CHAPTER I

INTRODUCTION

1.1   The Background of the Study

Naturally, humans are social creatures which means that humans need to socialize with other people to survive. Humans need language to socialize with others in expressing every human feeling, idea, emotion, and share information. Language is a media of communication which they use to express what they want to. Only human beings have language in the sense of a system of signs that allows them to express communicative intentions in an unlimited variation (Lieven, 2010). According to Oxford Advanced, Learner Dictionary defined language is a system of sounds, words, etc. It is used by humans to communicate thoughts and feelings. Language is a mandatory subject at the level of the learner as, kindergarten until the students at the level of the school. It is used to bargain with speaking, reading, listening, and writing. So, there is no interaction between people without language. Communication will be successful if the speaker and the listener have the same perception about the topic being discussed.

Every human being comes from various backgrounds, such as cultural differences, social differences, various physical and psychological conditions, geographies, and others. So based on geographical aspects, humans have different languages from one place to another. Due to this, to unite people who have different languages around the world, international languages are applied. We know that English is the international language. The English language has bridged

the communication gap between social communities. Therefore, we can communicate with anyone wherever we are.

Each country has its language variations. This prevents the spread of information to all parts of the world. There is a lot of important information that many people must know in various places where the information does not only come from within the country but also comes from other countries which are conveyed using the language of the country itself. So, English is a necessity that has a significant role in global interactions. Therefore, everyone must master English to be able to compete and adapt to modern times. However, everyone is not able to master English. Maybe for a variety of specific reasons. Therefore, translation is needed to help people who do not master English. So everyone can get information from various countries and various uses of different languages.

The translation is an element in learning English. In our age, translation becomes increasingly important because the distance between people's notions has been limited by science and technology. The translation is the process of transferring spoken or written text from the source language (SL) into the target language (TL). According to Ahmad (2011: 21), translation is the result of translating and transferring a conversation from the source language to the target language. Nababan (2008:18) stated that translation is the process of transferring written messages which focuses on the transfer of messages from the source language to the target language. For example Indonesian to English or English to Indonesian. This proves that translation is part of human needs. Without translation, one country will not able to understand the language of another as well as translate English- Indonesia or translate Indonesia – English.

Unfortunately, translating the source language into the target language is not easy. Several important must be considered in translation, namely the message, the audience, source language, and target language. Therefore, a good translator should have more knowledge about the topic of the text and must know the target of the readers and their education level. The translator is someone who has talent in language

In Indonesia, novels do not only come from Indonesia. There are many novels from the other country, especially novels in English. Therefore, translators must pay more attention to the translation of the novel. Sometimes, some people do not understand the meaning and message of the novel they are reading. Therefore, the writer wants to see what translation methods and ideology are used by the translator so that the reader can understand the meaning and message of the novel that is read clearly.

One of the elements in the novel is dialogue. Dialogue is "written work that is presented in the form of a conversation between two or more characters." In literary works, dialogue is defined as a conversation between characters in a narrative or drama. With dialogue, characters can express their feelings and ideas verbally directly. According to Buhler there are three basic functions of language, namely informative language functions, expressive language functions, and vocative language functions. So, the language function chosen by the writer as the research object is the vocative function in dialogue. Vocative is a word or phrase used to address a reader or listener directly , usually in the form of a personal name, title, or term of the endearment. For example Natalia, Docter, Teacher, Honey,etc. Vocative dialogue in translation is very important to analyze

and very fun to analyze. For example, ‖Thank you so much, Honey, for doing that for me‖. The word ‖Honey‖ is vocative in the sentence. We know that ‖honey‖ means ‖madu‖. But here, ‖honey‖ means ‖sayang‖. So from this case the writer found the problem. What method the translator is used in translating the vocative especially in dialogue. So that the translation can be undertood and in accordance with the meaning of the Source Language (SL).

This study will use Newmark's theory about translation method and Venuti's theory about ideology translation. According to Newmark (1988:45), there are word-for-word translation, literal translation, faithful translation, semantic translation, communicative translation, idiomatic translation, free translation, and adaptation. Then, the ideology of translation is divided into Foreignization ideology and Domestication ideology (Venuti: 2012).

The writer is interested in choosing a novel entitled ‖The Amber Spyglass‖ which is the work of Philip Pullman. This novel was first published in 2000. The Indonesian version of the novel is ‖Teropong Cahaya‖ which has been translated by Sendra Tanuwidjaja and was published in 2007 by Gramedia Pustaka Utama. It is the third book in British author Philip Pullman's "His Dark Materials" trilogy of fantasy novels. The first book entitled "The Golden Compass" has been released in theaters and the second book is entitled "The Subtle Knife". The genre of this novel is fantasy and imaginative because it tends to be in the form of children's books. There have been many awards that have been won by the writer and his masterpiece. The reason the writer chose this novel is the writer is interested in the imaginative story of the novel. She believes that the author of this novel is a talented writer who has received a lot of appreciation

and respect from the public. The novel has won critical acclaim and is the first children's book to win the Whitbread Book of the Year.

Sholeh, Sukarno, and Wahyuningsih (2016) stated that domestication ideology is dominat in Pidato Tiga Bahasa Book. Manggarrani, Nababan, and Santosa (2019) stated that communicative method and domestication ideology are dominant in Novel Ronggeng Dukuh Paruk. The last researcher Hidayati (2020) stated that word-for-word translation, literal translation, and foreignization ideology are dominant in Children's Bilingual Story Books.

1.2   The Problems of the Study

Based on the research background above, the problem formulations discussed in this study are as follows:

1.   What methods are used in translating vocative dialogue in the novel "The Amber Spyglass" by Philip Pullman

2.   What ideology is used in translating vocative dialogue in the novel "The Amber Spyglass‖ by Philip Pullman

1.3   The Objectives of the Study

Based on the formulation of the problem above, the research objectives compiled by researchers from this study are:

1.   To find out the methods used in translating vocative dialogue in the novel "The Amber Spyglass‖ by Philip Pullman

2.   To find out the ideology used in translating vocative dialogue in the novel "The Amber Spyglass‖ by Philip Pullman

1.4   The Scope of the Study

Several things must be mastered by the translator so that the translation results can be understood by other people properly and correctly, namely translation strategies, translation methods, translation techniques, translation ideology, and translation procedures. In this study, the writer focuses on translation methods and ideology. There are eight types of translation methods state by Newmark (1988: 45) they are word for word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. There are two types of ideology translation stated by Venuti (2012) they are foreignization ideology and domestication ideology. So, the writer will focus to find and analyze the translation method and ideology used by the translator. Based on Buhler (Newmark:1988), there are three functions of the dialogue they are expressive function, informative function, and vocative function. Recognizing that the source of the data is a novel entitled ‒The Amber Spyglass‖ by Philip Pullman. The Indonesian version of the novel is ‒Teropong Cahaya‖ which has been translated by Sendra Tanuwidjaja. So, the writer will focus to find the translation method and ideology of vocative dialogue in the novel ‒The Amber Spyglass‖ by Philip Pullman.

1.5   The Significances of the Study

There are two significances of the study, theoretically and practically.

1. Theoretically, this research is theoretically useful as:

    a. Contribution to linguistic development.

b. Proof that translation isn't an easy thing to implement, but requires the translator to recognize first the world used to be a means of translation.

c. Improve liquidity in translation research.

d. Add literature for translation.

2. Practically, the practical benefits of this research are:

a. For students, the writer hopes that the results of this study can add insight into translation methods and ideology. And hopefully, it can help improve skills in translation, especially for students majoring in English.

b. For teachers or lecturers, this research is to inspire English teachers or lecturers so that they emphasize more on methods and ideology in translating. Especially for universities that provide translation courses, they must educate their students to have good quality as translators.

c. For another researcher, this study can be used as a reference to understand and increase the knowledge in translation, especially the methods and ideology used in vocative dialogue translation in novels

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CHAPTER II

REVIEW OF LITERATURE

2.1   Translation

Some of the experts have defined translation into various definitions. According to Ahmad (2011: 21), translation is the result of translating and transferring a conversation from the source language to the target language. Newmark (1988:5) said that translation is rendering the meaning of a text into another language in the way that the author intended the text. He also says that translation is a craft consisting of the attempt to replace a written message, and/or statement in one language with the same message and/or statement in another language Newmark (1988:7). Another opinion according to Nida and Taber is that translation consists of reproducing in the receptor language the closest natural equivalence of a source language message. According to them, the translator uses the natural equivalent of the meaning and style of the source language. This means that the translator must focus on the meaning to be conveyed in the source language. The definition of translation is also mentioned by Hatim and Munday (2004) who says that ‒Translation is a phenomenon that has a huge effect on everyday life‖. The point is that translation is a process (the translator plays a role in taking the source text and converting it into text in another language) and a product (a concrete translation produced by the translator). According to Sipayung (2020) translation is an investigation of the lexical, structural, grammatical, situation, the context of the culture in the original text, then analyzing

them to get the meaning, finally reconstruct them in the same meaning in the target text .

So, all the definitions given by the experts above have the same meaning and purpose. So, the writer concludes that translation deals with two different languages. These languages are referred to as the source language (SL) and the target language (TL). As stated by the experts above, that translation is transferring the source language to the target language. But translation does not only change or transfer the source language to the target language, but translation is the process of conveying meanings, ideas, thoughts, messages, and information from the source language to the target language. So, even though the translator changes the form of the target language (language, grammar, and words), the translator cannot change the meaning or message of the source language. In other words, the meaning should be equal and not in contradiction to the source language.

2.2   Translation Method

Understanding the context of the source language is important for translators because it will help translators to provide the true meaning of the source language (SL) to the target language (TL). However, experience is the best teacher. Experienced translators can improve their understanding in translating the source language (SL) into the target language (TL) and they are more selective in choosing the translation method. The method will help translators translate the source language (SL) to the target language (TL) and produce quality translation products. There are various kinds of translation methods and each of them has

different techniques, different results, and is used depending on the needs of the translator.

According to Newmark (1988: 45), there are eight types of translation methods. Namely, word-for-word, literal, faithful, semantic, communicative, idiomatic, free, and adaptation. He classified the methods into two parts based on their focus. The first part is oriented towards the source language (SL) which consists of word-for-word translation, literal translation, faithful translation, and semantic translation. The second part is oriented towards the target language (TL) which consists of adaptation, free translation, idiomatic translation, and communicative translation. It can be seen in the figure below:

SL Emphasis   **TL Emphasis**

Word for Word Translation   Adaption

    Literal Translation   Free Translation

    Faithful Translation   Idiomatic Translation

    Semantic Translation   Communicative Translation
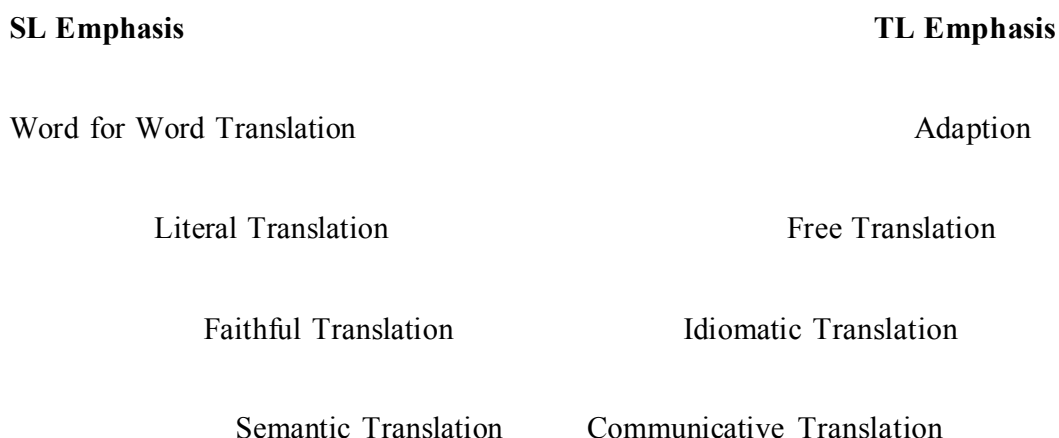
Newmark's V-Diagram (1988:45)

Here the more detailed explanation of Newmark's method:

1.   Word-for-word translation

This method translates words in order from the source language (SL) to the target language (TL) without changing its grammatical structure. The target language (TL) is placed just below the source language (SL). So, translators who

use this method will often make wrong word choices and the translation will sound unnatural for the reader. Below are some examples that each word is translated word to word with the grammatical construction of the target language exactly following the source language, because the SL structure is the same as the TL structure.

For example:

(a)   SL :   I   love   that   handsome   boy

TL :   *Saya mencintai itu   tampan anak laki-laki*

The SL sentences above are translated word-for-word. "I" translates "*Saya*", "love" translates to "*mencintai*" and the most ambiguous is the phrase "that handsome boy" translates "*itu tampan anak laki-laki*". The translation as above is not acceptable in Indonesian because the wording and meaning are not correct. The correct translation should be "*Dia mencintai anak laki-laki tampan itu*".

(b) SL   :   Jane will   come   to Sidikalang tomorrow

TL   :   *Jane akan datang ke Sidikalang besok*

The sentences above are also translated word-for-word. However, the translation is still acceptable in Indonesian because it is in accordance with Indonesian grammar. Likewise, its meaning can be understood.

2.   Literal Translation

Literal translations are a little different from word-for-word translations. The source grammar construction (SL) is changed to its closest target language equivalent (TL) but the words in this method are translated singly, out of context.

For example :

   (a) SL   :   It's raining cats and dogs

          TL   :   *Hujan kucing dan anjing*

The example sentences (a) above are translated literally. But the meaning is out of context. The real meaning of "It's raining cats and dogs" is "*Hujan deras*" or "*Hujan lebat*". Usually, heavy rains have heavy rainfall and are interspersed with the sound of thunder. This is likened to a noisy fight between a cat and a dog. In western culture, this context is often expressed with the phrase "Bagaikan hujan kucing dan anjing". While such terms are not known in Indonesia. So freely the term "It's raining cats and dogs" is freely translated as "*Hujan deras*" or "*Hujan lebat*".

    (b) SL   :   The sooner the better

          TL   :   *Lebih cepat lebih baik*

The example sentence (b) above is translated literally using denotative meaning. This means that the sentence is translated based on the meaning of the dictionary and according to its grammar. That is the level of comparison (Degree of Comparison)

3.   Faithfull Translation

This method follows the contextual meaning and motive of the translator but remains tied to the grammatical structure of the source language (SL). For example:

SL   :   He is a broker in Bursa Efek Jakarta

TL   :   *Dia seorang pialang di Bursa Efek Jakarta*

4.   Semantic Translation

It differs from faithful translation only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the Source Language (SL) text, compromising on meaning where appropriate so that no assonance, wordplay, or repetition jars in the finished version (Newmark, 1988:46). For Example:

SL   :   He is a book-worm

TL   :   *Dia adalah seorang kutu buku*

5.   Adaption

This method is the freest form of translation. It is used primarily for drama, comedy, and poetry, the SL culture converted to the TL culture and the text rewritten. For example:

a) SL   :   as white as snow

TL   :   *seputih kapas*

b) SL   :   Thank God

TL   :   *Alhamdullilah*

6.   Free Translation

This method produces meaning in the target language (TL) without paying attention to grammar or the original form of the source language (SL). This mean that the translator must be able to obtain the message in the source language as a

whole and then transfer it or express the message in the target language. This is a bit difficult for inexperienced translators. This translation method is often used when translating idiomatic expressions and proverbs. For example:

(a)   SL   :   It's raining cats and dogs

          TL   :   *Hujan yang sangat lebat*

(b)   SL   :   Killing two birds with one stone

          TL   :   *Menyelam sambil minum air*

The translation above is the result of exploring ideas and additional information and explanations that are more free and natural. In this translation method, the translator looks for an equivalent meaning that allows it to be more detailed and complete and more acceptable to the target text reader community.

7.   Idiomatic Translation

According to Newmark (1988) idiomatic translation produces phrases in the target language (TL) which are more familiar and natural than the source language (SL). A truly idiomatic translation doesn't look like the translation, but it's as if it were a direct translation from a native speaker. For example:

a) SL   :   I am not in to you

    TL   :   *Aku tidak suka kamu*

b) SL   :   It goes without saying

    TL   :   *Tentu saja*

8.   Communicative translation

This method produces natural, clear, short, and precise contextual meaning. So that the reader can easily understand and accept the language properly (Newmark, 1988). For example:

(a) SL   :   I would admit that I am wrong

   TL   :   *Saya mengaku salah*

(b) SL   :   Beware of the dog!

   TL   :   *Awas anjing galak!*

From the explanation above, the translation method used depends on the needs and objectives of the translator. Any method used by the translator, which is important is the meaning or message of the source language (SL) can be delivered into the target language (TL) clearly and well.

2.3   Translation Ideology

The ideology of translation is the belief and principle of "right-wrong" or "good-bad" in translation. It means what kind of translation is best for the reader and what kind of translation suits and likes readers. The ideology of translation can also be defined as a belief about what is right and wrong in translation, including the strategies or methods used by the translator. Furthermore, Hatim and Mason (in Hatim and Munday, 2004) argue that ideology in translation is the basic orientation chosen by the translator which takes place in a cultural and social context. There are two sides of ideology in translation, namely foreignization and domestication (Venuti, 2012). Foreignization and domestication are two basic ideologies of translation that involve a linguistic and cultural point of view.

2.3.1 Foreignization Ideology

Foreignization is oriented to the source language (SL). According to Venuti (2012), in foreignization translation, a translator tries to invite the target language reader (TL) to the foreign culture of the source language (SL) and makes the reader feel cultural differences. This means that readers of the target language (TL) can recognize that they are not reading an original text but translated one. On the other hand, Farisi (2015) argues that foreignization translation is an ideology of translation that maintains the language, style, and cultural values of the source language (SL). This means that if a translator believes that culture in the source language (SL) needs to be preserved, the translator adopts a foreignization ideology.

2.3.2 Domestication Ideology

Domestication is the opposite of foreignization. In domestication translation, a translator will try to produce the target language translation (TL) as naturally as possible (Venuti: 2012). That is, a translator will try to minimize oddities in the target language (TL) through a clear and fluent translation style. So that the target language (TL) reader feels like reading the original text. According to Farisi (2015), this translation ideology is a translation ideology that maintains the language, style, and cultural values of the target language (TL). This means that if a translator considers translation to be more concerned with culture in the target language (TL) then a translator will adhere to the ideology of domestication.

2.4 Vocative Dialogue

Etymologically, dialogue comes from the Greek "dia" and "logos". Which means is the way humans use words. Dialogue is literature and theoretical which consists of oral or written conversations between two or more peopl. According to Susan E. Brennan, Dialogue is a conversation between two people. A Face-to-face conversation is universal—engaged in by all human cultures, and providing an interactive context in which children learn their native languages. Richard Nordquist defines dialogue as a verbal exchange between two or more peopleand he said that dialogue also refers to a conversation reported in drama or narrative. When quoting dialogue, put the words of each speaker inside quotation marks, and (as a general rule) indicates changes in speaker by starting a new paragraph. Even though there are many opinions about the meaning of dialogue, the function of dialogue is the same, that is, it is used to interact with other people. Therefore, dialogue is said to be a form of communication. Dialogue serves to describe the character of the characters. Dialogue is also a manifestation of the ‒Show‖ not ‒Tell‖ function in the story. With this technique, the writer explores the story so that it becomes more lively and interesting. For more details, here are some of the main objectives of the dialogue in the novel, namely, (1) Build atmosphere and suspense in the story scene, (2) describe the background of the story actors, (3) strengthen the emotions, characters, and motivation of the characters in the story.

According to Daniel and Spencer (in Sonnenhauser and Hanna, 2013), vocative is a form used to call and attract the attention of the recipient or reader by using terms that refer to the recipient or reader. Vocatives have been used in all languages to address people in a specific way. And Parrot (2010) states that the vocative is a receiver-oriented linguistic unit that can be used in various speech

acts such as greetings, calls, orders, or requests.   Schaden (2010) said that the vocative is a noun phrase that identifies or describes the interlocutor to whom the utterance is addressed. In his article ―*Hey What'syourname*!‖ (Zwicky, 1974), Zwicky said that the vocative is a separate element in a sentence, usually separated by intonation and is not an explanation of the verb in the sentence. According to him, the vocative has two functions, namely in the form of a call or greeting. Meanwhile, according to Biber et al (1999), there are three functions of the vocative, namely: (a) attracting people's attention; (b) identify someone as the interlocutor; (c) build and maintain social relations.

So based on the explanation above, the writer concludes that the vocative is a linguistic unit that is used to attract people's attention, to identify someone as an interlocutor, to build and maintain social relations, to express politeness, attitude, status of all speakers and also to reveal the relationship between their respective roles. -each speaker. The vocative is also used to call the recipient to do something, think or feel, and react. It is most commonly found in orders, directives, suggestions, inducements, and requests.

2.5   Novel

A novel is also defined as a fictional prose narrative with sufficient length and complexity, depicting characters and presenting sequential scenes. According to Taylor (1981:46), the novel is a work of prose with a long length and complexity that tries to express and reflect something about the value of human experience or behavior. Novels have various types and styles, including picaresque,   epistolary,   Gothic,   romantic,   realist,   historical,   etc.

So based on the opinion above, the writer concludes that the novel is a type of narrative literature that has elements in it consisting of characters, events, and themes. In general, novels tell a complex story that involves many characters in different situations. Generally, Novels are longer than short stories. Novels have 200 pages or more so that the novelist can tell a story in detail. The purpose of translating a novel is to give satisfaction to readers, entertain and help readers understand other languages. And also helps humans to enjoy reading.

2.5.1 The Amber Spyglass

Amber Spyglass is the final book of the trilogy His Dark Materials. This novel was first published in 2000. The Indonesian version of the novel is ‒Teropong Cahaya‖ which has been translated by Sendra Tanuwidjaja and was published in 2007 by Gramedia Pustaka Utama It follows The Subtil Knife and Northern Lights (also known as The Golden Compass) and runs through many other universes. The book talks about the love between the protagonists, Lyra Silvertongue and Will Parry, and some of the difficult decisions they have to make. In this book there is a new universe added, namely a universe filled with strange creatures called Mulefa. And also about Doctor Mary Malone's development in her beliefs about how the world works and what Dust is.

So the writer tells a little plot summary of the novel "The Amber Spyglass". Marisa Coulter, Lyra's mother, has taken Lyra to a secluded cave in the Himalayas in the Valley of the Rainbow and keeps Lyra in a sedated sleep. In this state, Lyra dreams that she is in a wasteland (later realized as the world of the dead) talking to her dead friend Roger, whom she promises to help. An angel

named Balthamos and Baruch come to Cittagazze telling Will, the bearer of the subtle knife, that they have come to bring him to Lord Asriel. However, Will refuses to leave before Lyra is saved and the two angels agree. They are attacked by soldiers from the angel Metatron, the Authority's Regent. Will escapes by cutting a window to another world. Mary Malone was destined to seduce Lyra so they sent a priest named Pastor Gomez to follow Mary and kill Lyra. Lord Asriel also sent a small army to Lyra's cave to fight the zeppelins of the Consistorial Court. Lord Asriel also sent Gallivespian spies Chevalier Tialys and Lady Salmakia to protect Lyra. Gallivespians resemble humans but are approximately four inches tall. Mary Malone has finally passed through another window into a foreign world. She finds a group of elephantine creatures who call themselves muleta and travel by attaching round seed-pods to their feet and using them as wheels. All of these creatures have complex cultures, complex languages and infectious laughs. Mary considers them her equal. Finally, she merged into the mulefa community. Will meets the armored panserbjorne king, Lorek Byrnison, and Lorek agrees to help Will save Lyra. The three powers are Will, Lorek, and Balthamos; Lord Asriel's army; and Church soldiers. Everyone gathered in Mrs.Coulter's cave. Will managed to wake Lyra up. For a moment, Will is reminded of his mother; as a result, his concentration falters, and the knife shatters. Will manages to cut through the window so he Lyra and the Gallivespian spies manage to escape to another world. Mrs. Coulter is captured by Lord Asriel's army. The purpose of this war is to preserve the Dust, not to destroy it, because they see the Church trying to take all the happiness out of life and categorize it as a sin that is not evil. Iorek Byrnison fixed the fine knife. Will,

Lyra, Tialys, and Salmakia enter the realm of the dead and immediately leave their daemons. Lyra saw Roger among the hanu group. Will and the Gallivespians free the ghost from the prison camp. Will cuts the door to another world and the ghost leaves and dissolves into that realm. The President sacrifices himself to detonate the bomb, Mrs Coulter escapes and Lord Roke dies. When Lyra and Will leave the underworld, they find the ghosts of Lee Scoresby and John Parry. The explosion of the bomb caused enormous damage and created a very deep chasm in the world they lived in. The final battle begins. The ghosts of John Parry and Lee Scoresby join Lord Asriel's army to fight the Spectres. Mrs. Coulter manipulates Metatron by offering Lord Asriel's life. He led Metatron to the brink where Lord Asriel awaited. Mrs. Coulter betrays Metatron to Lord Asriel, because Lyra is precious to both of them. They sacrificed themselves to kill Metatron and the three of them fell into the abyss. Will and Lyra go into the mulefa world and retrieve their dæmons. Lyra and Will's demons return and provide information that all windows between the worlds must be closed because Dust is always coming out of them. The angels will keep one window open which is the window that leads out of the land of the dead. Will and Lyra are already in true love with each other but they can't live together. It is very sad for them. But Lyra and Will agreed to sit on the bench in the same place in both worlds for an hour on Midsummer's Day. This is done so that they know that they are in the same place. Lyra returned to where she lived for many years at Jordan College. She decided to study alethiometry. Because she can no longer read the alethiometer after she lost her subconscious innocence. Then, she and the Pantalaimon daemon will build the

ideal Heaven Republic at home according to John Parry's suggestion. Will returns to his world and is accompanied by Mary Malone.

2.5.1 Philip Pullman

Philip Pullman CBE, FRSL (born in Norwich, United Kingdom, 19 October 1946) the son of Audrey Evelyn Pullman and Royal Air Force pilot Alfred Outram Pullman. He is an English writer from Norwich. He is the author of bestselling books, including the fantasy trilogy *His Dark Materials* and the fictional biographies of Jesus, *The Good Man Jesus, and the Scoundrel Christ*. Pullman was educated at Taverham Hall and Eaton House during his early years. From 1957, he studied at Ysgol Ardudwy in Harlech, Gwynedd, and spent time in Norfolk with his grandfather, a pastor. At the time, Pullman discovered John Milton's Paradise Lost, which was to become a major influence on His Dark Materials. From 1965, Pullman attended Exeter College, Oxford, receiving his third-class BA (Bachelor of Arts) in 1968. In 1970, Pullman married Judith Speller and began teaching children aged nine to thirteen at Bishop Kirk Middle School in Summertown, North Oxford, and writing school play.

His first work was The Haunted Storm which was the winner of the New British Library Young Writers Award in 1972. In 1978, he wrote an adult fiction novel entitled *Galatea*. Then in 1982, he wrote his first children's book, entitled *Count Karlstein*. Continued with the publication of his second children's book, which had a Victorian background, in 1986, entitled *The Ruby in the Smoke*. He started *His Dark Materials* around 1993. His first book, *Northern Lights*, was published in 1995 (titled *The Golden Compass* in the US, 1996). Pullman wins the

annual Carnegie Medal and the Guardian Children's Fiction Award. He was awarded the CBE in the New Year's Awards list and was elected President of the Blake Society in 2004. Pullman received the Astrid Lindgren Commemorative Award from the Swedish Art Council in 2005. He was one of five finalists for the biennial Hans Christian Andersen International Medal in 2006. Then, he started writing The Book of Dust which is a companion trilogy to His Dark Materials and "The Adventures of John Blake which is a British children's comic in 2008. During the Encænia ceremony, He was awarded a D.Litt (Doctor of Letters) by the University of Oxford. in 2009. In 2012, Pullman was asked by Penguin Classics to compile 50 of Grimms' classic tales, from summaries of more than 200 stories. In the next year, he was elected President of the Society of Authors (SOA). *The Times* (a British daily national newspaper based in London) mentioned that Philip Pullman was one of the greatest writers of the 50 British writers since 1945.

2.6   Previous study

In writing this study, the writer reviewed several studies that have correlated with this study. They are:

The writer took the data from journals written by   Sholeh, Sukarno, Wahyuningsih. They are from the English Department The Faculty Of Letters University Jember (2016). The title of their research is –*Translation Techniques, Methods, And Ideologies Of English Translation Version In Pidato Tiga Bahasa Book"*. The objectives of their research are to find out and to elaborate techniques, methods, and the dominant ideology of the English translation version in speech. From the result of their research, they found three types of translation methods,

namely the literal translation method, faithful translation method, and communicative translation method. And then they found the dominant ideology of their research. It is domestication ideology or translation ideology that tends to target language. The similarities of our research are Translation Methods and Ideology. There is a difference between our research, in their research is about English Translation Version in Pidato Tiga Bahasa Book and in my research is about Vocative Dialogue in Novel ‒The Amber Spyglass‖ By Philip Pullman.

The writer also took the data from the Journal Of Language and Literature (October 2016) entitled *"Technique And Ideology Of Vocatives And Proper Names In The Hobbit"*. This journal is written by Ratnasari, Yuliasri, Hartono. The aim of their research is to reveal the vocative techniques and ideologies and proper names in The Hobbit. The result of their study is that translators use more foreignization ideology in rendering vocatives. There are similarities in our research, we discuss the Ideology Of Vocative. And the difference between our research is they discuss Technique of Proper Names in the Hobbit and my research is about the Method and Novel ‒The Amber Spyglass‖ By Philip Pullman.
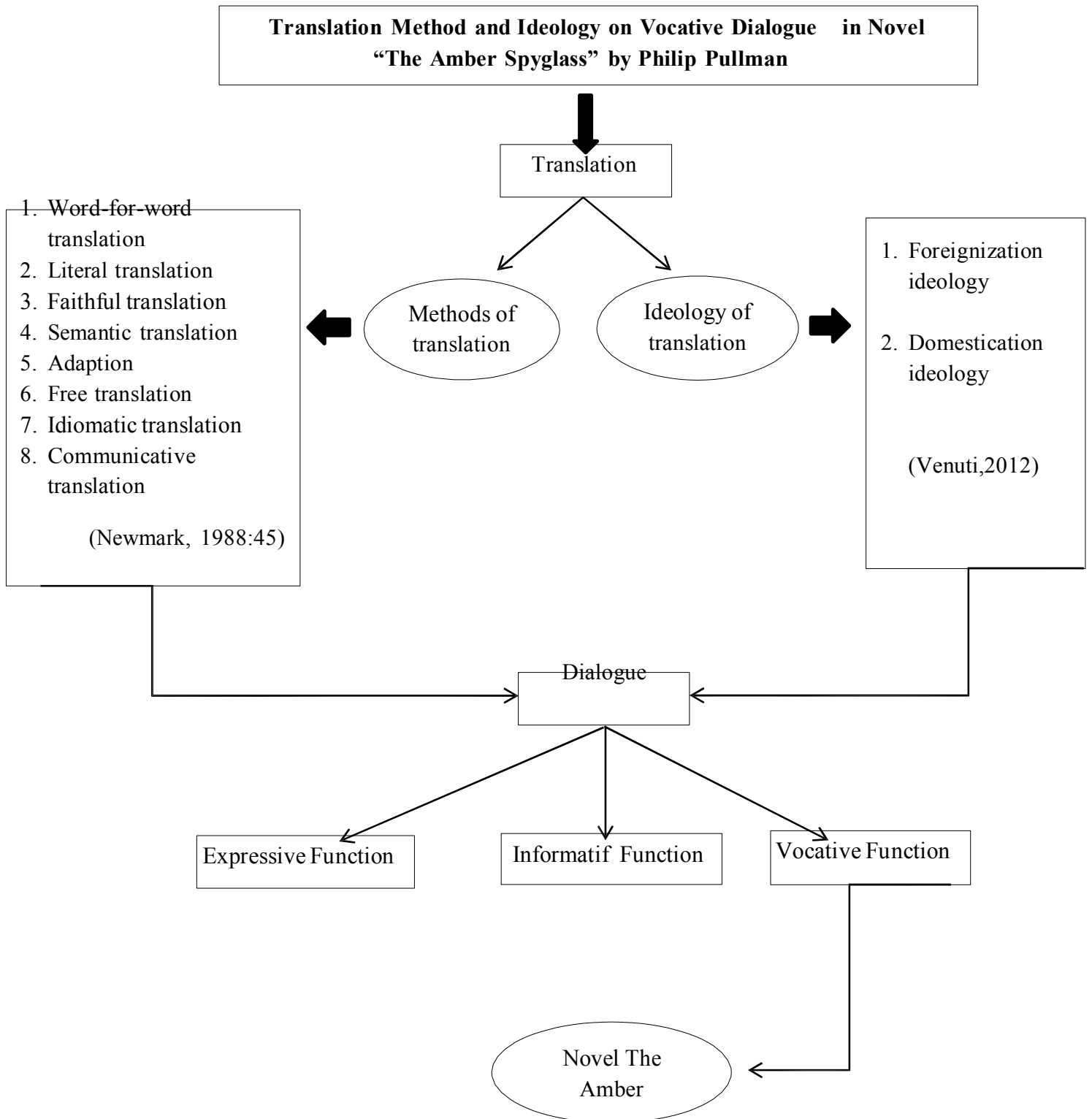
The third is the International Journal of Linguistics, Literature, and Translation (IJLLT) entitled ‒*Translation Method and Ideology of Sexist Attitudes in Novel Entitled Ronggeng Dukuh Paruk"*. The journal is written by Manggarrani, Nababan, and Santosa that published in July 2019. The purpose of their research is to identify the translation method and ideology conducted by the translator in translating the sayings that contain sexist attitudes from SL to TL.

Their study reveals that the translator adopted more communication methods and the ideology used is domestication.

All the previous studies above were very helpful for the writer in understanding the method and ideology in translation and find out which type is more dominant in use. So that the writer has a picture by completing the writer's writing, which focuses on the translation method and ideology on vocative dialogue in the novel ‒The Amber Spyglass‖.

2.7   Conceptual Framework

Translation Method and Ideology on Vocative Dialogue   in Novel
"The Amber Spyglass" by Philip Pullman

Translation

Methods of translation

Ideology of translation

1. Word-for-word translation
2. Literal translation
3. Faithful translation
4. Semantic translation
5. Adaption
6. Free translation
7. Idiomatic translation
8. Communicative translation

(Newmark, 1988:45)

1. Foreignization ideology

2. Domestication ideology

(Venuti,2012)

Dialogue

Expressive Function

Informatif Function

Vocative Function

Novel The Amber

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this research, the writer used a descriptive qualitative research design to describe the methods and ideology used by the translator in translating vocative dialogue in the novel entitled "The Amber of Spyglass" which is the work of Philip Pullman and ‒Teropong Cahaya‖ translated by Sendra Tanuwidjaja. Sugiyono (2007) said that qualitative research analyzes descriptive data in written form and numbers are not the most important thing in this research method. Qualitative research aims to explain, analyze and classify something through various techniques surveys, interviews, questioners, observation, and tests. Therefore, the writer used descriptive qualitative research because this research design displays narrative rather than numerical and makes the data information more objective and easy to understand.

3.2 Subject of Research

This study aims to determine and conclude what methods and ideology the translator used in translating vocative dialogue in novels, whether the methods and ideology used are accurate or not. So the subject in this study was all vocative dialogues in the novel. The researcher took 50 vocative dialogues from all chapters in the novel of ‒The Amber Spyglass‖ by Philip Pullman and ‒Teropong Cahaya‖ translated by Sendra Tanuwidjaja. For further analysis.

3.3 The Technique of the Data Collection

The data were obtained from the primary source. Sugiyono (2007:225) said that primary sources will provide data directly to researchers. So, the data collection technique used by the author was a seven-step process:

1. Red the original novel (English) and the translated version of the novel (Indonesian).

   In the first place, the researcher red the original novel (novel in English). Then red the translated version of the novel (novel in Indonesian). It aims to get the essence of the story and language. In the reading process, the writer focussed more on the vocative dialogue.

2. Made a list of data.

   After the researcher had read the entire novel, the writer identified the dialogue whose function is vocative. Then, all the dialogs arranged in a table according to which chapter they are located. This aims to facilitate the researcher in the process of comparing and analyzing.

3. Chose a sample. Selects 50 samples from the total dialogue (population).

   There are 436 dialogues in the vocative dialogue. However, the researcher only used 50 dialogues for further analysis. Therefore, the researcher used purposive sampling technique to select 73 samples.

4. Searched the library for relevant theories for the data analysis.

5. Comparing and analyzing the source language and translation results using Newmark's (1988) translation guidelines.

6. Interpreting and describing the results of the study.

7. Make findings and suggestions based on the results of the study.

3.4   Technique of Analyzing Data

Data analysis is a process of simplifying data so that it can be understood. After the data has been collected, the researcher puts those vocative dialogues into the table form based on the chapter in which these dialogs exist. It means to ease the comparison and the analysis on the next steps. So, to answer the problem of this study, the writer used the following techniques:

1. Analyzed the data that had been collected.

2. Identified the translation method and ideology of each dialogue by using the theory of translation proposed by Newmark's (1988) and Venuti (2012).

3. Found out the methods and ideology used by the translator in translating the vocative dialogues in "The Amber Spyglass‖ novel by Philip Pullman.