, sang kepala sekolah dan seorang wanita muda berjilbab, Ibu N.A. Muslimah Hafsari atau Bu Mus.	9b	There was an old man with a patient face, Bapak K.A. Harfan Efendy Noor, or Pak Harfan—the school principal—and a young woman wearing a jilbab, or headscarf, Ibu N.A.	- Transposition - Borrowing - Literal translation - Addition	Accurate

				Muslimah Hafsari, or Bu Mus for short.		
116.	15a	Titik-titik keringat yang bertimbulan di seputar hidungnya menghapus bedak tepung beras yang dikenakannya, membuat wajahnya coreng moreng seperti pameran emban bagi permaisuri dalam Dul Muluk, sandiwara kuno kampung kami.	15b	The sweat beading around her nose smudged her powder make up, streaking her face and making her look like the queen's servant in Dul Muluk, an ancient play in our village.	- Amplification - Modulation - Borrowing - Transposition	Accurate
117.	22a	Lebih mudah menyerahkannya pada tauke pasar pagi untuk jadi tukang parut.	22b	It would have been much easier to send me to work as a helper for a Chinese grocery stall owner at the morning market.	- Transposition - Modulation - Description - Amplification	Accurate
118.	46a	Guru-guru yang sederhana ini berada dalam situasi genting karena Pengawas Sekolah dari Depdikbud Sumsel telah memperingatkan bahwa jika SD Muhammadiyah hanya mendapat murid baru kurang dari sepuluh orang maka sekolah paling tua di Belitong ini harus ditutup.	46b	Those humble teachers were in this nerve-wracking situation because of a warning issued by the School Superintendent from the South Sumatra Department of Education and Culture: If Muhammadiyah Elementary School had fewer than ten new students, then the oldest school in Belitong would be shut down.	- Moduation - Transposition - Borrowing - Literal translation	Accurate
119.	49a	dan tahun ini Pak Harfan pesimis dapat memenuhi target sepuluh. Maka diam-diam beliau telah mempersiapkan sebuah pidato pembubaran sekolah di depan para orangtua murid pada kesempatan pagi ini.	49b	Pak Harfan was pessimistic that they would meet the target of ten this year, so he secretly prepared a school-closing speech.	- Transposition - Borrowing - Literal translation - omission	Accurate
120.	67a	Lima tahun pengabdiannya di sekolah melarat yang amat ia cintai dan tiga	67b	Her big dreams for this poor school were about to fall apart before they could	- Modulation - Borrowing - Addition - Omission	Inaccurate

		puluh dua tahun pengabdian tanpa pamrih pada Pak Harfan, pamannya, akan berakhir di pagi yang sendu ini.		even take off, and thirty-two faithful years of Pak Harfan's unrewarded service were about to come to a close on this tragic morning.		
121.	83a	Namun ketika beliau akan mengucapkan kata pertama Assalamu'alaikum seluruh hadirin terperanjat karena Tripani berteriak sambil menunjuk ke pinggir lapangan rumput luas halaman sekolah itu.	83b	However, when he went to utter his first words, 'Assalamu'-alaikum, Peace be upon you', Trapani yelled and pointed to the edge of the schoolyard, startling everyone.	- Literal translation - Borrowing - Addition - Transposition	Accurate
122.	84a	Kami serentak menoleh dan di kejauhan tampak seorang pria kurus tinggi berjalan terseok-seok.	84b	Immediately, we all turned to look, and off in the distance was a tall, skinny boy, clumsily headed our way.	- Modulation - Literal translation - Omission - addition	Accurate
123.	103a	Sahara berdiri tegak merapikan lipatan jilbabnya dan menyandang tasnya dengan gagah, ia tak mau duduk lagi.	103b	Sahara, who couldn't sit any longer, stood up straight to fix the folds on her jilbab and firmly threw on her backpack.	- Transposition - Literal translation - Borrowing - Modulation	Accurate
124.	132a	dan ia memutuskan anak laki-laki tertuanya, Lintang, tak akan menjadi seperti dirinya.	132b	His eldest son, Lintang, would not become a fisherman like himself.	- Transposition - Omission - borrowing - literal translation	Accurate
125.	133a	Lintang akan duduk di samping pria kecil berambut ikal yaitu aku, dan ia akan sekolah di sini lalu pulang pergi setiap hari naik sepeda.	133b	Instead, Lintang would sit beside the other small boy with curly hair—me—and would ride a bike to and from school every day.	- Addition - Borrowing - Amplification - Literal translation	Accurate
126.	135a	Bau hangus yang kucium tadi ternyata adalah bau sandal cunghai, yakni sandal yang dibuat dari ban mobil,	135b	That burnt smell I noticed earlier was actually the smell of his cunghai sandals, made from car tires.	- Literal translation - Borrowing - Amplification - Addition	Accurate
127.	140a	Kampung pesisir itu secara geografis dapat dikatakan sebagai wilayah paling timur di	140b	Lintang's coastal village was in the most eastern part of Sumatra and could be said to be the most	- Amplification - Modulation - Borrowing - Literal translation	Accurate

		Sumatra, daerah minus nun jauh masuk ke pedalaman Pulau Belitong.		isolated and impoverished part of Belitong Island.	
128.	141a	Bagi Lintang, kota kecamatan, tempat sekolah kami ini, adalah metropolitan yang harus ditempuh dengan sepeda sejak subuh.	141b	For Lintang, the city district of our school was like a metropolitan city, and to get there he had to begin his bicycle journey at subuh, early morning prayer, around four o'clock a.m.	- Literal translation - Borrowing - Amplification - Addition	Accurate
129.	142a	Ketika aku menyusul Lintang ke dalam kelas ia menyalamiku dengan kuat seperti pegangan tangan calon mertua yang menerima pinangan.	142b	When I caught up to Lintang inside the classroom, he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor.	- Literal Translation - Borrowing - Modulation - Transposition	Accurate
130.	171a	Baginya, penggaris kayu satu meter, vas bunga tanah liat hasil prakarya anak kelas enam di atas meja Bu Mus, papan tulis lusuh, dan kapur tumpul yang berserakan di atas lantai kelas yang sebagian telah menjadi tanah, adalah benda-benda yang menakjubkan.	171b	For him, the miscellany of our classroom—a wooden ruler, a sixth grade student's clay vase art project sitting on Bu Mus' desk, the old-fashioned chalkboard and the chalk scattered about on the classroom floor, some of which had already been ground back into dust—was absolutely amazing.	- Literal translation - Borrowing - Addition - Modulation	Accurate
131.	172a	Kemudian kulihat lagi pria cemara angin itu. Melihat anaknya demikian bergairah ia tersenyum getir.	172b	Then I saw Lintang's father, the pine tree man, watching his son grow increasingly excited, with a bittersweet smile.	- Addition - Transposition - literal translation - modulation	Accurate
132.	179a	UMUMNYA Bu Mus mengelompokkan tempat duduk kami berdasarkan kemiripan.	179b	By and large, Bu Mus made our seating assignments based on who looked alike.	- Modulation - Addition - Borrowing - Transposition	Accurate
133.	182a	Trapani tak tertarik dengan kelas, ia mencuri-curi pandang ke jendela, melirik	182b	Trapani wasn't interested in the class; he kept stealing glances out the	- Literal translation - Borrowing - Modulation - Transposition	Accurate

		kepala ibunya yang muncul sekali-sekali di antara kepala orangtua lainnya.		window, watching for his mother's head to pop up every once in a while among the heads of the other parents.		
134.	189a	Bagiku pagi itu adalah pagi yang tak terlupakan sampai puluhan tahun mendatang	189b	For me, that morning was an unforgettable one that would stay with me for dozens of years.	- Literal translation - Transposition - Addition - Modulation	Accurate