

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is one of the most important aspects of human life. A system of sound symbols and message text is known as language. According to Walija (1996:4) Language is communication that the most complete and effective way to convey ideas, messages, intentions, feelings and opinion of others. So without language everyone cannot understand messages and communicate with each other.

Language existence does not axis just in one single pattern but there are many languages that represent the culture according to the consensus of each social group. As we know English is one of the most language because it is an international language which can be used in all countries and is widely applied in almost everything such as novels, books, films, even rules and regulations in various places and situations.

Indonesian and English are two different languages, in terms of pronunciation, presentation, cultures, and also for meaning. With the differences described above, it is necessary to process a foreign language translation into Indonesian as our mother tongue, so that it is easier to understand what is contained in something that is told or stated in a foreign language or international language.

Translation is changing the meaning of the source language to the target language. For the person who translates the text is translator.

Newmark (1988) states that “Translation is rendering the meaning of a text into another language in the way that the author intended the text”. From his definition of translation, we can say that Newmark considers a translation activity as a rendering activity which relates to the author’s intention. It means, when we translate a text, we should think about the purpose of the writer in the source text, find the most equivalent words which can express that message well in the target text.

Catford (1965): Says that Translation is “The replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language)”. From this definition, we can say that a translator should be able to find the most equivalent words to replace the words of one language in another language. The textual materials here can be the words, phrases, sentences, the language style, and the grammatical structures.

Based of the definition above, translation is the process of transferring the meaning in one source of language into the target language. This definition is emphasized to the meaning, not the form. Translation is a part of linguistics, the scientific study of a language. Translation is a process of rendering the meaning of a text from the source language (SL) into different target language (TL). This process is usually an interlingual translation which the message in the SL and it is interpreted as a target text in the different language.

There are many problems faced by translator when translating, so the translator should be very concerned about how to translate, that are; the

purpose of translation is to understand the text, so if there are a little mistranslated can be fatal; Do not forget the cultural sensitivity, because the translation is very concerned about this, especially when translating text traditional nature, practice of culture, or humor; the vocabulary and language structure should be easy to understand, otherwise it can cause ambiguity. To avoid the problems while translating, the translator have to know the strategy to translate the language. Translation strategies is a plan or method for conveying the meaning from one language into another language (the whole text).

In attempts to acquire the target language, the students of English Department will face many difficulties because of the different systems between source language (English) and target language (Indonesia). Since English is a foreign language, it is understandable why most students face difficulties in understanding words meaning, especially dealing with the translation of multiword verbs, or also commonly referred as phrasal verb. The poor mastery on them could cause hindrance in delivering the exactly message that is written by the original writer.

Phrasal verb as an expression of English native speaker is not easy to be understood by non- native speaker and that also is one of the characteristics of most English verbs that can be combined with a preposition or an adverbial particle to generate a new meaning.

One important to be put phrasal verbs because they are admitted to be very important as a part of daily conversation. Phrasal verbs make conversation sounds interesting and convenient to use. Without good

achievement of phrasal verb, they will find difficulties in speaking English smoothly and fluently.

The translation of multiword verbs, which is a phrasal verb expression that does not follow the normal pattern of the language or does not have a total meaning. We could not guess the meaning by word which is combined by phrasal verb. The meaning of phrasal verbs depends on their context in which the phrasal verb is used, it determines the intended meaning of that phrasal verb.

According to McArthur and Atkins (1975) phrasal verbs are usually combination of simple, monosyllabic verbs and members of a set particles. They are called so because the combination presents the appearance of a two-word phrase rather than a single item. A phrasal verb also consists of adverb that modifies or changes the meaning .

As Garnier & Schmitt (2015) state that phrasal verbs carry a large number of meanings and function. These meanings often cannot be conveyed by a single word equivalent or may carry connotation that their single word equivalent does not have.

For the instance about phrasal verbs, these two following sentences have the same meaning, but first one uses phrasal verb while other does not. (1) Father asked me to put out the fire. (2) Father asked me to extinguish the fire. From these two sentences, learners are usually more familiar with the second sentence than the first one because the first sentence contains a phrasal verb, which is considered to be difficult for them to translate.

From this phenomenon, the researcher is interested in conducting a research about the translation of phrasal verbs in the novel. Applying some strategies which are offered by Mona Baker (2011) in “In Other Words 2nd edition” could be a strategy in understanding the meaning of transitive phrasal verbs and knowing how to translate it into another language.

The researcher analyzed the transitive phrasal verb that found in ‘PS. I Love You in this thesis. Cecelia Ahern's novel, written in 2004, was published in 2004. This novel has a good reputation as a best-seller and has been published in Indonesian version. Monica Dwi Chresnayani translated it in 2013. As a result, the writer used Mona Baker's theory after discovering several papers and journals that do so. The most popular strategies for solving this problem are also included.

The writer's curiosity about how to discover the strategies for translating transitive phrasal verbs into Indonesian led to the selection of this novel as a sample. The writer chose transitive phrasal verbs to limit and focus with only one study, transitive phrasal verbs. Furthermore, the writer discovered that transitive phrasal verbs are rarely studied in this faculty.

As a result of reading the translation, the writer discovered that the translator employs a strategy while translating this novel. As a non-native speaker, the writer is curious to learn more about the translator's strategy for translating transitive phrasal verbs.

1.2 Problems of the Study

Based on this background, there are some problems that are arisen in it, those are:

- a. What translation strategies are applied in the translation of transitive phrasal verbs in PS. I Love You into Indonesian?
- b. What is the most common strategy for translating transitive phrasal verbs into Indonesian in PS. I Love You?

1.3 Objectives of the Study

Based on those problems, the objectives of the thesis are:

- a. To find out the strategy that is applied in translating transitive phrasal verbs in a novel entitled PS. I Love You into Indonesian.
- b. To determine the dominant strategy for translating transitive phrasal verbs in a novel entitled PS. I Love You into Indonesian.

1.4 Scope of the Study

The scope of the research is on the translation of transitive phrasal verbs found in Novel PS. I Love You into Indonesian. The writer limits the data in chapter one until chapter twenty out of fifty one chapters .

1.5 Significances of the Study

This analysis has several significances involve theoretical and practical significances. The significances of this research may include:

1. Theoretically

- a) The writer hopes that this research could become a new perspective in translation study.
- b) The writer hopes that this research could become a new model in the research of translation strategy.

2. Practically

a) For Teachers

Teachers can know the level of translation and understanding of students' phrasal verbs, so they can prepare the right teaching materials. In addition, they can find out the special difficulties that students face in mastering translation especially in phrasal verbs and anticipate how to overcome them.

b) For Students

The findings of this study can be used as additional knowledge to improve their translation knowledge and ability, particularly in translating transitive phrasal verbs in both Indonesian and English using translation strategies.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Theories are needed to describe certain concepts and terms used in the research concerned. To prevent misunderstanding, the words must be categorized and related materials in order to give the clearer concepts and ideas for this study. As a result, the classification of the definition would reduce the possibility of confusion between the writer and the reader. In other terms, they must be clarified thoroughly so that the reader understands the point.

2.2 Language

Language is a natural communication tool for humans to interact with everyone to convey thoughts, ideas, and feelings or also called the process of conveying messages between at least two speaking subjects, one of which will be the recipient or sender. According to Walija (1996:4) Language is communication that the most complete and effective way to convey ideas, messages, intentions, feelings and opinion of others. Talking about language means talking about the thought process of human life. Therefore, everyone should know the language, especially English which is an international that very important for everyone to master so that it is easy to communicate from various countries. English is a universal language, realizing the importance of mastering English, everyone is obliged to learn it in education.

In this era there is a big amount of information around the world related to entertainment, sports, education, games, and even about literature works, which we also often encounter using English. So, people have to learn English to get clear information if they want to share information around the world. In fact, people will find it difficult when they want to transfer their mother tongue into English because of their lack of knowledge of English. There is an activity to facilitate the transfer process from the original language to English which is called translation. Translation has become the focus of the problem when the object of the translation is a work of art such as a novel, therefore in the translation process, the translator must really master the languages to be translated so that readers can easily understand the contents and messages in the novel or other translation objects.

2.3 Translation

Translation skill is viewed as the fifth skill after the other four skills that should be mastered by the second or foreign learner on studying English. In addition, according to Suryawinata (1989:8) translation is all human activities to translate a set of information or message oral or written from the source information to target information. But, the narrower translation is transference of the message of a text from one language source language (SL) by equivalent textual material in another target language (TL).

The former focuses on the role of translator in taking source text and translating it into target text. In contrast, translation as a product is emphasized on the product text. Translation is also challenging thing to do in every process of transferring the meaning from source language (SL) into the target language (TL).

It is concluded that way since an unserious translation process will lead misunderstanding of the message found in the source language (SL) to the target language (TL). It is generally known that a text contains many factors that sheltering the study itself specially related with the social culture to both language (SL and TL). In other words, a translator has many obstacles at the process of translation in translating a product.

Sinambela and Yessy (2018): "Translation in general may be regarded as an art and a skill. It as an art implies that this knowledge cannot be taught freely. We have to train our mind by exercising and repeating certain procedures acceptable. The ability can be improved thought the constant practice. On the other hand translation as a skill or science suggest that anyone could be a translator provided that he or she is willing to learn some approaches or theories which derived primarily from linguistics."

Mildred L. Larson (1984): "Translation is basically a change of form. Translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language byway of semantic structure". Larson thinks that meaning should be a priority for translators rather than

the linguistics form. It means the translator should translate a text by transferring the semantic meaning of the source text into the target text. Even though the form of the source text changes, the meaning of the text is still the same. The language forms that Larson mentions are words, phrases, clauses, sentences, and paragraphs.

Sinambela, et all, (2014): "Translation is both sciences an art. It means of an international co-operation and nation integration. It is though translation that we can bridge the distance of culture and geography. Translation has central role to play in a vast subcontinent like India, with fifteen major regional language, each proud of its distinch culture and tradition- and countless dialects some of which are creatively as vibrant as any of our developed language its translator".

Hatim and Munday (2004: 6) define translation as "the process of transferring a written text from source language (SL) to target language (TL)". In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process.

Likewise in novels a translation novel is a novel that contains different language from the original text but carrying the spirit of the original text. It also arouses the same respond to the readers between the two languages so as to make the language and message conveyed easier to understand without changing the meaning in the content the novel.

After exploring some examples and reading some definitions of translation, we can say that translation is not merely an activity that we can

do by translating the text word by word. Translation is the process of rendering, replacing, rewriting, or transferring the meaning (message) in the source text with the most equivalent similar meaning (message) in the target language. And a good translation focused on the meaning or message because the most important aspect is that the result of the translation has the same meaning and purpose as the source.

2.4 Translation Strategy

According to several translation experts, there are several translation strategies for translating a text. Since different people interpret words in different ways, each translator employs a unique strategy when translating a text. Every translator uses different strategies to translate a text since different people may understand a word in different ways.

Strategy is a plan or method for achieving something, especially over a long period of time. In the translation case the right strategy is needed to finding the equivalent words in target language so that the meaning and content are conveyed properly according to the author's purpose.

The term "strategy" is conceptually broader than "procedure", hence its use here to refer to a method employed to translate a given element/unit (including a whole text) making use of one or more procedures selected on the basis of relevant parameters. In general, strategy can be constructed as a rule with the intrinsic ambiguity which

characterizes his concept, as well as others such as “norm” or “law” (Machali, 2006).

Unlike procedures, strategies are not directly visible as part of the observable translation output. In principle, they fall into three categories; they can be conscious, potentially conscious (e.g. instinctive motives of translational behavior may be accessed through introspection, if required), or totally subconscious (e.g. as would be the case with undesirable strategies such as the ones resulting in various forms of translation).

According to Molina and Albir (2002), translation strategy is: “Strategies are related to the mechanisms used by translators throughout the whole translation process to find a solution to the problems they find.” They also add “Strategies are the procedures (conscious or unconscious, verbal or non-verbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind.”

Another translation expert who explains about the way to translate word is Baker (2011). In this research was taken from the book entitled “*In Other Words: A coursebook on translation, second edition*” written by Mona Baker (2011). This book explores the relevance of some of the key areas of modern linguistic theory and illustrates how an understanding of these key areas can guide and inform at least some of the decisions that translators have to make. There are seven strategies identified by her, that can be applied in translating the source text into target text such as translation by more general word, translation by more neutral/ less

expressive word, translation by cultural substitution, translation using a loan word or loan word plus explanation, translation by paraphrase using a related word, translation by paraphrase using unrelated words and translation by omission.

2.4.1 Translation by a more general word (super ordinate)

The use of a general word (super ordinate) to overcome a relative lack of specificity in the target language compared to the source language.

For example:

- a. Source text (English) : I'd tease him, expose his ignorance.
- b. Target text (Indonesian): Aku mengolok-oloknya, mengejek ketidaktahuannya.

In the preceding example, the translator employs a more general word strategy. Because "I" in the source language as a subject means "saya" in the target language, "had tease" as a predicate means "mengolok-olok" in the target language, "him" as object means "nya" "expose" as predicate means "membuka" transferred in target language becomes "mengejek", "his ignorance" as object means "ketidaktahuannya" transferred in target language becomes "ketidaktahuannya". This strategy is one of the commonest strategies for dealing with many types of non-equivalence, particularly in the area of propositional meaning. It works equally well in most, if not all, languages, since the hierarchical structure of semantic fields is not language-specific.

2.4.2 Translation by a more a neutral/less expressive word

The use of the word that may be approach to the sense of source word although the meaning is not exactly the same.

For example :

- a. Source text (English) : We'd go out in the yard and feed up to five hundred feet of string through a mixture of ground glass and glue.
- b. Target text (Indonesian) : Kami keluar ke halaman dan melapisi benang sepanjang 150 meter dengan bubuk kaca dan lem.

From example above, the translator uses a translation strategy that is translation by a more neutral word. Because the word "ground" in the source language that actually has meaning "tanah" replaced by the translator becomes "bubuk". In this strategy, it has to do with differences in expressive meaning.

2.4.3 Translation by cultural substitution

This strategy is used when the target language does not have the same proportional meaning but is likely to have similar impact on the target readers.

For example :

- a. Source text (English) : **Security guard**
- b. Target text (Indonesian) : **Satpam**

In Indonesian, the word Satpam is the abbreviation of Satuan Pengamanan while English has security guard in their culture. These two words have similar meaning both in Indonesia and English.

2.4.4 Translation using a loan word or loan word plus explanation

Using loan word is particularly common in dealing with culture-specific items, modern concept and buzz words.

For example:

- a. Source text (English) : The thief wears **blangkong (a Javanese hat)**
- b. Target text (Indonesian) : Pencuri itu memakai **blangkong**.

In the above example, the translator using loan word plus explanation to translate the word *blangkong* into English so it becomes *blangkong (a Javanese hat)* that has no direct equivalence without giving any explanations into the target language.

2.4.5 Translation by paraphrase using a related word

When the concept expressed by the source item is lexicalized in the target language but in different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language.

For example:

- a. Source text (English) : Fresh tears squeezed out between her lids.
- b. Target text (Indonesian) : Matanya kembali basah.

From the example above, the translator uses translation by paraphrasing using a related word strategy. This strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the frequency with which a

certain forms is used in the source text is significantly higher than that would be natural in the target language.

2.4.6 Translation by paraphrasing using unrelated words

Modify a super ordinate or simply on unpacking the meaning of the source item, particularly if the item in question is semantically complex. So It is used when the source item is not lexicalized at all in the target language, but the translator wants to paraphrase so the paraphrase may be based on modifying a super ordinate or simply on unpacking the meaning of the source item particularly if the item in question is semantically complex. For example :

- a. Source text (English) : Andy looked pleased as the Rocky Road finally engulfed the tip of his nose.
- b. Target text (Indonesian) : Andy kelihatan senang. Hidungnya sudah hampir tertutup es krim.

2.4.7 Translation by omission

If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanation, translators can and often do simply omit translating the word or expression in question.

For example:

- a. Source text (English) : “Just like her mother,” she said.

b. Target text. (Indonesian) : “Sama seperti Raden Ayu, ibunya”,
katanya liris.

From the example above, the translator omits the word Raden Ayu from the source language into the target language because it is not the central of the sentences. The word Raden Ayu has already clarified by the word ibunya which is followed it, so the translator omits the word Raden Ayu and translates it into her mother.

2.5 Phrasal Verb

2.5.1 Definition of Phrasal Verb

The meaning of phrasal verbs is very different from the meaning possessed by its forming elements in the form of verbs. This is very important to understand because translating is an analysis of the meanings contained in the words to be translated (Larson in Hatim and Munday (2004).

According to McArthur and Atkins (1975) Phrasal verbs are often applied grammatical structures and have an important role to both express clearly conversational points that typically use slang, help to understand jokes or metaphoric relations in English, and this phrasal is often used to form deep idioms sentence.

Phrasal verb is (abbreviated as phrase verb) a simple verb combined with an adverb or a preposition or sometimes both, to make a

new verb with a meaning that is different from that of simple verbs e.g. go in for, win over, blow up (Hornby, 1995: 869).

Garnier & Schmitt (2015) state that phrasal verbs carry a large number of meanings and function. These meanings often cannot be conveyed by a single word equivalent or may carry connotation that their single word equivalent does not have. More importantly, using phrasal verbs is crucial to fluent English and to sounding native.

Based on the definitions of phrasal verbs above, it can be concluded that phrasal verbs are combinations, which consist of a verb and followed by an adverb particle and recurrent constructions in English which use in phrasal verb will sound more natural.

Phrasal verbs are divided into two. They are transitive phrasal verbs and intransitive phrasal verbs. Phrasal verbs, like regular verbs, differ in whether they are transitive or intransitive. Transitive phrasal verbs are followed by direct object. By using a direct object, half of them can be separated. This phrase can be separated if the object is a noun, but it must be separated if the object is a pronoun. Certain idioms require inseparable phrasal verbs. If they can be separated, the meaning changes . Unfortunately, no rule exists to determine it. Meanwhile, because the intransitive phrase is not followed by a direct object, it cannot be separated.

1. Transitive phrasal verbs

Transitive phrasal verbs are followed by direct object. They are also separable, which means that the verb can be separated from its

particle. There are another types classification of phrasal verbs. Azar (1989:26 A) classifies phrasal verbs as follows:

a. Separable Phrasal Verbs

With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition.

For example :

I handed my paper **in** yesterday.

I handed in my paper yesterday.

A pronoun comes between the verb and the preposition if the phrasal verb is separable. For example :

I handed it in yesterday

b. Non Separable Phrasal Verbs

With a non separable phrasal verb, a noun or pronouns must follow the preposition. For example :

I ran into an old friend yesterday.

I ran into her yesterday.

2. Intransitive phrasal verbs

Different with transitive phrasal verbs, intransitive phrasal verbs are not followed by an object.

SL: Every time she **drops in**, he goes to great length to avoid talking to her

TL: a. Setiap kali dia mampir, Ronnie selalu menghindarinya.

b. Setiap dia berkunjung, anakku Ronnie selalu menjauh

c. Setiap kali dia masuk, dia berusaha keras untuk tidak berbicara dengannya.

In this sentence, there is no object followed the phrasal verb, therefore the words **drops in** is included into category of intransitive verbs, since it does not require an object. The equivalents are also categorized as intransitive verb because they are not followed by objects after the verbs. The meaning of words drops in above is visit which then the closest equivalents from words given above are mampir and berkunjung, because these also have the sense of meaning visit casually.

Mastering phrasal verbs are important because it is common used both in verbal communication and written text like text books, novels, magazines, newspapers, and other kind of books. So it is important for us to convey the content conveyed correctly.

An adverb or a preposition can be used as the particles. This phrase is important because it is frequently used in daily conversation and written language. Several verbs can be derived from the verb and the particle, where the particle emphasizes the meaning.

For example:

- SL: You can **put off** your shoes here.
- TL: Kamu dapat melepas sepatumu di sini.

The several verbs which could be guessed the meaning by the element (verb and particle) is idiom. In addition, there are many phrasal verbs which have more than one meaning.

2.5.2 Kind of phrasal verbs

There are two kinds of phrasal verbs, those are:

1. Separable phrasal verbs.

Separable phrasal verb is transitive phrasal verb which can be separated the two words and put the direct object in the middle. According to Broukal, (2005), separable phrasal verb; the particle can come before or after noun object. For example, “please turn off the camera” or, please turn the camera off. And also can be separated for using in different places in a sentence. Its verb and preposition can be separated. Such phrasal verbs can be used as in joined form as well as in separated form. Remember, some of the transitive verbs are separable and some of them are inseparable.

For examples:

“Please **turn on** the light”.

“Please **turn** the light **on**”.

2. Non separable phrasal verbs

Inseparable phrasal verb is the particle always comes before the object (Broukal, 2005). For example, I’m really looking forward to my summer vacation (excited). The inseparable phrasal verb is quite different to separable phrasal verb. In the separable phrasal verb the object can be put in the in the middle of the phrasal verb while if it is inseparable phrasal verb it can be done. These verbs are the phrasal verbs whose words cannot be separated for using it in different places in a sentence. Its verb and

preposition cannot be separated. They remain together. Remember, all the intransitive verbs are inseparable.

“He is trying to **give up** smoking”.

2.5.3 Word Order in Phrasal Verb

Phrasal Verbs consist of **verb + adverb** + or **verb + preposition**.

The meaning of these combinations is mostly very different from the verb and the adverb or preposition alone. There are three words order in phrasal verbs: verb + preposition, verb + adverb + preposition, verb + adverb.

1. Phrasal Verb: Verb + Preposition

This type of phrasal verb is also called a “prepositional verb”.

Because a preposition always has an object, all prepositional verbs have direct objects (i.e. they are transitive). Look at these examples of prepositional verbs:

Table 2.5.3.1 Example of Phrasal Prepositional Verb

Prepositional verb	Meaning	Example sentence	
			Direct object
Talk about	Discuss	Did you talk about	Me?
Look after	Take care of	He is looking after	The cat
Believe in	Have faith in the existence of	I believe in	God
Wait for	Await	Adeby is waiting for	Nathanael

Prepositional verbs cannot be separated. That means that we cannot put the direct object between the two parts. For example, we must say "look after the baby", we cannot say "look the baby after".

Who is **looking after** the pet?

~~Who is **looking** the pet **after**?~~

2. Phrasal Verb: Verb + Adverb

These phrasal verbs can be:

- transitive (direct object)
- intransitive (no direct object)

Look at these examples of transitive and intransitive :

Table 2.5.3.2 Examples of transitive and intransitive in phrasal verb

Meaning			Example sentence	
				Direct Object
Transitive	Put off	Postpone	We will have to put off	The meeting
	Turn down	Refuse	They turned down	My offer
Intransitive	Break down	Stop working	He was late because his Car broke down.	

Separable

When this type of phrasal verb has a direct object, we can usually separate the two parts. For example, "turn down" is separable. We can say: "turn down my offer" or "turn my offer down". Look at these example sentences:

They turned down my offer.

They turned my offer down.

However, if the direct object is a pronoun, we have no choice. We must separate the two parts of the verb and insert the pronoun. Look at these examples with the verb "switch on".

Note that the last one is impossible:

John **switched on** the radio.

John **switched** the radio **on**.

John **switched** it **on**.

~~John **switched on** it.~~

3. Phrasal Verb : Verb + Adverb + Preposition

This type of phrasal verb is also called a "phrasal-prepositional verb."

Table 2.5.3.3 Example of Phrasal Preposition Verb

Phrasal-prepositional verb	Meaning	Example sentence	Direct Object
Run out of	Use up, exhaust	We have run out off	Eggs
Put up with	Tolerate	I won't put up with	Your attitude
Look forward to	Anticipate with pleasure	I look forward to	Seeing you
Get on with	Have a friendly relationship with	she doesn't get on with	Her husband

Because phrasal-prepositional verbs end with a preposition, there is always a direct object. And, like prepositional verbs, phrasal-prepositional verbs cannot be separated. Look at these examples:

We **ran out** of gas.

We **ran out** of it.

~~We **ran** gas **out** of.~~

~~We **ran out** gas of.~~

2.6 The Previous Research

Bellow are some previous researchers which are relevant to the topic to support the researcher's study about analysis of English to Indonesian phrasal verbs. They are described briefly as follows :

1. Dwi I.M Sari, Ahmad Sofwan, Pasca Kalisa (2017). *An analysis of English phrasal verb translation in Totto-Chan novel: The little girl at the window*. Journal of English Language Teaching (Vol. 6, No. 1, pp. 18-28).

This study is attempted to focus on phrasal verb translation of an English novel to its Indonesian version entitled Totto-chan: Gadis Cilik di Jendela. The objectives of the study are: (1) to describe the strategies used in translating phrasal verb in the Totto-chan novel (2) to describe the quality of phrasal verb translation in the Totto-chan novel. In conducting this research, descriptive qualitative approach is used. The presentation of discussion is presented in a descriptive way. The data are analyzed by finding the phrasal verbs in the source language and in the target language. The translation strategies are analyzed based on Mona Baker's theory. Meanwhile, the researcher uses Nababan's theory to identify the translation quality of the phrasal verbs. The result of the study shows that (1) there are 35 data translated using idiom of similar meaning and form, 155 phrasal verbs translated using an idiom of similar meaning but dissimilar form, 5 phrasal verbs translated by paraphrase and 5 phrasal verbs are translated by omission; it shows that the most strategy used is using

idiom of similar meaning but dissimilar form (2) the accuracy level of this novel's phrasal verb translation is 80,67 % which indicates that the translation is accurate, the acceptability level is 83,17 % which shows us the translation is acceptable and the readability level which is 92,33 % which proves that the translation of this novel is highly readable.

2. Belani Asmara Hadi (2014). *An Analysis of The Translation of The Phrasal Verbs in The Novel "The Undomestic Goddess" Written By Sophie Kinsella*.

This study is attempted to find out the ways the phrasal verbs are translated from the source language (English) into the target language (Indonesian), the appropriateness of the translation version of the novel and the benefits of the phrasal verbs usage in English classroom communication for EFL teaching at the high school level grade X. This research used descriptive qualitative method to present the data gained from the novel. Those are 120 phrasal verbs as the samples of the data from the novel. The data collection was conducted by using a random sampling method. The data was categorized according to Brown's construction of phrasal verbs (2002) and several translation strategies in regard to Baker (1992, p.85-92), Newmark (1988), Larson (1984), and Vinay and Darbelnet (1958) in Venuti (2000, p.84-93). From the research, it was found that paraphrase translation strategy from Baker (1992, p.85-92) has the highest frequent of all 81.67% which were applied in 98 items of 120 phrasal verbs while the highest

frequency of the translation strategies of Newmark, Larson and Vinay and Darbelnet is faithful translation strategy (Newmark, 1988), or inconsistent mixture (Larson, 1984), or calque (Vinay and Darbelnet (1958) as cited in Venuti (2000, p.84-93)) which were applied in 60 items of 120 phrasal verbs samples. From the findings of the research, the translation version of the novel fulfills the criteria of a good translation proposed by Massoud (1988) as cited in Barus (2010); covers the factors of translation judgment proposed by Barnwell in Abdullah (1996) as cited in Barus (2010); and also entails the characteristic of ideal translation according to Denoun (2004) as cited in Barus (2010). This research also gave a positive contributions to EFL teaching, especially in the use of transitive, inseparable phrasal verbs in teacher-students informal learning communication in grade X and it could improve students' vocabulary of phrasal verbs.

3. Novan Kurniadi (2018). *EFL Students Strategies in Translating English Phrasal Verbs*.

This research aims at investigating the mostly used strategies applied by six EFL students, in translating English Phrasal verbs into Indonesian. The research tries to serve its purpose by making use of several underlying strategies proposed by Mona Baker, namely similar meaning and form, dissimilar meaning and form, paraphrase and omission. The students were asked to translate political news from an

English article containing a total of 9. Further, the retrospective interview was applied after they finished completing the text.

It was found that the most used strategy was similar meaning and form, with paraphrasing standing on the second. The absence of other strategies indicated that the students could not come up with higher creativity in trying to produce natural meanings. This is different from Baker's concept stating they were four strategies found. The findings showed the existence of the strategies in translating idiomatic expressions could help the students translate the text and, therefore, these strategies need to be further emphasized to extend students' knowledge.

2.7 Conceptual framework

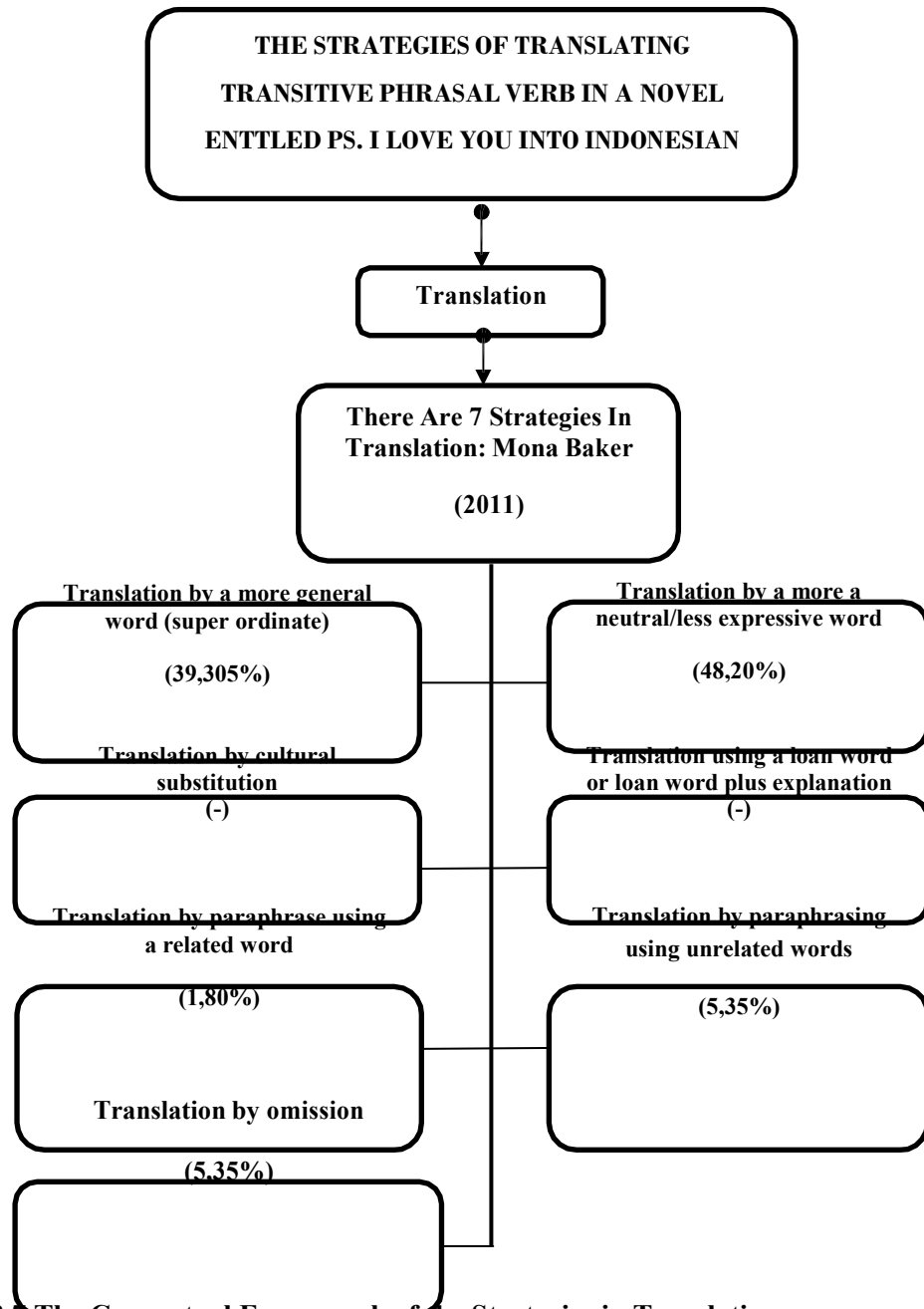


Figure 2.7 The Conceptual Framework of the Strategies in Translation .

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is classified as qualitative research because the results of this study produces descriptive data, both verbal and nonverbal, from the person or object being observed. This approach has directed at the setting and the individual holistically.

When the writer identified strategies for translating Transitive Verb phrases in PS. I Love You, this not deal with testing a theory or hypothesis, but with understanding theory (Hadi, 2001: 23). In the classification of this research, this research is classified into descriptive research. This is a study where I need to collect and analyze data to come to a conclusion. This research is not deal with numerical data or variables and their relationships.

This method is chosen to define the evidence and focus on describing in detail how the translator of the novel translates the transitive verb phrases. The purpose of this method is to describe the object of study and provide up-to-date information for knowledge development.

In addition, the writer needs to consult the library to find theories that support and complete this study by consulting a book, dictionary, and the internet. To make the result more concise, the author only describes the transitive phrasal verbs and the strategy for translating them.

3.2 Source of Data and Data

The source of data in this study are transitive phrasal verbs of sentences that found in the novel “PS. I Love You” written by Cecelia Ahern and published by Harper Collins Publisher in 2004 as the source of data, and its translation in Indonesian in the same title translated by Monica Dwi Chresnayani and published by Gramedia Pustaka Utama in 2013 as target text.

3.3 Technique Of Collecting Data

The data for this research is collected by using an observation technique. Observation technique meant that the data found from studying ,reading, and analyzing the references related to this research. To gain an understanding of the phenomenon under study, qualitative research may also use written documents. These documents were personal, such as authobiography,diaries, and letters such as files reports, or minutes that have been prepared by observing an event or setting or document of popular culture such as books, movies, videos, (Ary, et all, 2002:435). The data of this study are collected by using these following steps :

1. The researcher chose the novel as the material research.
2. The researcher read the original novel entitled PS. I Love You” written by Cecelia Ahern.
3. The researcher read the indonesian version of the PS. I Love You” which is translated by Monica Dwi Chresnayani.

4. The researcher listed the data which contain the Transitive phrasal verbs and its translation that used as data by not entering repeated words.

3.4 Data Analysis

In this study, the researcher used descriptive qualitative method to analyze data by describing or explaining the data from the PS. I love you and the translation. This method refers to an analysis that uses the use of instruments to collect data .

The transitive phrasal verb and its translation are the instruments to be used. These data analyzed by providing descriptions and explaining the strategies used in translating transitive verbs. To find out the dominant procedure of translation that occurs in translation, the researcher used some steps.

The data was done as in the following steps :

1. Identified the transitive phrasal verb of the novel.
2. Classified the transitive phrasal verb into the strategies of translation which used Mona Baker's theory into the seven types.
3. Found the percentage from the transitive phrasal verb by using the percentage formula.

The following formula is:

$$N = X/Y \times 100 \%$$

Notes :

X = The number of transitive phrasal verbs that is found in this novel.

Y = The total number of all transitive phrasal verbs

N = Percentage of transitive phrasal verbs..