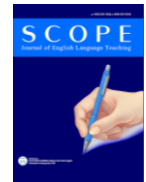




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Research Article

Analysis of Equivalence and Non-equivalence in Harry Potter and the Order of Phoenix Novel and its Translation into Indonesian

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KEYWORDS	A B S T R A C T
Equivalence; the word level; above the word level; Google Translate	The study sheds light on the translation of non-equivalency at the word level, above the word level, grammatical equivalency, textual equivalency and pragmatic equivalency. The study applied qualitative research in which the data are taken from the novel Harry Potter and the Order of Phoenix. This study uses the theory of equivalence and strategies from Baker (2018). The result reveals that the use of Google translation as machine translation is not recommended for the translator since the translator needs to restructure the translation. Additionally, it is found that Google Translate applies the strategy of literal translation to all levels: the word level, above the word level, the textual level and the pragmatic level.
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INTRODUCTION

In general, translation is transferring a message from the source language to the receptor language. Translation proposes to get information from one language and then to transfer it into another language related to its culture. Nida and Taber (1982) said that translating consists of reproducing in the natural language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Accordingly, translating must aim primarily at reproducing the message. To do anything else is false regarding the task of the translator. However, to reproduce the message, the translator needs to make many grammatical and lexical adjustments.

To translate the text well, the translator should have a good ability to understand the meaning and the culture of the language as well. Therefore, the translation result can be understood easily by the readers. Nowadays, books are

imported to other countries for the sake of commercial benefits. However, not all people are able to understand the language written in imported books. Therefore, they are translated in order to satisfy the lovers. The people can buy translated books easily now since many have been published. One of them. A novel is defined as a fictional story involving a plot that is revealed by the actions of different characters. It contains a series of events of different genres such as romance action, thriller, history, mystery, and many more. The word novel, when used as a noun, is defined as an extended work of fiction that is written in prose. Novels are usually written in the form of a story. To enjoy reading the translated novel, a good translation is a must since the readers are not to read the same novel but in a different story.

The three features proposed by Larson (1984) are accuracy, clarity and naturalness. The translator should test his work to give him feedback which will point out his weaknesses and help him do better in translating the text. Mistakes are made in the analysis of the source text or in the transfer

process; therefore, the different meaning results. It is the test that is needed for accuracy. Additionally, the translation should sound natural.

Translating a text is not easy in which it takes a process. Newmark (1988) states that a translator is to understand the source text that needs general and close reading. General reading is to get the gist of the source text and close reading is to find in detail the words used, the intention of the text, text styles, readerships, setting, and the context of the text. In line with him, Nida and Tiber (1982) add that there are three major steps in analysis: (1) determining the meaningful relationship between the words and combination of the words (2) the referential meaning of the words and special combination of the words (the idioms) and (3) the connotative meaning. After having completed the process of the analysis of the source text which involves both grammatical and semantic aspects of the text, it is to transfer the analysis to the target text. The meaning is transferred; however, there must be structural adjustments in translating the text. The relationship of word structure to the problems of transfer is of two principles: (1) the grammatical words may be used, and (2) the morphological categories associated with the various classes. The adjustment in word classes occurs.

Basically, there are two different systems for translating. The first consists of setting up the rules which are applied in order and designed to determine the selection of the corresponding form in the target language. The second system is to conduct the translation procedure that comprises three strategies: (1) analysis, in which the surface structure is analyzed in terms of (a) grammatical relationship and (b) the meaning of the words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from the source language to the target language, and (3) restructuring, in which the transferred material is restructured in order to make the final messages acceptable in the target language. In the process, of the transfer, the translator finds many problems with nonequivalent words and he/she tries to solve the problems by finding the strategies to translate the nonequivalent to make the result of the translation sound natural in the target language (Nida and Taber, 1982).

The following is the description of the equivalency and the levels:

Equivalency

There are some opinions about the definition of equivalency; (a) any TL, which may be said to occupy, as nearly as possible, the same place in the system hierarchy of the TL as the given SL category occupies in the SL (Catford, 1965), (b) It is not the identity of situationally relevant features that is the main criterion for equivalence, but rather the receiver's reaction (Nida, 1965), (c)

Equivalence in difference is the cardinal problem of language and the pivotal concern of linguistics (Jakobson, 2000)

1. The elaboration of equivalency in Baker (2018) consists of the equivalency at the word level, above the word level, grammatical equivalency, textual equivalency, and pragmatic equivalency.

a. Equivalence at Word Level

Baker (2018) proposes the problems of nonequivalent words and their translation strategies. The problems of these levels are (1) the words have culture-specific context in which it is unknown in the target language, (2) the words contain semantically complex meanings, (3) The words are not lexicalized in the target language. The words are easy to understand, but it has no equivalent, such as the word **standard** in English which is translated *standard* in Indonesian, (4) The word has a different distinction in meaning both in SL and TL, (5) The target language lacks of superordinate and specific terms, (6) The words have a physical or interpersonal perspective which is related to pairs of words such as in come and go, take and bring (7) The words have differences in meaning and forms, frequency and purpose and (8) The use of loan words. Additionally, she proposes the strategies for those problems such as using the superordinate words, cultural substitution, loan words, paraphrasing, omission, and illustration. Those strategies are applied by the translator to meet the equivalency in the target language; therefore, the result of the translation sounds natural.

b. Equivalence Above the Word Level

It consists of the elaboration of collocation which is defined as certain words occurring regularly in a language. Some words have a broader range in use but some others have restrictions. Differences in collocation patterns that vary from one language to another language can create pitfalls and problems in translation. The problems are the misinterpretation of the collocation, marked collocation and the tension between the accuracy and naturalness. The problems as well occur in the idiom and fixed expressions since they have literal and idiomatic senses in the same type. To solve the problems, the translator can paraphrase, omit and use the same idioms and fixed expressions in the target language if any.

c. Grammatical Equivalence

It includes the aspects of numbers, person, gender, tense and aspects, and voices. Regarding numbers, not all languages have a grammatical category of

numbers. English has the markers for the countable nouns by adding the –s for plural and the uncountable nouns do not have the markers to identify them. In Indonesian, both do not have the markers for countable and uncountable nouns. The nouns are repeated to show plurality or use the lexicon, such as *banyak, beberapa, sedikit, lebih banyak*. Gender is defined as a grammatical distinction to show masculine and feminine. English has a division for them based on semantic areas and based on the person system such as he/she, uncle/aunt, mare/stallion, cow/bull. Indonesian does not have marker to differentiate gender in semantic areas. The next category is person which relates to the notion of participant roles. In English, the most common dimension is the first person, the second person, and the third person. In Indonesian, the gender dimension is absent. Tense and aspect is related to time. Time relations have to do with locating an event in time. The usual distinction is between the past, present, and future. Aspectual differences have to do with the temporal distribution of an event, for instance, its completion or non-completion, continuation or momentariness. Tense and aspect are not grammatical categories in Indonesian which lexicalized the time. It is found in the use of lexicon of *sudah, telah, sedang, akan* to describe past, progressive and progressive and future. The last category is a voice which is related to active clauses and passive clauses. Languages that have a category of voice do not always use the passive with the same frequency which is based on stylistic choice, registers. Scientific and technical writing in English relies on passive structures. It gives the impression of objectivity and distances the writer from statements written.

d. Textual Equivalence

It consists of reference, substitution, conjunction and lexical cohesion. Related to reference, it is traditionally used in Semantics for the relationship that holds between a word and what it points to the real words. It is categorized into repetition, synonym, superordinate, general word, and pronominal reference. There happens the shifting reference to refer to the same person or people to vary the use or to avoid boredom. Substitution and ellipsis are grammatical rather than semantic relationships. Substitution is to replace the word with another to avoid repetition. However, an ellipsis involves the omission of the items while substitution is the replacement of the item. Regarding conjunction, it involves the markers to relate sentences, clauses, and paragraphs. It involves the meaning of addition, adversative, causal, temporal, and continuation. The

last category for textual equivalence is lexical cohesion that are marked by repetition, reiteration, and collocation.

Textual equivalence discusses the theme and rheme to discuss thematic structure that suggests a clause consists of two segments: theme and rheme. The theme is what the clause is about and the rheme is what the speaker or writer talks about the theme. In translation, the translator should be aware of the segments to avoid misunderstanding.

e. Pragmatic Equivalence

It concerns with the way utterances are used in communication and how they are interpreted. It involves the aspects of coherence and implicatures in language use. The strategies recommended are the translator should provide enough background in which the utterances occur in order to give meaning to the readers.

In the previous studies regarding this research Ezzati (2016) studied the non-equivalence at the grammatical and word level and the strategies of English translation into Persian. It was found out that the non-equivalence at a grammatical level comprises of: voice, gender, tense and aspect, and person, and at the word level were: culture specific-concept and difference in expressive meaning. Translation of Modified Idioms in J. K. Rowling's Harry Potter by Adámková. She explores how a group of idioms are modified by J.K Rowling and how they are translated Idioms and Strategies of Translation in Harry Potter and the Deathly Hallows by Saputro He provided a detailed description of the translation strategies in translating idiomatic expressions found in Harry Potter and The Deathly Hallows. Azmina (2016) examines the grammatical and textual equivalence in the novel *Inheritance* from English into Indonesian, *Inheritance* It is found that the translator applies grammatical and textual equivalence to translate all the categories into Indonesian. The grammatical equivalence in person dominated in data found.

The previous studies related to this study is elaborated in this segment. The study investigating Google Translate is used to assist learners completing their work in writing, vocabulary, translation and reading is conducted by Maulidiyah (2018). The results reveals that the Google Translate takes the learners' time to edit the work. The learners are aware about it. Another study is conducted by Chiao Tsai (2019) in which the learners feel satisfies using Google Translate since it assists them to write. It is found that Google Translate can produce a better quality of writing in terms of more-advanced words provided and search the words the learners need. Anh Tuan Pham, et.al (2021) investigate the learners' perception on the use of

Google Translate including problems and solution. There are the 250 university students at a private educational institution involved in this study. The use of a 5-point Likert-scale questionnaire and a semistructured interview were employed to examine how students perceived the use of GT in their learning process as the data collection method. The findings revealed that practically students had positive perceptions on GT's use in learning. The students find it beneficial since students utilized GT as a learning tool, particularly for language study, because of its useful features such as multilanguage translation, time saving, ease of use, and improving pronunciation. Although Google Translate has a number of advantages for students, several problems such as erroneous grammar and semantics on a frequent basis have led to misunderstanding of original words. As a result, students discovered that they needed to deal with these problems by editing the work. The works are in need to be checked in dictionary or other translation programs, as well as the help from a peer or supervisor. It is suggested that GT is a helpful machine translator, but students should be aware and noticed that it is machine translation that works based on automaticity. The present study employed Antconc and LF Aligner as the tools to collect the data. Additionally, the translation work is not to assist the learners to complete the work. It is the work that the translators need to complete. That becomes the research gap for this study.

The study conducted is to investigate the translation of equivalence and nonequivalence and the strategies applied by the Google Translate. The analysis is not to include only the word level but also above the word level. The grammatical, textual, and pragmatic levels are to be analyzed to see the naturalness of the translation.

METHOD

This study is to apply the qualitative approach. The data are taken from Harry Potter and the Order of Phoenix, the novel, and its translated version in Indonesian. The type of analysis conducted in this study is interpretative. This study uses a non-experimental design, qualitative data, and interpretative analysis; therefore, it applies the exploratory-interpretative method. The data are taken from the novel, Harry Potter and the Order of Phoenix and its translated version. The data are words, above the word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. Those levels are borrowed terms from Baker (2018).

The data are collected by the steps: (1) reading the English novel (2) reading its translated version, (3) Marking the words, idioms and fixed expressions, grammatical units; person, gender, numbers, voices, and tense and aspects, textual units: reference, substitution, conjunction and

lexical cohesion, and theme and rheme, pragmatic aspects: coherence and implicatures (4) Making a data card, (5) Downloading the AntConc and LF Aligner to find out the concordance and the frequency of the words used. The data analysis involves the steps: (1) finding out the nonequivalent words, phrases, sentences, and text (2) finding out the translated words, phrases, sentences, and text (3) checking the words, phrases, sentences, and text in context to find out the naturalness.

RESULTS AND DISCUSSION

The elaboration of the findings and discussion comprises of the equivalency at the word level, above the word level, grammatical equivalency, textual equivalency and pragmatic equivalency.

1. At the word level

The loan words as the strategies applied to translate the following words: Hydrangea (64) with 2 hits, Begonia (112) with 2 hits, Locomotor (1165) with 2 hits. All the words meet the equivalency. The words **apparating** and **disapparating** are not translated since there is no equivalency in the target language. However, the translator adds the prefix *ber-Disapparating* or *ber-apparate* makes it not inaccurate not to mention it is natural. The example reveals the evidence:

SL: Harry was sure the cracking noise had been made by someone **Apparating** or **Disapparating**.

TL: Harry yakin bunyi letusan tadi dibuat oleh seseorang yang **ber-Apparate** atau **ber- Disapparate**.

The words, onomatopoeia, are not translated into Indonesian. Those words, **wham**, **crack**, **whoosh**, **ouch**, **gerroff**, **crash**, **er**, have their equivalent words in Indonesian.

SL: WHOOSH.

TL: WHOOSH.

It occurs to the word, **parchment**, that has 41 hits in AntConc, is translated into *perkamen* in Indonesian. This word has the equivalent word *gulungan kertas yang terbuat dari kulit* instead of using *perkamen* which is not natural. It happens to the word **prefect**, having 28 hits in the text, which is translated into **prefect** that has 37 hits in Indonesian which is translated unnatural. It has the equivalent word in Indonesian which is *pemimpin* by using the superordinate as the strategy. The words **shuddering** or **shudder** in SL, is translated into *jijik* and *gemetaran* in Indonesian. The meaning is *gemetaran* in Indonesian. It is not accurate. It is found as well in the word **goblet** which is translated into *piala* in Indonesian. The context provides the meaning that it is *a glass*. The word *budgegerigars* is not translated accurately since it is *burung parot* in Indonesian.

SL: I'm going straight home,' said Mrs Figg, staring around the dark street and **shuddering**.

TL: Aku akan langsung pulang ke rumah,' kata Mrs Figg, menatap sekeliling jalan yang gelap dan **tampak jijik**. (479)

SL: Lupin, who had been about to take a sip of wine, lowered his **goblet** slowly, looking wary.

TL: Lupin, yang baru saja akan menyedap anggur, menurunkan **pialanya** dengan pelan dan terlihat waspada.

SL: And his reward was to be stuck in Little Whinging for four solid weeks, completely cut off from the magical world, reduced to squatting among dying begonias so that he could hear about **water-skiing budgerigars!**

TL: Dan ganjaran baginya adalah terperangkap di Little Whinging selama empat minggu penuh, sama sekali terputus dari dunia sihir, harus berjongkok di antara bunga-bunga begonia yang mulai layu sehingga dia dapat mendengar mengenai **berang-berang yang berski-air!** (8)

The word was translated using cultural substitution as a strategy which is found in (3753). The word pink in face is translated into *wajah agak merona merah*.

SL: Rather **pink** in the face, she closed the door and departed.

TL: Dengan wajah agak merona **merah**, dia menutup pintu dan pergi.

The translation at the word level has problems and the solution is using the strategies to meet the equivalency so the result of the translation sounds natural instead of borrowing the word from the SL. It is allowed when there is no equivalent in Indonesian.

2. Above the word level

It consists of the translation of collocation and idiomatic expression in the text. Idioms found in the TL are translated literally. It occurs since the idioms have the literal meaning and idiomatic senses at the same time. The translator chooses the literal meaning, therefore, the message is not transferred well. The translation is not accurate. The strategies offered can be used such as using paraphrasing. The examples reveal the evidence:

SL: '**You don't want to bottle up your anger** like that, Harry, let it all out,' said Fred, also beaming.

TL: *Kau tidak mau membotolkan kemarahanmu seperti itu, Harry, lepaskan semuanya,' kata Fred, juga sambil tersenyum* (1467).

SL: 'Yeah, **keep your head down and your eyes peeled**,' said Moody, shaking Harry's hand too.

TL: 'Yeah, **tundukkan kepalamu dan buka matamu lebar-lebar**,' kata Moody, sambil menyalami tangan Harry juga. (3643)

The data shows that the translator translates **keep you head down and your eyes peeled** literally. If he/she wants to check it again the context, it will help him or her to find the communicative meaning. Therefore, it sounds natural. The context is found in the previous lines.

SL: Be careful.

TL: Hati-hati.' (3642)

In other lines, it is found that the idioms are translated with idioms. It is in (472).

SL: It is no good crying over spilt potion.

TL: *tak ada gunanya menangisi ramuan yang telah tumpah*

In another option, the translator can choose *nasi telah menjadi bubur* for the naturalness. Some other idioms area translated literally that makes the meaning is not transferred naturally. It is found in (423), (2724), (3069). Some others are translated literally, but it still sounds naturally. They are in (569) and (827) and (828)

SL: '**Get out of the way**,' said Harry quietly.

TL: '*Minggir*,' kata Harry dengan pelan.

SL: I'm **right behind you!**

TL: *Aku mendukungmu!*

SL: **Get out and never darken our doorstep again!**

TL: *Keluar dan jangan pernah lagi menginjak ambang pintu rumah kami!*

The collocation is translated using similar from in TL. It sounds natural. it is in (592)

SL: A small shoot of hope burgeoned in Harry's chest, almost immediately strangled by panic - how was he supposed to refuse to surrender his wand without **doing magic?**

TL: *Secercah harapan berkembang di dada Harry, hampir segera tertahan oleh rasa panik - bagaimana dia bisa menolak menyerahkan tongkatnya tanpa melakukan sihir?*

The collocation **doing magic** is translated using similar form with similar meaning, *melakukan sihir* which is collocation in Indonesian.

3. Grammatical equivalency

a. Numbers

The first category is numbers. In the data, it is found that plurality is translated by repeating the nouns in Indonesian. It is found in all the texts. The example is:

SL: **Cars** that were usually gleaming stood dusty in their **drives** and **lawns** that were once emerald green lay parched and yellowing -for the use of **hosepipes** had been banned due to drought. (4)

TL: *Mobil-mobil yang biasanya mengkilat diliputi debu di jalan-jalan masuk dan halaman halaman yang dulunya hijau jamrud terbentang kering dan menguning - karena penggunaan pipa air telah dilarang akibat kekeringan (4)*

Others are in (9), (43) (303), (471), ((2843), (3359), (3023), (2639), (2152),(2158)

English is marked countability by adding suffixes to a noun or changing the its form to indicate plurality. The uncountability does not have any marker. Indonesian does not have suffixes as markers. It is added by lexical categories: *para, banyak, beberapa, lebih dari, lebih banyak* or it is repeated the noun: *rumah-rumah, lampu-lampu di jalan-jalan besar*. However, the plurality for the parts of body is translated into singular as the strategy of the translation. It refers to **a pair of the eyes, the hands, the legs**. If it is mentioned as one of the pair, it will be translated using **one of the eyes** as *salah satu bagian matanya*. It is found in data (1009).

SL: **One eye** was small, dark and beady, the other large, round and electric blue - the magical eye that could see through walls, doors and the back of Moody's own head.

TL: *Salah satu matanya kecil, gelap dan seperti manik-manik, mata yang lain besar, bundar dan berwarna biru elektrik - mata ajaib yang bisa menembus dinding, pintu dan bagian belakang kepala Moody sendiri.*

The plurality in Indonesian is marked down by the use of lexicon of *para dan beberapa* in (2687). Others are found in (3036), (3035).

SL: **Several witches and wizards** were looking at him curiously;

he stared at his feet to avoid catching anyone's eye, flattening his fringe as he did so. (2687)

TL: *Beberapa penyihir wanita dan pria sedang memandangnya dengan rasa ingin tahu; dia menatap kakinya untuk menghindari pandangan siapapun, sambil meratakan poninya. (2687)*

b. Person

It is a grammatical category relating to the notion of the roles of the participants. The examples below reveal that the addressing name is not changed. It is not a strategy for doing a translation since Indonesian has the equivalent word for **Mrs. Weasley**, having 276 hits found in English text, which is not translated into *Nyonya* or *ibu*.

The word **Mum**, having 60 hits, is not translated. However, the translator is not consistent for in other data the word *mum* is translated into *ibuku*. There is no pattern found in this case to find out why the translator uses *Mum* or *ibuku*. It is not natural for not to translate those words in Indonesian.

SL: **Mrs Weasley** closed the door behind Harry with a sharp snap. (2093),

Others are found in (471), (2233), (3095), (3294).

TL : *Mrs Weasley menutup pintu di belakang Harry dengan bunyi keras.*

SL : **'My mums** got this knack of getting stuff to fit itself in neatly - she even gets the socks to fold themselves – but I've never mastered how she does it - it's a kind of flick -' She flicked her wand hopefully. (1348)

TL : *Ibuku punya ketangkasan untuk membuat benda-benda masuk dengan rapi - dia bahkan membuat kaus kaki terlipat sendiri - tapi aku belum menguasai bagaimana dia melakukannya - mirip jentikan seperti ini -' Dia menjentikkan tongkatnya dengan penuh harapan.*

SL: *'Mum,* said George and without further and there was a loud crack and Harry felt the weight vanish from the end of his bed. (2152) (2160) (2222).

TL: *'Mum,' kata George dan tanpa penundaan lagi.*

c. Gender

It is a grammatical distinction according to which a noun or a pronoun is classified as either masculine or feminine. English has different nouns to refer to female and male members. Indonesian does not have a distinction related to gender. It is translated to *dia* referring to he or she or *nya* referring to him or her. In Indonesian, the gender dimension is absent. The data reveals:

SL: Harry shouted at the **stag**.

TL: *Harry berteriak kepada kijang itu.*

The word *Stag* is translated into Indonesian as *kijang*, the translator uses *superordinate* as a strategy to translate it. It sounds natural. However, in the other line, it is translated into *kijang jantan* which shows inconsistency. The word **stag** has 8 hits and it is translated into *kijang jantan* which has 6 hits out of 8 hits. It does not influence the meaning actually since the Indonesian gender dimension is absent.

SL: An enormous silver stag erupted from the tip of Harry's wand; its antlers caught the Dementor in the place where the heart should have been; it was thrown backward, weightless as darkness, and as the stag charged, the Dementor swooped away, bat-like and defeated. (358)

TL : *Seekor kijang jantan perak yang besar muncul dari ujung tongkat Harry; tanduknya mengenai Dementor di*

tempat di mana jantung seharusnya berada; dia terlempar ke belakang, tak berbobot seperti kegelapan, **dan sementara kijang** itu menyerang, Dementor menukik pergi, seperti kelelawar dan kalah.

d. Tense and Aspects

The translation of tenses and aspects are lexicalized. Tense and aspect are not grammatical categories in Indonesian which lexicalized the time. It is found the use of the lexicon of **sudah, telah, sedang, akan** to describe past, progressive and future.

The example:

SL: Nah, I've caused too much trouble,' Harry said, echoing Fred.

TL: 'Tidak, aku **sudah** menyebabkan terlalu banyak masalah,' kata Harry meniru Fred.

However, the tense is not lexicalized. Therefore, it can cause confusion for the readers even though the context assists the readers in identifying the time. It is better if it is translated into aku sudah mengira itu adalah kau. It is in 3373.

SL: I **thought** it would be you!

TL: 'Kukira kau!' (3373)

The use of conditional **If**, subjunctive **wish, as if, and as though** in English is found in the data and it is translated into **kalau, jika, seandainya, seakan-akan**.

However, the lexicalized time shows that the translation is not clear to tell the message regarding time and whether or not the activities are completed or not completed yet.

e. Voices

Voices are active clauses and passive clauses. Languages that have a category of voice do not always use passive with the same frequency which is based on stylistic choice, registers. Scientific and technical writing in English relies on on passive structures. It gives the impression of objectivity and distances the writer from statements written.

In Harry Potter, the active voices are dominant in use. The translation for active or passive voice does not have a change in form. Active sentences are translated into active sentences in Indonesian and passive sentences are translated into passive sentences in Indonesian.

The examples:

SL: **They were surrounded by total, impenetrable, silent darkness**, as though some giant hand had dropped a thick, icy mantle over the entire alleyway, blinding them.

TL: **Mereka dikelilingi kegelapan total yang tidak tertembus dan hening**, seakan-akan tangan raksasa telah

menurunkan mantel tebal yang dingin menutupi keseluruhan gang itu, membutakan mereka.

SL: Dudley gave an odd, shuddering gasp, as **though he had been doused in icy water**.

TL: Dudley mengeluarkan suara napas tajam penuh rasa ngeri, seakan-akan dia telah dicemplungkan ke dalam air es.

4. Textual equivalency

a. Reference

It refers to the relationship in which the speaker relates the world and the entity that he or she picks. It is categorized into repetition, synonym, superordinate, and pronominal reference.

When it is translated into Indonesian, it borrows the names and lexicon in the source language to meet the equivalency. Some of them are translated literally. It is repeated many times in the English text (320 hits) and in Indonesian text it has 320 hits. The names are repeated and the reference He and him is not used.

SL : 'You know **Dumbledore**?' said Harry, staring at her. Of course I know **Dumbledore**, who doesn't know **Dumbledore**? (406; 407)

TL : 'Anda kenal **Dumbledore**?' kata Harry, menatapnya. ? 'Tentu saja aku kenal **Dumbledore**, siapa yang tidak mengenal **Dumbledore**?'

SL: I've got an owl, you can borrow **her**. (436)

TL : 'Aku punya burung hantu, Anda bisa meminjamnya

When reference translated into Indonesian, it borrows the names and lexicon in the source language to meet the equivalency. Some of them are translated literally.

b. Substitution and Ellipsis

Substitution and ellipsis are grammatical rather than semantic relationships. Ellipsis involves the omission of the items while substitution is replacement of the item. Those are translated literally. It is better if the translator explains the previous information to make it much clearer. The examples of substitution:

SL: 'And they'll sentence you there?'

TL: 'Dan mereka akan menvonismu di sana?'

SL: 'I suppose so.'

TL: 'Kurasa begitu.'

SL: That wasn't me – (614)

TL: Itu bukan aku -'

SL: '**Was**,' muttered Dudley unexpectedly, and Uncle Vernon and Aunt Petunia instantly made flapping gestures

at Harry to quieten him while they both bent low over Dudley. (615)

TL: 'Benar kau,' gumam Dudley tanpa diduga, dan Paman Vernon dan Bibi Petunia segera membuat gerakan menggelepak pada Harry supaya dia diam sementara keduanya membungkuk rendah kepada Dudley.

c. Conjunction

It is to relate the words, phrases, and sentences. Both Indonesian and English have many conjunctions. The translator has no problems finding the equivalency in the target language. In this novel, conjunction found is not in the form of words but also in semi-colons to connect the sentences or clauses. All are translated literally to meet the equivalency. The examples:

SL: Most of the books he owned were strewn over the floor where he'd tried to distract himself with each in turn and thrown it aside; Hedwig's cage needed cleaning out and was starting to smell; and his trunk lay open, revealing a jumbled mixture of Muggle clothes and wizards' robes that had spilled on to the floor around it.

TL: Kebanyakan buku yang dimilikinya terserak di lantai di tempat dia mencoba mengalihkan perhatian dengan cara membacanya bergantian dan melemparnya ke samping; sangkar Hedwig perlu dibersihkan dan mulai berbau; dan kopernya tergeletak terbuka, menyingkapkan gabungan baju Muggle dan jubah penyihir yang campur aduk yang telah berjatuh ke lantai di sekitarnya.

d. Repetition

The SL uses repeated words to focus on the meaning which are translated using superordinate as the strategy in translation. The word boy occurs in 44 times and the word 24 times in Antconc. It is translated by Nak or Anakku in Indonesian.

SL: **BOY!** (526)

TL: 'NAK!

SL: 'I haven't finished with you, boy! (568)

TL: 'Aku belum selesai denganmu, nak!'

5. Pragmatic Equivalency

It consists of coherence and implicatures of the language use. The use of the words in the example shows the speaker stresses that the listener should follow what the speaker asks to do. The violation of the maxim quantity occurs. However, the translator translates without giving any background information to the readers. There is no explanation about the dialog and leaves the readers feel confused about the context. Data are in lines 269-272 and 280-281.

SL: "Don't kill Cedric! Don't kill Cedric! Who's Cedric - your boyfriend?"

TL: "Jangan bunuh Cedric! Jangan bunuh Cedric! Siapa Cedric - temanmu?"

CONCLUSION

The use of Google Translate as machine translation makes the translation faster. However, the use of Google translation as a machine translation is not recommended for the translator. It is due to the restructuring of the translation. The restructuring is not only for grammar but also the diction used by this machine. Therefore, the translator needs to edit the Google Translate work. Editing the work is not easy. Additionally, it is found that Google Translate applies the strategy of literal translation to all levels: the word level, above the word level, the textual level, and the pragmatic level. It contains inaccuracy. Therefore, it is not recommended.

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