

An Analysis of Technical Tools in Translation Procedures Used in Harry Potter First Novel

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ABSTRACT

Translating a novel becomes popular nowadays. Meanwhile, there are four technical tools in the translation procedures which are ordinarily used by the translator; addition, subtraction, elimination and adaptation. Thus, the purpose of this research is to find the four technical tools in Listiana Srisanti's translation result appeared in the first novel of Harry Potter. Library research is considered as the method of collecting data. The data in the novel that have been collected are analyzed by using the four technical tools. Based on the classification, it is discovered that there are ten data of addition, thirteen data of subtraction, twelve data of adaptation and nine data of elimination. Those data found are representative enough from the whole data in the novel, because the author takes the data by its part from the translated sentences contained the technical tools. In conclusion, the result indicates that the technical tool of subtraction is the most considerable data (13) applied in the novel.

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INTRODUCTION

Translator might produce a reasonably acceptable version of the same text, which, however, may very well reflect a completely different background, culture, sensitivity, and temperament (Ghadi, 2010:1). In detail, one aspect that uses translation is translating a novel. If there are no translators try to translate novels especially novels written by a famous novelist, most of people around the world can never read the novels. In this case, the role of a translator has a big contribution.

Furthermore, based on The New Lexicon Webster Dictionary of the English Language (2004:687), the meaning of novel itself is an imaginative prose narrative of some length, usually concerned with human experience and social behavior, and normally cast in the form of a connected story. Typically, the novel which is translated is a well-known novel so that many people are interested to read it in their language. Thus, a good translation must be used in this case in order to the readers of TL can have a similar interpretation with the readers of SL.

For this purpose, there is a term called technical tools in translation procedures. In detail, from Martono and Ngadiso's point of view (1995: 24), what is meant by translation procedures are the technical tools which are used to transfer the meaning of a text in SL into a text in TL. They might include: adding, subtracting, eliminating and adapting. Regarding to the background of the study, the proposed problem statement is as follows; what kinds of technical tools which are applied by Listiana Srisanti in translating the novel?

The writer expects that the result of the study gives beneficial for (1) theoretical benefit; it is expected to inspire others to hold further research. This study will give additional information to the readers; they will know the analysis of technical tools in translation procedures in written language, (2) practical benefit; (a) English teachers; it might be useful for additional information in teaching translation concerning technical tools in translation procedures. The writer also hopes the teachers not only transfer their knowledge from books, especially about technical tools in translation procedures, but also give some exercises to enhance students' skills in analyzing the translation of English sources. The teacher can improve their capability through many ways to develop the new method of language learning to upgrade the knowledge about technical tools in translation procedures. (b) English students; it can be useful as additional information in technical tools in translation procedures. Furthermore, students are motivated to master technical tools in translation procedures so they can improve their translation skill. (c) The writer can get many useful experiences in the future as an English teacher. In addition, the result of the study can be a reference in translating works dealing with technical tools in translation procedures. Thus, the main objectives of the study are to help the reader know and understand about the technical tools in translation procedures on "Harry Potter and the Sorcerer's Stone" novel. Therefore, the objective of the study is to find and analyze the kinds of technical devices which are applied by Listiana Srisanti in translating the novel.

THEORY AND METHODS

Literary Review

Mildred L. Larson (1998) says that translation is the replacement of meaning from a 'Source Language' (SL) into a 'Target Language' (TL). Martono and Ngadiso's point of view (1995: 24), what is meant by translation procedures are the technical tools which are used to transfer the meaning of a text in SL into a text in TL. They might include: Adding structural or lexical elements to those present in the SL, Subtraction, Eliminating elements (in the level of phrase, clause and sentence) which are necessary in the SL but unnecessary in the TL or with no counterpart there, and adapting the content of the message so that the TL text will come as close as possible to the concept of the SL text.

Hariyanto (2003:1) says in an article "The Implication of Culture on Translation Theory and Practice", as follow; Reduction (subtraction) is Source Language word or phrase, as a translation unity, is replaced with a Target Language word or phrase which does not connect part of the SL word meaning, Addition or note is added after the translation of the TL word or phrase, and Elimination is SL word or phrase, such as translation unit, is fallen in the TLT.

According to the classified list of translation techniques as defined by Molina and Albir (2002:509), they propose that the procedural offshoot of covert translation find the following ramifications of translation techniques, some of them are; Adaptation is to substitute a ST cultural element with something from the target culture, Amplification (addition) is to introduce details that are not formulated in the ST: information, explicative paraphrasing, and reduction (subtraction) is to suppress an ST information item in the TT.

In the same article with Molina and Albir (2002:502), Nida introduces "techniques of adjustment", they have three types: *additions, subtractions and alterations*. They are used: (a) to adjust the form of the message to the characteristics of the structure of the target language, (b) to produce semantically equivalent structures, (c) to generate appropriate stylistic equivalences, and (d) to produce an equivalent communicative effect.

There are some additional information about the technical tools:

1. Matthews and Orrantia (2007:29) explains adaptation is used when the limit to translation is been reached, they also say that adaptation is adapting a source language situation when it does not exist in the target language or would be considered inappropriate in the target culture.
2. Baker's approach (1992) to translation equivalence claims that different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator both to add and to omit information in the TT since the lack of particular grammatical tools in the TL itself.

3. Pulitzer (2009:1) defines adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. Once a condition in the source culture does not present in the target culture, it includes changing the cultural reference.
4. The other categories, explained by Delisle in Molina & Albir's article (2002:504) introduces, are: (a) omission (elimination) vs. addition; he defines them as unjustified periphrasis and concision and considers them to be translation errors. Omission is the unjustifiable suppression of components in the ST. Addition is to introduce unjustified stylistic information and elements that are not in the ST, and (b) reduction (subtraction); to suppress a ST information item on the TT and it is in opposition to amplification.

In conclusion, the four meanings of the technical tools in translation procedure are: (1) addition is adding elements or information in TL that are not in SL. The function is to make a closer meaning from SL to TL. (2) Subtraction is the opposition of addition, it is subtracting elements or information in TL that do not exist in SL, such as unnecessary repetition, specified references, conjunctions and adverbs. (3) Elimination is eliminating elements as a translation unit since they are not unnecessary in TL. Elimination usually happens in the level of higher than words, such as a clause or sentence. (4) Adaptation is adapting words from SL that culturally do not exist or have an appropriate word in TL. They usually express very differently with the SL, so adaptation can make the words relevant with the situation in TL.

Methods

The research object in this study is sentence discourse. It includes observing words, phrases, clauses and sentences that are contained the technical tools in translation procedures which are existed in the "Harry Potter and the Sorcerer's Stone" novel. The part of the sentences can be the class of words such as noun, adjective, verb, adverb, etc.

Data source is divided into primary and secondary source. The primary source of this research is taken from the "Harry Potter and the Sorcerer's Stone" English and Indonesian novel. Second, secondary source is a data resource, which is used to support and complete the primary data. The data is taken from any kinds of publicized and relevant materials such as books of translation theories, procedures and literature theories.

The writer conducted the research within three months namely in February, March and June 2013. Besides, she only took the data from the novel until chapter 7 in both English and Indonesian novel. For instance, it started from page 1 until page 124 in English book version and it started from page 1 until page 73 in Indonesian pdf version.

This is library research. Library research is a research which is conducted by collecting secondary data from books, regulations and academic writing (Sumanto, 1995:16). The researcher applied library research to collect the data. The following steps show the process of collecting the data: (a) reading the four meanings of technical tools in translation procedures, (b) selecting and reading the "Harry Potter and the Sorcerer's Stone" novel in both English and Indonesian versions to find part of the sentences contained the technical tools, (c) finding the part of sentences, (d) collecting and taking note about the part of sentences found in the novel, (e) finding the part of sentences contained most dominant technical tools, (f) rearranging the data which are related with the problem of study, and (g) concluding the data.

In analyzing the data, the researcher used descriptive analysis technique on the technical tools. The steps are, as follows; (a) presenting the data that is assumed as the technical tools, (b) interpreting the data from each category of technical tools in translation procedures theory, (c) describing and discussing the finding related to the objectives of the study, and (d) making the general conclusion by relating to the theory and research findings about the technical tools in translation procedures.

RESULT AND DISCUSSION

There are some data obtained from the “Harry Potter’s and the Sorcerer’s Stone” novel:

Table 1. Addition

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Addition
1.	The Boy Who Lived (Ch. 1, p. 1)	<i>Anak Laki Laki Yang Bertahan Hidup (bab 1, hal. 1)</i>	Verb
2.	As he had expected, Mrs. Dursley looked shocked and angry. After all, they normally pretended she didn't have a sister. "No," she said sharply " <u>Why?</u> " (Ch. 1, p. 7)	<i>Seperti dugaannya, Mrs Dursley kelihatan kaget dan marah. Yah, biasanya kan mereka berpura-pura dia tidak punya adik. "Tidak ada," jawabnya ketus, "Memangnya kenapa?" (bab 1, hal. 5)</i>	Adverb
3.	Mr. Dursley wondered whether he dared tell her he'd heard the name "Potter." (Ch. 1, p. 7)	<i>Mr Dursley mempertimbangkan, beranikah dia memberitahu istrinya bahwa dia telah mendengar nama Potter disebut-sebut. (bab 1, hal. 5)</i>	Conjunction, passive verb
4.	"When you could have been celebrating?" (Ch. 1, p. 10)	<i>"Padahal seharusnya kau bisa merayakan hari gembira ini?" (bab 1, hal. 6)</i>	Conjunction, phrase
5.	..., made of yellowish <u>parchment</u> , - (Ch. 3, p. 34)	<i>..., terbuat dari perkamen—kulit yang digunakan sebagai pengganti kertas. (bab 3, hal.20)</i>	Additional information in noun
6.	He'd screamed, whacked his father with his Smelting stick, been sick on purpose, kicked his mother, <u>and thrown his tortoise through the greenhouse roof</u> , and he still didn't have his room back. (Ch. 3, p. 38)	<i>Dia sudah menjerit-jerit, memukuli ayahnya dengan tongkat Smeltingnya, pura-pura sakit, menendang ibunya, dan melempar kura-kuranya ke atap rumah kaca sampai atap itu berlubang, tapi tetap saja dia tidak memperoleh kembali kamarnya. (bab 3, hal. 23)</i>	Preposition, Noun phrase, Verb
7.	..., but Harry leapt into the air trying to catch one. (Ch. 3, p. 41)	<i>..., tetapi Harry melompat mencoba menangkap satu di antaranya. (bab 3, hal. 24)</i>	Preposition
8.	"a very happy birthday to yeh." (Ch. 4, p. 47)	<i>"selamat ulang tahun untukmu, selamat panjang umur." (bab 4, hal. 28)</i>	Congratulation's expression
9.	Standing beside its burnished bronze doors, wearing a uniform of scarlet and gold, was ... - (Ch. 5, p. 72)	<i>Di sebelah pintu perunggu mengilap berdiri tegak makhluk berseragam merah dan emas. (bab 5, hal. 42)</i>	Adjective, noun
10.	..., while a second witch pinned up his long black robes. (Ch. 5, p. 77)	<i>..., sementara ada penyihir kedua yang melipat jubah hitam panjangnya dan menyematkannya dengan jarum pentul. (bab 5, hal. 45)</i>	Verb, preposition, noun
TOTAL		10	

Table 2. Subtraction

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Subtraction
1.	..., <u>were</u> proud to say that they <u>were perfectly</u> normal, ... (Ch. 1, p. 1)	..., <i>bangga menyatakan diri mereka orang-orang yang normal</i> ,... (bab 1, hal. 1)	To be, Adverb
2.	... although he <u>did have</u> a very large mustache. (Ch. 1, p. 2)	... <i>walaupun kumisnya besar sekali</i> . (bab 1, hal. 1)	Auxiliary verb, Verb
3.	..., he <u>couldn't help</u> noticing that there seemed to be a lot of strangely dressed people about. (Ch. 1, p. 3)	..., <i>dia melihat banyak orang berpakaian aneh</i> . (bab 1, hal. 2)	Modal, Verb
4.	"Oh yes, everyone's celebrating, <u>all right</u> ," she said impatiently. (Ch. 1, p. 10)	" <i>Oh ya, semua merayakan, "katanya tak sabar.</i> " (bab 1, hal. 6)	Adverb
5.	"You can't blame them," said Dumbledore gently. "We've had precious little to celebrate for eleven years." "I know <u>that</u> ," said Professor McGonagall irritably (Ch. 1, p. 10)	" <i>Kau tak bisa menyalahkan mereka," kata Dumbledore lembut. "Tak ada yang benar-benar bisa kita rayakan selama sebelas tahun ini."</i> " <i>Aku tahu,</i> " kata Profesor McGonagall jengkel. (bab 1, hal. 7)	Demonstrative reference
6.	She <u>threw</u> a sharp, <u>sideways</u> glance at Dumbledore <u>here</u> , (Ch. 1, p. 10)	<i>Dia melirik tajam Dumbledore,</i> (bab 1, hal. 7)	Verb, Adverb, Noun.
7.	"Hagrid," said Dumbledore, <u>sounding</u> relieved. (Ch. 1, p. 14)	" <i>Hagrid,</i> " kata Dumbledore lega. (bab 1, hal. 9)	Linking verb
8.	Every year on Dudley's birthday, his parents took him and a friend out for the day, to adventure parks, hamburger restaurants, or the movies. <u>Every year</u> , Harry was left behind with Mrs. Figg, a mad old lady who lived two streets away. (Ch. 2, p. 22)	<i>Setiap tahun, pada hari ulang tahun Dudley, orangtuanya mengajak Dudley dan seorang temannya jalan-jalan, ke taman hiburan, kios hamburger, atau menonton bioskop. (-), Harry ditinggal, ditiptkan Mrs Figg, wanita tua aneh yang rumahnya dua jalan dari Privet Drive.</i> (bab 1, hal. 13)	Phrase
9.	..., now they knew what had been in the long, thin package he had brought <u>with them</u> . (Ch. 4, p. 46)	..., <i>sekarang mereka tahu apa yang ada dalam bungkusannya panjang yang tadi dibawanya.</i> (bab 4, hal. 28)	Specified reference (preposition, personal reference)
10.	<u>Please find</u> enclosed a list of all necessary books and equipment. (Ch. 4, p. 51)	<i>Terlampir daftar semua buku dan peralatan yang dibutuhkan.</i> (bab 4, hal. 31)	Expression, Verb

11.	... eating their way through <u>all Harry's</u> pasties, cakes, <u>and</u> <u>candies</u> ... (Ch. 6, p. 102)	... <i>makan pastel dan bolu sepanjang jalan</i> ... (bab 6, hal. 60)	Adjective, Possessive proper name
12.	A tall, <u>black-haired</u> witch in emerald-green robes stood there. (Ch. 7, p. 113)	<i>Seorang penyihir wanita jangkung memakai jubah hijau zamrud berdiri disana.</i> (bab 7, hal. 67)	Noun phrase
13.	"I've never asked," said Nearly Headless Nick <u>delicately</u> . (Ch. 7, p. 124)	<i>"Aku tak pernah tanya," jawab Nick si Kepala Nyaris-Putus</i> (bab 7, hal. 73)	Adverb of manner
TOTAL		13	

Table 3. Adaptation

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Adaptation
1.	..., thank you very much. (Ch. 1, p. 1)	..., <u>untunglah</u> . (bab 1, hal. 1)	Adverb
2.	..., because her sister and her <u>good-for-nothing</u> husband were <u>as unDursleyish</u> as it was <u>possible to be</u> . (Ch. 1, p. 2)	..., <i>karena adiknya dan suaminya yang tak berguna itu tak layak sama sekali menjadi kerabat keluarga Dursley.</i> (bab 1, hal. 1)	Idiom => Adjective, Clause => Clause
3.	What could he have been thinking of? (Ch. 1, p. 3)	<u>Rupanya tadi cuma khayalannya</u> . (bab 1, hal. 2)	Question => Sentence
4.	Mrs. Dursley came into the living room carrying two cups of tea. <u>It was no good</u> . He'd have to say something to her. (Ch. 1, p. 7)	<i>Mrs Dursley masuk ruang keluarga membawa dua cangkir teh. Percuma. Dia harus mengatakan sesuatu kepada istrinya.</i> (bab 1, hal. 3)	Sentence => Adjective
5.	<u>"Would you care for a lemon drop?"</u> (Ch. 1, p. 10)	<i>"Kau mau permen jeruk?"</i> (bab 1, hal. 7)	Request, Noun
6.	"It would be enough to turn any boy's head." (Ch. 1, p. 13)	<i>"Semua itu bisa membuat sombong anak mana pun."</i> (bab 1, hal. 9)	Sentence, Idiom
7.	"I want you to <u>look after</u> the bacon. And don't you dare let it burn, I want everything perfect on Duddy's birthday." (Ch. 2, p. 19)	<i>"Aku mau kau yang menggoreng daging asap. Jangan sampai gosong. Aku ingin segalanya sempurna pada hari ulang tahun Dudley."</i> (bab 2, hal. 11)	Verb
8.	his hair simply grew that way -- <u>all over the place</u> (Ch. 2, p. 21)	<i>rambutnya tetap saja tumbuh begitu—berantakan.</i> (bab 2, hal. 12)	Adverb of place => Adjective

9.	"Little tyke wants <u>his money's worth</u> ," (Ch. 2, p. 22)	" <i>Si kecil ini <u>tak mau rugi</u>.</i> " (bab 2, hal. 13)	Phrase => Adjective
10.	Monday. This reminded Harry of something. If it was Monday and you can usually count on Dudley <u>to know days of the week, because of the television.</u> (Ch. 3, p. 43)	<i>Senin. Harry jadi ingat sesuatu. Kalau hari ini Senin, dan Dudley bisa diandalkan <u>dalam hal ini, sehubungan dengan kegemarannya nonton televisi.</u></i> (bab 3, hal. 26)	To infinitive, Phrase, Conjunction => Adverbial clause
11.	"..., Keeper of Keys and Grounds at Hogwarts." (Ch. 4, p. 48)	"..., <u>pemegang kunci dan pengawas binatang liar di Hogwarts.</u> " (bab 4, hal. 29)	Noun => Noun Phrase
12.	... or they'd have had it from him <u>faster than blinking.</u> (Ch. 5, p. 75)	... kalau tidak pasti sudah mereka rebut dalam <u>sekejap.</u> (bab 5, hal. 44)	Comparative Degree => Adverb
TOTAL		12	

Table 4. Elimination

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Elimination
1.	..., when he thought he'd stretch his legs and walk across the road to <u>buy himself a bun from the bakery.</u> (Ch. 1, p. 4)	..., <i>ketika dia memutuskan akan melemaskan kaki dan berjalan ke toko kue di seberang jalan.</i> (bab 1, hal. 3)	Predicate, complement, conjunction
2.	"A lemon drop. <u>They're a kind of Muggle sweet I'm rather fond of</u> " (Ch. 1, p. 10)	" <i>Permen Jeruk. Permen Muggle yang kusukai.</i> " (bab 1, hal. 7)	Personal reference, To be, Prepositional phrase
3.	Dumbledore, "...I have never seen any reason to be frightened of saying Voldemort's name". " <u>I know you haven't,</u> " said Professor McGonagall, sounding half exasperated, half admiring. (Ch. 1, p. 11)	<i>Dumbledore, "... Aku tak melihat alasan kita harus takut menyebut nama Voldemort." "Aku tahu," kata Profesor McGonagall, kedengarannya setengah putus asa, setengah kagum.</i> (bab 1, hal. 7)	Verbal ellipsis
4.	"but how <u>in the name of heaven</u> did Harry survive?" (Ch. 1, p. 12)	" <i>tetapi bagaimana mungkin Harry bisa bertahan?</i> " (bab 1, hal. 8)	Expression
5.	...; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had watched that fateful news report about owls. <u>Only the photographs on the mantelpiece did show how much time had passed.</u> Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing	<i>Sinar matahari merayap ke dalam ruang santai mereka, yang masih nyaris sama dengan malam Mr. Dursley menonton laporan berita penting tentang burung-burung hantu. (-). Sepuluh tahun yang lalu, ada sejumlah foto anak yang nampak seperti bola pantai yang besar merah jambu memakai topi yang warnanya berbeda-beda.</i> (bab 2, hal. 11)	Sentence

	different-colored bonnets -- ... (Ch. 2, p. 18)		
6.	..., as though he was something very nasty <u>that couldn't understand them</u> , like a slug. (Ch. 2, p. 22)	..., <i>seakan dia sesuatu yang sangat menjijikkan, seperti bekicot</i> (bab 1, hal. 13)	Noun clause
7.	"Best be Off, Harry, <u>lots ter do today</u> , gotta get up ter London an' buy all yer stuff fer school." (Ch. 5, p. 62)	" <i>Lebih baik berangkat sekarang, Harry, kita harus ke London dan beli semua keperluan sekolahmu.</i> " (bab 5, hal. 37)	Plural noun, to infinitive, adverb of time
8.	"You saw what everyone in the Leaky Cauldron was like <u>when they saw yeh.</u> " (Ch. 5, p. 79)	" <i>Kau sudah lihat sendiri di Leaky Cauldron.</i> " (bab 5, hal. 47)	Adverbial clause
9.	"I don't think I've <u>in troduced myself? Sir Nicholas de Mimsy-Porpington at your service. Resident ghost of Gryffindor Tower.</u> " (Ch. 7, p. 123)	" <i>Kurasa aku belum</i> " (bab 7, hal. 73)	Sentences
TOTAL		9	

After obtaining the data, the researcher needs to discuss the findings in order to clarify the answer of research problem namely what kinds of technical tools which are applied by Listiana Srisanti in translating the novel. The researcher found that the technical tools that Listiana used are all of them. They are; addition, subtraction, adaptation and elimination. These phenomenon come up in various parts of sentence whether they occurred in Source Language (SL) or in Target Language (TL), such as the sentence itself, clause (adverbial and noun clause), phrase (noun verb and prepositional phrase), idiom, verb (active, passive, auxiliary and linking verb), adverb (adverb of manner, place and time), conjunction, preposition, adjective, noun (singular, plural noun and possessive proper name), to be, modal, predicate, complement and to infinitive.

Besides, a fact comes from 'addition'. It gives the readers additional information in a noun. For example, a word 'parchment' is unfamiliar in TL, so Listiana tried to explain what it is by giving additional information, as follow *perkamen—kulit yang digunakan sebagai pengganti kertas*. It is in one way with Molina and Albir's (2002: 509) opinion that addition is to introduce details that are not formulated in the ST such as information. Furthermore, Listiana also used 'addition' in the term of expression in congratulation, especially in happy birthday. She added a cultural sentence '*selamat panjang umur*' that usually be said in Indonesian people (in TL) when they congratulate to their friends who celebrate their birthday, meanwhile in SL only written 'Happy Birthday'. It is clearly not a part of of the translation (Hariyanto, 2003:1).

Additionally, the other technical tool 'subtraction' is used to reduce a demonstrative reference 'that' in a dialog "I know that." ("You can't blame them," said Dumbledore gently. "We've had precious little to celebrate for eleven years. I know that," said Professor McGonagall irritably.), 'that' here refers to Dumbledore's statement about the celebration. According to Nunan (1993: 23), demonstrative reference is expressed through determiners and adverbs. They can represent a word or phrase, or much longer parts of text – ranging across some paragraphs or even several pages.

Nida (Molina & Albir, 2002: 502) also lists four situations where the translator should use this procedure (subtraction), when it is required by the TL; (1) unnecessary repetition; SL: ... although he did have a very large mustache, TL: ... *walaupun kumisnya besar sekali*.; (2) specified references; SL: "I know that," said her, TL: "*Aku tahu.*" *katanya*; (3) conjunctions; SL: ... and then she

went to bed, TL: ... *kemudian dia pergi tidur.*; and (4) adverbs; SL: ..., were proud to say that they were perfectly normal, ..., TL: ..., *bangga menyatakan diri mereka orang-orang yang normal*,...

Meanwhile, 'adaptation', one of the technical tools has made two different types in translating the sentences, one is in SL and the other one is in TL. First, Listiana translated an idiom 'good-for-nothing' in SL into an adjective *'tak berguna'* in TL. It is in line with Nida's opinion (Molina & Albir, 2002: 502) that alterations or adaptations are changes which have to be made because of incompatibilities between the two languages. Second, a question 'What could he have been thinking of?' into a sentence *'Rupanya tadi cuma khayalannya'*. It supports Pulitzer (2009:1) who defines adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture.

Afterward, a sentence 'It was no good' into an adjective *'Percuma'*. Then, a phrase "his money's worth" into an adjective *'tak mau rugi'*. They empower this statement that translator might produce a reasonably acceptable version of the same text, which, however, may very well reflect a completely different background, culture, sensitivity, and temperament (Ghadi, 2010:1). After that, a conjunction 'because of' was translated into an adverbial clause *'sehubungan dengan kegemarannya nonton'*. Naturally, Listiana in adapting those types observed the context of the words among the other words in a sentence. It strengthens Matthews and Orrantia (2007:29) who explain adaptation is used when the limit to translation is been reached, they also say that adaptation is adapting a source language situation when it does not exist in the target language or would be considered inappropriate in the target culture.

Listiana adapted a noun 'Grounds' from SL into a noun phrase *'pengawas binatang liar'* in TL (Table 3, no. 11). Based on *Kamus Inggris Indonesia* (2007:281) it means *'tanah'*. Definitely, it will not be matched if it is translated in its basic meaning according to the dictionary. It should be adapted based on the context in the novel. Nida introduces "techniques of adjustment", one of them is *alterations or adaptations*. It is used to adjust the form of the message to the characteristics of the structure of the target language.

The last technical tools that should also be discussed is elimination. The researcher found that there are three unique types which be eliminated. First, personal reference in a dialog "A lemon drop. They're a kind of Muggle sweet I'm rather fond of", the underlined words are deleted in TL. They refer to 'a lemon drop'. Nunan's point of view (1993: 23) explains personal reference items are expressed through pronouns and determiners. Second, verbal ellipsis in a dialog "I know you haven't." (Dumbledore, "... I have never seen any reason to be frightened of saying Voldemort's name". "I know you haven't," said Professor McGonagall ...). The ellipsis after 'you haven't' can be 'seen any reason to be frightened of saying Voldemort's name', but it is omitted in TL and also eliminated in SL. Those ellipses are according to Nunan's (1993: 25) statement; *ellipsis* occurs when several essential structural elements is omitted from one sentence or clause and can merely be recovered by referring to an element in the preceding text. Furthermore, the researcher also found that Listiana omitted a kind of expression to show surprise, namely 'in the name of heaven', she did not include it in her translation.

Afterward, these eliminations are also in line with Martono and Ngadiso's point of view (1995: 24), what is meant by translation procedures are the technical tools which are used to transfer the meaning of a text in SL into a text in TL, one of them is eliminating. The other is from Baker's approach (1992) to translation equivalence claims that different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator both to add and to omit or eliminate information in the TT since the lack of particular grammatical tools in the TL itself. The last one is explained by Delisle in Molina & Albir's article (2002:504) introduces that omission is the unjustifiable suppression of components in the ST.

Eventually, based on the Table 1 until 4, the researcher had summed up the number of each data of the technical tools and the result shows that 'subtraction' has the most dominant data (13) among of the technical tools. Those data presented are representative enough from the technical tools' data in the novel. The researcher did not involve it all of it, because it will be more excessive.

So, she only took the representative part of the translated sentence to be presented. Therefore, in this case, the translator seems use subtraction more often than other technical tools.

CONCLUSION

After obtaining and analyzing the data in the previous chapter, the researcher presents the conclusion at the last part of this paper. The conclusion is drawn based on formulated research question, as follows; The findings show that in translating the novel, Listiana Srisanti applies four kinds of technical tools, they are addition, subtraction, adaptation and elimination. After analyzing and classifying the data, researcher discovered that there are 10 data of addition, 13 data of subtraction, 12 data of adaptation and 9 data of elimination. It also means that subtraction indicated the most dominant technical tool among others, which is applied by the translator. All of those data presented are representative enough for all of the data in the novel, hence the researcher only took the sample of the sentence's part contains the technical tools.

According to the findings of this research, the researcher suggests that the findings will be additional references in the field of discourse. It is also recommended that the next researchers can use the technical tools in translation procedures to conduct the research on the other areas. In addition, the researcher also suggests to the next researchers to use other relevance theory to investigate different topics in the same area of the research. Eventually, the findings of technical tools' strategies are be able to apply in any other translation activities in language education.

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