

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language are a set of rules used by human as a tool of their communication. The use of the language governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worst, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.

English is an international language that used by many people in the world. Using English is the easiest way communication with people from other countries about many aspect in human life such as education, science, business, technology culture and also another aspects that used in Indonesian people. The language skill is the performance of the speakers of a language. In using their language as a tool of the communication in their daily routines. It is the ability to use their language according to the set of the conventional rules they share among themselves. It refers to the correct use of the rules of their language. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively.

Translation is a process of transferring and reproducing written language message of one source language to one target language which should be understood by the target language readers. It is a tool which acts as a bridge for dual act of human communication which meant there are two different languages interact with. By this fact, translation plays many important roles in social community life like as communication exchanges, development of knowledge and socio-cultural interchanges.

Translating Indonesian text into English text is not easy an work. The translator must know what words he/she has to use appropriately. Learners have difficulties to handle words or word associations because they do not comprehend them or because they do not find proper equivalents, which makes translation a difficult task.

Equivalence is the main concern for every translator in translation. The equivalence itself is distributed into semantic, grammatical, pragmatic, and textual equivalence. The textual equivalence is viewed as the main concern in this research and would be defined in the term of equivalence and textual. Koller (1995) in Hatim and Munday (2004:50) views equivalence as a process constrained by the influence of a variety of potentially conflicting SL/TL linguistic textual and extra- textual factors and circumstances and by the role of the historical-cultural conditions under which texts and their translations are produced and received.

The most important thing in translating a text is transferring the same message: as source language produces the Students still make many mistakes in

understanding the text and in restructuring it into good English or Indonesia. There are four stages in translation process that can happen very fast or slow, only once or repeatedly, depending on the intensity of the difficulties encountered by the translators. The process such as analysis, transfer, restructuring, evaluation and revisi (Nida and Taber, in Suryawinata, 2003).

The writer state the title of this proposal because the proposal about language that we have from our ability to communicate with each other and translation are a process of transferring and reproducing written language message of one source language to one target language which should be understand by the target language readers. By learning about the grammatical it would be easier to understand about analyzing a myth by paying attention the grammatical namely: number, gender, person, tense/aspect and voice.

Table 1.1 Kinds of Grammatical Equivalence

Grammatical Equivalence				
Number	Gender	Person	Tense/ aspect	Voice
The most dominant number of grammatical category is translating plural into plural form. It is called grammatical equivalence.	The most dominant gender of grammatical category is translating masculine into neutral. It is called grammatical non-equivalence	The most dominant person of grammatical category is translating the data grammatical non-equivalence	The most dominant tense/aspect of grammatical category is translating the data grammatical non-equivalence	The most dominant voice of grammatical category is translating passive into passive form. It is called grammatical equivalence

From the table above the first grammatical equivalence “The most dominant number of grammatical categories is translated plural into plural form. It is called grammatical equivalence” is kinds of number because in this grammatical find a plural into plural form. And the second grammatical “The most dominant gender of grammatical categories is translated masculine into neutral. It is called grammatical non-equivalence” it is type of gender because in this grammatical find masculine into neutral. The third grammatical “The most dominant person of grammatical categories is translating the data grammatical non-equivalence” are type of person because in this grammatical dominant data grammatical non-equivalence. The fourth of grammatical “The most dominant

tense/aspect of grammatical category is translating the data grammatical non-equivalence” is type of tense/aspect it is same with person because in the kind the dominant to data grammatical non-equivalence. The last of kinds grammatical “The most dominant voice of grammatical category is translating passive into passive form. It is call grammatical equivalence” is type of voice because in this grammatical find dominant passive into passive form.

This study examines how the concept of Grammatical and Textual Equivalence Used by Poppy D. Chusfani in Translating English into Indonesia Language of Christopher Paolini ‘s Novel of “Inheritance”. The previous study are “An Analysis of Students’ Ability in Translating Grammatical Equivalence” (e.g. Ruhansah, 2013), “The Question of Grammatical Equivalence in Translation” (e.g. Sudartini, n.d.) and “An Analysis of Technical Devices in Translation Procedures Applied by Listiana Srisanti in Translating A J.K. Rowling’s Novel” (e.g. Lina, 2013). Few published studies focus on grammatical and textual equivalence in relation with novel translation.

This study aims to find and analyze the kinds of grammatical and textual equivalence which are used by Poppy D. Chusfani in translating English into Indonesia language of Christopher Paolini’s Novel of “Inheritance” as well as to find the most dominant equivalence used by Poppy D. Chusfani in translating English into Indonesia language of Christopher Paolini’s Novel of “Inheritance”. This discussion gives additional information to the readers about analysis of grammatical and textual equivalence in translation of written language. Theoretically, the result of the research expected to inspire others to hold further

research. Meanwhile, the result of the study will be useful for additional information in teaching translation concerning grammatical and textual equivalence practically.

Based on the description above the writer need to find out the translation test done well by fourth semester students of Universitas HKBP Nommensen. The writer focus to find and analyze grammatical equivalence of Batu Gantung and by analyzing grammatical the fourth semester students can increase their vocabulary and understand how to translate using Grammatical Equivalence.

Due to Baker (1992) there are five levels of equivalence, namely, 1) equivalence at word level, 2) equivalence above word level, 3) grammatical equivalence, 4) textual equivalence, and 5) pragmatic equivalence. Baker mentions five categories that commonly lead to difficulties in finding the equivalence during the process of translation. They are number, gender, person, tense/aspect, and voice. Translation here indeed involves two languages, namely, the source and the target languages. In this particular study, the source language is English for it may be the most translated language in the world. The target language is Bahasa Indonesia since it is our national language which is used as the medium of instruction of all of culture, science, and technology in our country.

1.2 The Problems of the Study

Based on the background of the study above, the problem of this study is formulated as follows: What kinds of Grammatical Equivalence used in the Translation of “Batu Gantung” myth?

1.3 The Objectives of the Study

Based on background and the problem above, the objective of the study of this research are: To know the kinds of Grammatical Equivalence used in the Translation of “Batu Gantung” myth.

1.4 The Scope of Study

In this study the writer focus in analyzing the of Grammatical used in the Translation of “Batu Gantung” Myth classified into two kinds of equivalence; grammatical equivalence (number, gender, person, tense/aspect and voice).

1.5 Significance of the Study

This research is expected to provide contributions and benefits to many parties, including the following:

1. Theoretically

There are three theoretical significances from this study that the researcher expected to be useful to develop analyzed translation process.

- 1, The result of the study is expected to enrich the horizon of English teaching translation.
- 2, The result of this study can be used as a model to identify and to understand equivalence for the teacher.
- 3, The result of this study is expected to help the next researchers in analyzing translation.

2. Practically

1. For the teacher, the result of this study can be used the students to identify grammatical in a translating
2. For the students, the result of this study will help the researchers to improve translation in the classroom.
3. For the future writer, the result of this study are expected to be a reference for further writer.

CHAPTER II

REVIEW OF LITERATURE

2.1 The Definition of Language

Language is a system of symbols and rules that is used for meaningful communication. A system of communication has to meet certain criteria in order to be considered a language: A language uses symbols, which are sounds, gestures, or written characters that represent objects, actions, events, and ideas.

According to Lyons (1981), languages are the principal systems of communication used by particular groups of human beings within the particular society of which they are members. Derbyshire says the language is undoubtedly a kind of means of communication among human beings. It consists primarily of vocal sounds. It is articulatory, systematic, symbolic and arbitrary. This definition of Derbyshire clearly utters, language is the best source of communication. It also portrays how human language is formed and what are the fundamental principles of language.

2.2 The Definition of English

English is a very common language. It is one of the main spoken languages. It is the most populated language. English is a language that started in Anglo-Saxon England. It is originally from Anglo-Frisian and Old Saxon dialects. English now has the status of a global language, because it is used worldwide. There are about

375 million native speakers (people who use it as their first language) in the world.

English is the first foreign language for most learners, and the official language of the United Nations, European Union, and many other international organizations. It is the most widely-spoken Germanic language, with at least 70% of Germanic speakers speaking English. About 220 million others use it as their second language. English has changed and developed over time, like all other languages. The most obvious changes are the many words taken from Latin and Old French, which then came to Old English and then Modern English, which is used today. English grammar has also become very different from other Germanic languages, but it stayed different from Romance languages. Because nearly 60% of the vocabulary comes from Latin, English is sometimes called the Germanic language that is the most Latin, and it is often mistaken for being a Romance language, which really is French.

2.3 The Definition of Translation

There are some definitions of translation. Nida (1982) states that translation consist of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. Newmark in Rudi Hartono states that translation is rendering the meaning of a text into another language in the way that the author intended the text.

From the definition from Nida (1982), the translation has the same term equivalent. The meaning, context, though, or message of both source of reproducing in the receptor language, the closest natural are equivalent to the message of source language. The first is meaning and secondly is style. The message of source language must equivalent. The reader of translation who knows the target language only will be confused if the target language is influenced by the source language.

Catford (1974:20) stated that “Translation may be define as the replacement of textual in one language (SL), by textual material in another language”. In this definition, translator will only change the text material or the passage in source language into the target language. Besides, in the real activity translator will not only transfer the substance material but he/she also has to consider the language style and the culture. Nida and Taber (1974:14) mention that “Translation consists of reproducing in the receptor language and secondly in terms of style”. It means that translation is the expression into target language from the source language, with first focus on the meaning expression and then the style of the expression as the second.

Meanwhile, Nida (1982) states that the result of translation must be transferring the meaning of the source language clearly, in order to make the clear meaning of source language, it is expected that the meaning of target language can be understood by the readers. So, the result of translation must be readable. In target language, readability is needs, because it makes the readers easier to catch the content of the translation text, conversely when the translation text is not

readable. It will make the readers difficult to understand the content of the text well.

Based on many definitions above, the writer assumes that the translation is a process of transferring thoughts and message from the source language to the target language, in the form of written or spoken.

Sinambela, E (2014), 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 isS willing to learn some approaches or theories which derived primarily from linguistics.

There are some definitions of translation given by some linguists, and they are:

1. Brislin (1976: 1) defines “Translation is the general term referring to the transfer of thought and ideas from one language (source) to another (target), whether the language are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on sign, as with sign languages of the deaf”.
2. Nida and Taber (1982: 2) propose that translating consists of reproducing in the receptor language the closets natural equivalent of the source language message, first in terms of meaning and secondly in term of style. According to Nida and Taber, translators should use the closest natural

equivalent either in the meaning or the style of the receptor language. In other words, the results of translation should not sound as translation but without changing the meaning of the source language.

3. Catford (1965: 20) state, “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”.

Based on the expert, Sinambela, E (2014) said “translation detail defines as transferring the meaning of the source language into the receptor language. It is meaning which is being transferred and must be held constant. Only the form changes. That’ why ‘Don’t mention it’ (as an answer of than you) not become ‘Jangan menyebutnya’ or’ Jangan sebutkan itu’, but it should become ‘Terimakasih kembali’ or ‘sama-sama’. That’s the meaning “Don’t mention it’ here”.

Sinambela, E (2015) Translation by dictionary definition consists of changing from one state or form to another, to turn into one, own or another’s language. (The Merriam-Webster, dictionary, 1974) translation is basically a change of form when we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation, the form of the source language is replaced by the form of the receptor (target) language. But how is this change accomplished?. What determines the choices of form in the translation?

The purpose of this text is to show that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the first language to the form of a second language by way of semantic structure.

Sinambela, E (2015) The form from which the translation is made will be called the source language and the form into which it is to be changed will be called the receptor language. Translation then consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Catford (1996:20) translation is the replacement of textual material in one language by equivalent textual material in another language. Then, Nida and Taber (1962:12) stated that translation consists of reproducing in the receptor language the closest natural equivalent of source language message the first in the terms of meaning, and secondly in the terms of style.

Further, Brislin (1976:1) said that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target)whether the language is written or oral form.

Then, Mc. Quire (1980:3) stated that translation is the rendering of a source language text into the target language so as to ensure that :

1. The surface meaning of the two will be approximately similar

2. The structures of the language will be preserved as closely as possible but not so closely the target language structures will be seriously distorted.

If it is reviewed more profoundly, the four definitions above have something in common which can be considered as the characteristics of translation. That is the change of source language form into target language, on the other hand they have different on the stress of what is to be elements and grammatical forms of the source and the target language.

Sinambela, E (2017) "Translation, by dictionary definition consist of changing from one state or form to another, to turn into one's own or another's language. Translation is basically a change of form. When we speak of the form of language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written". These form are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation the form of the source language is replaced by the form of the receptor (target) language (Mildred L. Larson, 1984:3).

Sinambela, E (2017) "Translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc which are spoken or written. These forms referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech".

This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being

transferred and must be held constant. Only the form changes. The form from which the translation is made will be called the Source Language and the form into which it is to be changed will be called the Receptor Language.

The activity of translation requires changes frequently in the form and arrangements of words because the similarities in both languages structures. Moreover, translation is a replacement of textual material in source language by equivalent textual material in target language (Catford,1978:20). In translation, meaning is also held constant. The meaning of original text should be expressed closely. The form may express a variety of meaning.

In doing a translation, he or she as the translator should be able to understand both of the source language (SL) and the target language (TL) to produce adequate translation, there must be an equivalent in a lexical form. If the word does not exist in the target language, the best solution is borrowing the sound (pronunciation) of the original word or modifying the utterance according to the phonological rules of the target language (TL).

Sinambela (2018:4) Translation is both sciences and art. It means of an international co-operation and nation integration. It is through 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 distinct culture and tradition- and countless dialects some of which are creatively as vibrant as any of our developed language its translator.

Translation is the way someone understands from one language to another to be conveyed to friends or other people who are listeners

2.4 The Types of Translation

Practically, there are some kinds of translation that have their own characteristics and forms. Some kinds of translation are found because of the differences and similarities of the source structures, different kinds of text that are going to be translated and different purpose of translation. Newmark (1981) states that translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language.

Roman Jakobson as cited in Hatim and Munday (2004) makes a very important distinction between three types of written translation: 1) Intra-lingual translation, translation within the same language, which can involve rewording or paraphrase, 2) Inter-lingual translation, translation from one language to another, 3) Inter-semiotic translation, translation of the verbal sign by non-verbal sign for example music or image.

1. Free Translation

Free translation is an unbounded method in translating a source language of material. There is no special rule to do this activity. The translator tends to focus on the message conveyed in the source language text, then translate it into the target language by his/her own words which commonly used in the target language. The translator may add or omit some words if necessary.

2. Literal Translation

Literal, Soegeng (1991:54) called it as structural translation, divides a source material into a group-group or clause to clause translation. It keeps the basic meaning, but makes changes in conformity with target language

grammar (e.g. inserting additional words changing structures at any rank, etc).

3. Word-for-word Translation

Word for word translation translates every word in the source language text into target language text in the same form of grammar and word arrangement. The result often makes confusion to the readers because each language has its own system.

For example: He was reading a book in front of the TV: Dia sedang membaca buku di depan TV

4. Faithful Translation

A faithful translation tries to be as faithful as possible to produce contextual meanings of the source language text even though it violates the grammatical structure of target language.

5. Semantic Translation

The semantic translation method focused on finding equivalents at the word level while remaining bound to the cultural language, and trying to shift the contextual meaning of the source language as close as possible to the syntactic and semantic structure of the target language.

6. Adaptation

Adaptation is not to be confused with localization, however, which is used when the target audience speaks a different variant of the same language, such in the case of Latin America. When adapting a message, we are not

translating it literally. This does not mean, however, that when to the original message or that we are not doing our job well (translating).

7. Idiomatic Translation

Idiomatic translation method is ‘live’ and ‘nature’ translation. Idiomatic translation reproduces the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible. Communicative translation is concern on communicative principle.

2.5 Translation Process

Translation process is a series of activities in which a translator uses his / her knowledge, skill and ability to transfer messages from SL into TL. According to Newmark (1988: 19), the process of translating begins with choosing a method of approach. Secondly when we are translating, we translate with four levels more or less consciously in mind: (1) The SL text level; (2) The referential level; (3) The cohesive level; and (4) the naturalness level. Finally there is the revision procedure, which may be concentrated or staggered according to the situation.

According to Nida and Taber (1969), the process of translation can be defined as the activity of translation. The translation process usually is used by a

translator as a guide in translating text from the source language into the target language. The process of translation consists of three steps, analyze texts of source language, transfer, restructuring. The first stage is analysis, translator analyzes about grammatical relationship and meaning of the word. In the transfer stage, translator analyzes material of source language and target language that is transferred base on the mind of translator. The material that has analyzed (X) is transferred to receptor text (Y), and then it is restructured to make final message that is acceptable in receptor language.

The analysis phase is the process in which grammatical relationship and the meaning of the word(s) or word combination are analyzed. In the transfer phase, the already analyzed materials in phase 1 are transferred in the translator's mind from SL to TL. The reconstruction phase is the phase where the translator rewrites or re-expresses the materials in such a way that the translation product is readable and acceptable in terms of rules and styles in the TL.

2.6 Definition of Grammatical Equivalence

Grammatical Equivalence

Munday (2001:38) stated that “equivalence cases where language describe the same situation by different stylistic or structural means”. Vinay and Darbelnet (1995:32) argued that equivalence is viewed as a procedure in which the same situation is replicated as in the original but different wording is used. Vinay and Darbelnet distinguish between direct and oblique translation, the former referring to literal translation and the latter to free translation. Moreover, they propose

seven procedures, the first three covered by direct translation, transposition, modulation, equivalence and adaptation. Through this procedure, it is claimed that the impact of the source – language text can be maintained in the target language target text.

Pym (2010) stated “equivalence is a relation of ‘equal value’ between an ST segment and a TT segment and can be established on any linguistic level from form to function”. He makes his own contribution to the concept of equivalence by pointing out that there is no such thing as perfect equivalence between language and it is always assumed equivalence. Based on the text of expert, my opinion Equivalence is a word that is written differently but has the same meaning for the object or purpose of the word to be conveyed.

Grammatical equivalence refers to the diversity of grammatical categories across languages. Baker (1992) notes that grammatical rules may vary across languages and this may pose some problems in the terms of finding a direct correspondence in the target language which later may induce the translator either to add or to omit information in the target language because of the lack of particular grammatical devices in the target language itself. It includes:

1. Number

The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that do not necessarily view countability in the same terms (Baker, 1992: 87).

2. Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some languages. The distinction applies to nouns which refer to animate beings as well as those which refer to inanimate objects (Baker, 1992: 90).

3. Person

The category of person relates to the notion of participant roles. In most languages, participant roles are systematically defined through a closed system of pronouns which may be organized along a variety of dimensions (Baker, 1992: 95).

4. Tense/Aspect

Tense and aspect are grammatical categories in a large number of languages. The form of the verb in languages which have these categories usually indicates two main types of information: time relations and aspectual differences (Baker, 1992:98).

5. Voice

Voice is a grammatical category which defines the relationship between a verb and its subject (Baker, 1992: 102).

2.7 Myth

Myth is type of speech. Myth is a system of communication, that is a message. This allows one to perceive that myth cannot possibly be an object, or an

idea: it is a mode of signification, a form. This form historical limits, conditions of use, and reintroduce society into it. (Barthes, 2006: 107)

According to Barthes (2006: 107) myth is not defined by the object of its message, but by the way in which it utters this message: there are formal limits to myth, there are no substantial ones. Since myth is a type of speech, everything can be myth provided it conveyed by a discourse. Myth is not defined by the object of its message, but by the way in which it utters this message: there are formal limits to myth. There are formal limits to “substantial” ones.

Barthes (2006: 108) states Speech of this kind is message. It is therefore by no means confined to oral speech. It can consist of modes of writing or of representations not only written discourse, but also photography, cinema, reporting, sport, show, publicity, all these can serve as a support to mythical speech. Myth van defined neither by its object nor by its material, for any material can arbitrarily be endowed with meaning: the arrow which is brought in order to signify a challenge is also a kind of speech. Mythical speech is made of a material which has already been worked on so as to make it suitable for communication: it is because all the materials of myth (whether pictorial or written) presuppose a signifying consciousness, that one can reason about them while discounting their substances.

For mythology, since it is the study of a type of speech, is but one fragment of this vast science of signs which Saussure postulated some forty years ago under the name of semiology. Semiology has not yet come into being. Semiology is a

science of forms, since it studies significations apart from their content. I should like to say one word about the necessity and the limits of such a formal science.

Sarapik (2000) states myth we can clearly distinguish at least two usages: on the one hand myth is used in its classical meaning, the one that most people are generally in agreement on, and on the other hand we can find phenomena prelevant even today's society that seem to resemble classical myths. A cursory glance at such myths amply demon states the radically divergent precepts around them. From this diversity it is obvious that the question is going to crop up whether all of the phenomena subsumed under myth should be lumped together as being part of one concept and whether myth is the best word to express this concept.

One possibility allowing myth to survive today lies in its ability to continue as a narrative. This is what we find for example in film series, comics, detective novels or others stories produced by mass culture, another possibility lies in its ability to continue as a cognitive element, that is, the part of the myth used to explain the world. One common meaning of myth associated with its cognitive aspects is that of myth as a deception, distortion or falsehood. We can see the origins of this meaning when the ancient mythos diverged from logos. This became firmly established during the middle ages when the word myth became associated with a pagan lie. We could now say that's theory of the myth is open but even though it would appear that we are dealing with one and the same thing our conclusions can often be diametrically opposed.

A comparison of the relationship myths have to language provide us with another example of a different approach. In some ways both myth and language are similar types of words. Both language and myth have a core of languageness and mythness that everyone agrees on. At the same time, both have an endless supply of hypostases in which these words are used with either a more literal or more metaphoric meaning, in some instances, the original metaphor has become so worn away that the difference between their literal and extended meaning becomes indiscernible. There are plenty of examples of the world language used where the language-ness of the thing discussed is completely non-existent.

Myths are commonly defined as stories that attempt to explain something, such as natural phenomenon or the origin of the world. Myths are stories about gods and goddesses, or heroes and heroines, myth are stories used to educate or to provide guidance by sharing collective knowledge or experience. All of these definitions are valid, and in fact, myths are true because they are based on reality and address issues of the tangible world in which we live, even if the characters and events themselves are imaginary.

One of reason it is difficult to define the term myth is because of similarities and analogies between myth and other traditional literary or narrative forms. Examples include legends, fables, fairy tales, folktales, sages, epics, and parables. As with myth, there is no consensus among scholars regarding definitions, and boundaries for these terms tend to be fluid. Scholars also disagree about how the various genres relate to both myths and each other. Myth, folktales and legend

often merge in a particular narrative, this is particularly true if the story lengthy and elaborate, or if it has been retold many times over a long period.

Folktales are sometimes considered a subdivision of myth, and myths are sometimes thought to be a branch of folktale. (Thompson 1927:2) believe the one particular characteristic of myth that differentiates it from folktales is the nature of its narratives. They feature the world as it was in the past, and explain the origin and creation of its current condition.

Function of Myth

Myth has two primary functions. The first is to provide an explanation of facts, whether natural or cultural. Mythology evolved as peoples sought to answer questions about their world. A myth of the Wyandot (Huron) of the great lakes region, for example, tells of the origin of tobacco: a dead girl's father discovers an injured hawk that bursts into flames as he approaches. All that remains is a as do schools, organizations, institutions, neighborhoods, cities, regions and countries.

Kirks proposes three main categories of myth (1970, 252-261). His first category includes mythical narratives told solely for entertainment. Some may challenge the validity of this category, as myths that fall into it are rare or the stories might more plausibly be classified as folktales or legends. His second category includes operatives, iterative or validatory myths that are through to have the power to change the world and tuned to repeated regularly on ritual or ceremonial occasions. Kirk's third category includes explanatory or speculative myths. These may simply explain the origin of a natural features, animal, or object

or they may be complex stories that attempt to provide answers to questions that perplex humanity, such as why natural disasters occur or people die. All of these categories of myths are represented in the mythology of native Americans before exploring this mythology, it is useful to consider the geography and climate of North America.

2.8 Previous Study

Previous study discuss about the research that as done by other researchers related to the theory of this research. By added previous study, the writer can learn a lot about the theory, and also know whether the research is good (same or different) and help the writer conduct the research. Therefore, the writer know to do better than before.

The first previous study is Santi Oktaviani (2018) a journal entitled “Grammatical Equivalence of English-Indonesian Translation of Compound-Complex Sentences in Iadc Work over Completion Manual” During the translation of IADC Work over Completion Manual, especially the compound-complex sentences, grammatical equivalence is crucial in order to produce accurate, acceptable, and readable translations. Therefore, this study is conducted to evaluate the realization of grammatical equivalence in English– Indonesian translation of compound-complex sentences in the manual and its relation to the translation quality. This study is a descriptive qualitative study. The researcher used document to collect the data of the compound-complex sentences. Besides, questionnaire and interview were completed by the target readers and the expert

readers to assess the translation quality. The findings presents that out of 106 English compound-complex sentences that are translated to Indonesian, 74 (69.8%) of them are grammatically equivalent and 32 (30.1%) of them are not grammatically equivalent. It means that the 74 sentence translations' structures are equivalent. In addition, the translations are literal and there are no shifts. In contrast, 32 non-grammatical equivalent translations are due to their free translations and lead to the translation shifts. The different with this research is the focus of analysis, this journal focus on evaluate the realization of grammatical equivalence in English – Indonesian translation of compound – complex sentences in the manual and its relation to the translation quality. The similarities the journal with this study is used descriptive qualitative.

The second previous study is Ninuk, K, A.L (2016) a journal entitled “STRATEGIES IN TRANSLATING PRONOUN, NUMBER, AND VOICE IN A WALK TO REMEMBER: KAN KUKENANG SELALU (A case study on grammatical equivalence)” A Walk to Remember is one of the best-selling novels written by Nicholas Spark. The novel has been translated into Indonesian language by Kathleen S.W. This paper is intended to investigate one of the equivalences of the translation: grammatical equivalence. The study used descriptive qualitative method to analyze translation in the novel. The investigation is aimed to identify strategies used to translate three grammatical features: (1) pronoun, (2) number, and (3) voice. The writers take 100 data for each feature as samples of the study. To compare voicing systems in each version of the novel, all sentences in chapter 1 are taken as samples. Based on the

findings, the writers conclude that there are five strategies used in translating pronoun: (1) omitting pronoun, (2) translating pronoun as it is, (3) changing pronoun into its reference, (4) making pronoun shift, and (5) adding pronoun. Furthermore, there are two strategies used to translate singular noun with articles: (1) translating articles with lexical addition, (2) translating articles by omission, and (3) changing singular nouns in the English version of the novel into plural nouns in its Indonesian version. In terms of voice, the translator tends to keep the original voice form of the English version of the novel in its Indonesian translation. The different with this research, this research focus on five strategies used in translating pronoun: (1) omitting pronoun, (2) translating pronoun as it is, (3) changing pronoun into its reference, (4) making pronoun shift, and (5) adding pronoun. The similarities with this research is used descriptive qualitative research.

2.9 Conceptual Framework

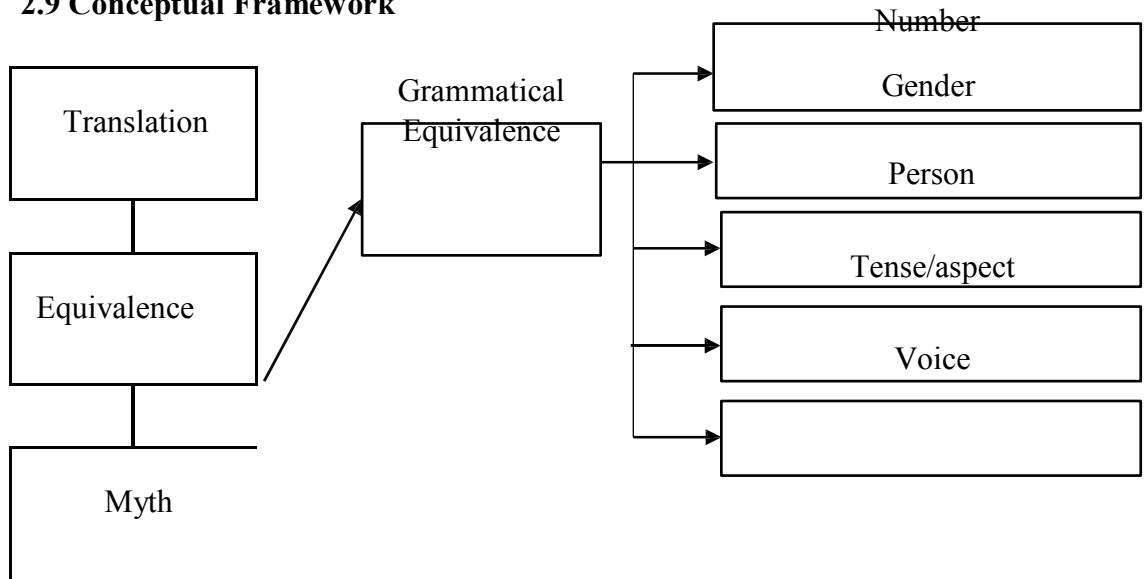


Figure 2.9 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, a qualitative descriptive method is used. Bogdan and Taylor (1972:5) define “qualitative method” as a kind of research that produces descriptive data as the result include theoretical review, people’s common perspective and unique human’s behavior. Deal with this concept, Kirk and Miller (1986:9) states that qualitative descriptive is a part of sociology which depends on observation to human’s language and human’s attitudes fundamentally.

3.2 Data and Source Data

Research data are all facts and figures that can be use as material for compiling information Arikunto (2002) in Makplus (2016). According to Agustina in Makplus (2016), data is information about something that has often happen and is in the form of a collection of facts, figures, graphs, tables, pictures, symbols, words, letters that express thoughts, objects, and conditions and situations. Thus, data are all known or perceive facts and figures relating to place and time.

The data source is the location where the data / subject is being use or where the data is obtain from, Arikunto in Asik Belajar (2019). And if the Writer a translation test in the data collection technique, the data source is call a task in the form of questions or orders that will be done by students, namely, people who responds to or translate the writer of narrative sentence, both written or oral test, .

So, the research data in this study is the result of the translation of the students fairy myth entitle is Batu Gantung and the data source is the students in semester 4.

3.3 Instrument of Collecting Data

The instrument of collected data use is translation Batu Gantung test. The writer gave the narrative text to students and ask them to translate the narrative text. The result of the student in translating narrative text showed the grammatical level equivalence they use. The grammatical level equivalence of the student use can analyze from number, gender, person, tenses and aspect and voice.

3.4 Technique of Data Collection

To collect the data, the writer would use documentation method that is based the test in translation process. According to Ary (2010:442), qualitative research may use written document or other artifacts to gain and understanding of the phenomenon.

To collected the data of problem the writer would tag the follow ways:

1. The writer explained about narrative text and would gave example of narrative text.
2. The writer gave narrative text and ask them to translate the text in 30 minutes.
3. The writer collected the students paper in translating text then analyze the grammatical level equivalence in translating text.

3.5 Technique of Analyzing Data

In analyzes data in this study, translation test method is used. The data analysis descriptively involving descriptions and the interpretations of the data. The data were described in the form of comparison of the structure of the Indonesian translation and the English original version. The aim was to find out whether the changes keep the original messages. The data were also interpreted to see whether the translated sentences could be justified with the Indonesian grammatical categories. The observation method would be done through four steps, namely observing, identifying, classifying, and evaluating.

(1) Observing

In observing step; after reading the English and Indonesian version of the novel, observation was done to find out whether there were sufficient data for the study. The observation showed that the first chapter of the novel contained sufficient data with many sentences showing all different types of grammatical equivalence mentioned by Baker.

(2) Identifying

Identifying step is step in which the sentences would identified based on five grammatical categories, namely number, gender, person, tense and aspect and voice. The word, phrases, or clauses which showed grammatical equivalence were marked by comparing the Indonesian version with the original version.

(3) Classifying

In classifying stage, the sentences were under the headings of five types of grammatical categories. Those sentences were then further classified based on the way the translator achieved the grammatical equivalence.

(4) Evaluating

Further investigation would be done in the form of evaluation. The findings obtained from the process of classifying were elaborately evaluated to find whether the translations of grammatical categories are equivalent to the grammatical categories in the English text.

3.6 Validity (Triangulation)

The validity of the data needs to be examined. To observe the validity of the data in this study, the writer would use the triangulation technique. Triangulation is an attempt to map out, explain more fully the richness and complexity of human behavior. Sugiyono (2008:330) states that the purpose of triangulation is to increase one's understanding of what has been researched, not to determine the truth of the same social phenomenon. There are four types to identify triangulation data, they are:

1. Data Triangulation

Data Triangulation explains the use of heterogeneous data sources, for example qualitative and quantitative. Alternatively, data may use the same method to gather from different sources or different times. The pretest and posttest of a questionnaire are examples of methods. Gathering the data by

using different protocols, contrasting data at different times and settings may achieve the data triangulations. The varieties of events, settings, times and so forth bring the data and recurrent patterns may improve the confidence in the findings.

2. Investor Triangulation

Investor triangulation explain the use multiple researcher in study. Investigator triangulation related to the use of more than one independent investigator in the study. The forms of investor triangulation are relevant in interpretation of the material practically. Examples of investor triangulation are the various form of textual or verbal protocol analysis.

3. Theory Triangulation

Theory triangulation explains in the interpretation of the data, use more than one theoretical framework. When investigate a phenomenon, this theory uses more than one theory hypothesis. The perspectives of hypothesis used in this study relate or have opposing viewpoints.

4. Methodology Triangulation

Methodology triangulation uses more than one method to gather the data. This relates to the effort of check the data and data result. The aim of methodology is to conduct the situation and phenomenon by use some methods. Example of the methodology triangulation could argue that methods which provide qualitative and quantitative data are methodology distinct. Writer eliminat the explanation with combine qualitative and quantitative methods.

From the explanation above, the writer chose data triangulation to complete of the validity of data. The writer used some theories to support the validity of this study.