

THE TRANSLATION OF ENGLISH PARTICIPIAL ADJECTIVES IN "HARRY POTTER AND THE CHAMBER OF SECRET"

Nuri Adlina

Gunadarma University

Jl. Margonda Raya 100 Depok 16424

adlina.nuri@gmail.com

ABSTRACT

This research investigated the translation of English participial adjectives in Harry Potter and the Chamber of Secret novels and their translations in Indonesian. The aims of the research are to find out what participial adjectives used in the Harry Potter and the Chamber of Secret, to identify how participial adjectives in Harry Potter and the Chamber of Secret translated into Indonesian and to find out whether the messages in the source text are transferred in Harry Potter and the Chamber of Secret. The method employed in this research is qualitative. The findings revealed there are 157 participial adjectives. It contains of 112 participial adjectives with -ing form and 45 participial adjectives with -ed form. Moreover the strategies which found out as follows : 79 data (50%) used literal (syntactic strategy), 73 (47%) data used unit shift (syntactic strategy), 2 (1%) data used transposition (syntactic strategy), 3 (2%) data used explicitness change (pragmatic strategy). According to the data analysis, the most dominate strategy is literal. The result of study showed that from all 157 data, the messages in the SL are transferred in the target language. By using the theories of good translation, the messages of PA in the SL are transferred and can be understood in the TL.

Keywords: Participial adjectives, Strategies, Translation

1. INTRODUCTION

1.1 Background of The Study

In the era of globalization, translation has become something important. Translation is making easier for everyone to understand people of other communities at the other end of the world. People who work with people come from different nationalities realize the importance of translation because so-

me of the technical materials are published in foreign language. Not everyone understands the SL, therefore the materials should be translated. Translation is connecting them more easily and effectively. Translation is playing a great role in the world.

This topic is chosen with some implication, first to enlarge the study of linguistics so this study can help the translator master concepts and theories of translation

in transferring a source language text into the target language text. The concepts and theories of translation involve loss and gain of information. Second, it is hoped this study can contribute to the transferring of a source language to a target language especially in transferring the meaning of participial adjective from English into Indonesian. Third, it is hoped that the translators will allow the information from this study to be applied in real situations.

1.2 Problem Formulation

Based on the research background, the writer formulates the problem of the study are:

1. What is the most frequency occurrence of participial adjective in translation technique of the novel *Harry Potter and the Chamber of Secret*?
2. What is the translation strategy is the most frequent and the least frequent used by the translator in translation of in the novel *Harry Potter and the Chamber of Secret*?

1.3 Objective of the Research

The objectives of the study are:

1. To find out the most frequency occurrence of participial adjective in translation technique of the novel *Harry Potter and the Chamber of Secret*.
2. To find out the most frequent and the least frequent translation strategy used by the translator in translation of in the novel *Harry Potter and the Chamber of Secret*.

2. LITERATURE REVIEW

2.1 Definition of Translation

According to Machali (2000) defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Meanwhile, Simatupang (2000), sta-

tes that translation is transferring meaning from source language into target language and recreating it in TL with the most proper forms based on the structure of TL.

2.2 Process of Translation

To analysis, the translator should understand the source text before translate into target language. Then it transferred the meaning from source language to target language without change the message. Transfer is in which the analyzed material is transferred in the mind of the translator from SL to TL.

At this stage, a translator tries to get the details of the messages. The last step is restructuring. Restructuring is the phase where the translator rewriters or re-expressions the materials. In this last stage, the grammatical structure and semantics of source language is changed to target language, to make the translation result is fully acceptable and readable in the target language.

2.3 Translation Technique

According to Molina and Albir (2002: 209), technique is depicted the result that obtained and can be used to classify many kinds of solution for translation. They are giving the definition about the translation technique which is as procedure to analyzing and classifying how the equivalence of the translation works. Translation techniques have five basic of the characteristics, that is:

1. Impact on the translation results
2. Classified by the comparison with the original text
3. Impact on the micro unit of text
4. Characteristically discursive and contextual
5. Characteristically functional

There are 18 techniques according to Molina and Albir in their

book *Translation Techniques Revisited: Dynamic and Functional Approach*:

1. **Adaptation:** To replace a ST cultural element with one from the target culture
2. **Amplification:** To introduce details that is not formulated in the ST: information, explicative paraphrasing.
3. **Borrowing:** To take a word or expression straight from another language.
4. **Calque:** Literal translation of a foreign word or phrase; it can be lexical or structural.
5. **Compensation:** It aims to introduce a source text element of information or stylistic effect in another place in target text because it cannot be reflected in the same place as in the source text.
6. **Description:** To replace a term or expression with a description of its form or/and function.
7. **Discursive creation:** It is to establish a temporary equivalence that is totally unpredictable out of context.
8. **Established equivalent:** To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.
9. **Generalization:** To use a more general or neutral term. It is in opposition to particularization.
10. **Linguistic Amplification:** To add linguistic elements. This is often used in consecutive interpreting and dubbing.
11. **Linguistic compression:** To synthesize linguistic elements in the TT. It is in opposition to linguistic amplification.
12. **Literal translation:** To translate a word or an expression word for word.
13. **Modulation:** To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural.
14. **Particularization:** To use a more precise or concrete term.

It is in opposition to generalization.

15. **Reduction:** To suppress a ST information item in the TT. It is in opposition to amplification.
16. **Substitution:** To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa.
17. **Transposition:** To change a grammatical category.
18. **Variation:** To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect.

2.4 Translation Shifts

Catford (1965:73) defined shifts or changes as the departures from formal correspondence in the process of going from source language into target language. Catford classified two kinds of shifts, namely level shifts and category shifts. Level shift where the SL item at one linguistic level (grammar) has at a different level (e.g lexis). Category shifts involve structure, class, unit and intra system shifts.

1. Level Shift

Shift of level is when a source language item at one linguistic level has a target language translation equivalent at a different level. Catford (1965) said cases of shifts from grammar to lexis are quite frequent in translation between languages.

2. Category Shift

Category shifts refer to unbounded and rank-bounded translation. The first being approximately normal or free translation in which source language and target language equivalents are up at whatever rank is appropriate. It is clear that category shift is unbounded, which might be normal of free translation, depends on what rank is appropriate. It includes structure

shifts, class shifts, unit shifts, and intra-system shifts.

- a. **Structure Shift:** Catford (1965) states that structure can be found at other rank, such as in group rank. Structure shift which involves a grammatical change between the structure of source language (SL) and target language (TL). The structures are word order shift and grammatical function shift. Structure shift focuses on changing structure of noun, subject, verb, etc.
- b. **Unit Shift:** Catford (1965) states by unit shift we mean changes of rank, that is departure from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different in rank in the TL. It includes shifts from morpheme to a word, word to phrase, clause to sentence, and vice versa.
- c. **Class Shift** Class shift occur when the translation equivalent of a source language item is a member of a different class from original item (Catfors:1965). A class shift means the grouping of the constituents of a unit according to the way they operate in the structure of another unit next higher in rank.
- d. **Intra system Shift:** Intra system shift occurs when source language (SL) and target language process system which approximately corresponds formally as to their constitution, but when translation involves selection of a no corresponding term in the target language system.

3. RESEARCH METHODOLOGY

3.1 Research Design

This research uses qualitative method. Qualitative research is descriptive. The data collected is

in the form of words rather than numbers. The written results of the research contain quotation from the data to illustrate and substantiate the presentation (Bogdan, 1992). The writer chose qualitative method because the data, which is participial adjective, is presented in form of words and clauses.

3.2 Source of The Data

In this study, novels that has been published in both languages is used. The original source text "Harry Potter and the Chamber of Secret" is written by J. K. Rowling and the translation of the source language "Harry Potter dan Kamar Rahasia" by Listiana Srisanti. The English Harry Potter and the Chamber of Secret is divided into 18 chapters and consists of 251 pages. In addition, the Indonesian one is divided into 18 chapters and consists of 432 pages.

3.3 Data Collection Procedure

The data of this study were collected through qualitative observation method. Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site (Creswell, 2009:181).

3.4 Data Analysis Procedure

The techniques of analyzing the data follow these steps. First, note the sentences using participial adjectives (-ing and -ed) and their equivalences in Indonesia are noted in the table. Secondly, in order to answer the second problem those sentences were categorized according to how they were translated into Indonesian according to Translation strategies by Chestermen.

The last, in order to answer the third problem those problem were analyzed according to the translation theories.

4. RESULT AND DISCUSSION

4.1 Introduction

In this research, we have five collection of the data, that shown in Table 1. For the next, the data would be named Data 1 until Data 5.

Table 1. The data collection

No	ST	TT
1.	Mr. Vernon Dursley had been woken in the early hours of the morning by a loud, hoot ing noise from his nephew Harry's room.	Sebelumnya Mr Vernon Dursley telah terbangun pagi-pagi buta oleh bunyi uhu-uhu keras dari kamar keponakan Harry.
2.	"There's more in the fry ing pan, sweetums," said Aunt Petunia, turning misty eyes on her massive son.	"Masih banyak di wajan, Manis," jawab Bibi Petunia, matanya terharu menatap anak laki-lakinya yang super-gemuk.
3.	He missed the castle, with its secret passageways and ghosts, his classes (though perhaps not Snape, the Potions master), the mail arriving by owl, eating banquets in the Great Hall, sleeping in his four-poster bed in the tower dormitory, visiting the gamekeeper, Hagrid, in his cabin next to the Forbidden Forest in the grounds, and, especially, Quidditch, the most popular sport in the wizard ing world (six tall goal posts, four flying balls, and fourteen players on broomsticks).	Dia merindukan kastilnya, dengan lorong-lorong rahasia dan hantu-hantunya, pelajaran-pelajarannya (walau-pun mungkin Snape, guru pelajaran Ramuananya), surat-surat yang dibawa oleh burung-burung hantu, makan bersama di Aula Besar, tidur di tempat tidurnya di menara asrama, mengunjungi si pengawas binatang liar, Hagrid, di pondoknya di dekat Hutan Terlarang, dan terutama Quidditch, olahraga paling Populer di dunia sihir (enam tiang gawang tinggi, Empat bola terbang , dan empat belas pemain di atas Sapu terbang). Dia merindukan kastilnya, dengan lorong-lorong rahasia dan hantu-hantunya, pelajaran-pelajarannya (walau-pun mungkin Snape, guru pelajaran Ramuananya), surat-surat yang dibawa oleh burung-burung hantu, makan bersama di Aula Besar, tidur di tempat tidurnya di menara asrama, mengunjungi si pengawas binatang liar, Hagrid, di pondoknya di dekat Hutan Terlarang, dan terutama Quidditch, olahraga paling Populer di dunia sihir (enam tiang gawang tinggi, Empat bola terbang , dan empat belas pemain di atas Sapu terbang).
4.	He missed the castle, with its	Dia merindukan kastilnya,
5.		He wore round glasses, and on his forehead was a thin, lightning-shaped scar.

No	ST	TT
	secret passage-ways and ghosts, his classes (though perhaps not Snape, the Potions master), the mail arriving by owl, eating banquets in the Great Hall, sleeping in his four-poster bed in the tower dormitory, visiting the gamekeeper, Hagrid, in his cabin next to the Forbidden Forest in the grounds, and, especially, Quidditch, the most popular sport in the wizard ing world (six tall goal posts, four flying balls, and fourteen players on broomsticks).	dengan lorong-lorong rahasia dan hantu-hantunya, pelajaran-pelajarannya (walau-pun mungkin Snape, guru pelajaran Ramuananya), surat-surat yang dibawa oleh burung-burung hantu, makan bersama di Aula Besar, tidur di tempat tidurnya di menara asrama, mengunjungi si pengawas binatang liar, Hagrid, di pondoknya di dekat Hutan Terlarang, dan terutama Quidditch, olahraga paling Populer di dunia sihir (enam tiang gawang tinggi, Empat bola terbang , dan empat belas pemain di atas Sapu terbang). Dia memakai kacamata bundar, dan di dahinya ada bekas luka berbentuk sambaran kilat .

In the source of data, the writer has found 157 participial adjective. From the 157 participial adjective found, it contains of 112 participial adjective with -ing form and 45 participial adjective with -ed form. The diagram below points out the percentage of the participial adjective found in the study.

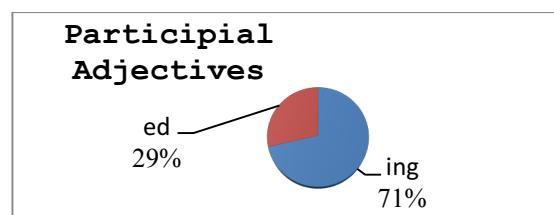


Figure 1. Participial adjectives found in the Harry Potter and the Chamber of Secret

The result showed that frequency occurrence of participial adjective with -ing form is 71% and the participial adjective with -ed from is 29%. So, the most frequent participial adjective occurred in the novel is in the -ing form.

The translation of participial adjective showed syntactic strategies and pragmatic strategies. Syntactic strategies consist of 79 data of literal translation, 73 data unit shift, and transposition 2, meanwhile the pragmatic strategy consists of 3 data of explicitness change. The diagram below points out the percentage of translation strategies found in the study.

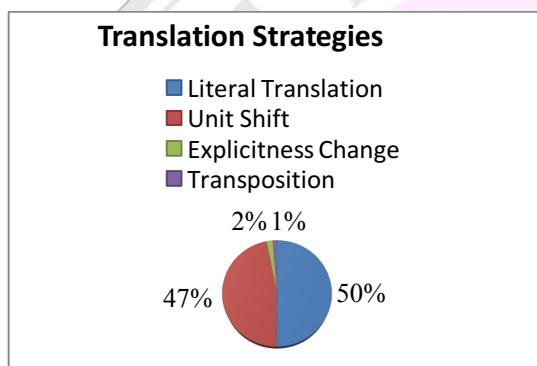


Figure 2. Translation strategies

There are four strategies which used in participial adjective translation. They are literal translation, unit shift, transposition and explicitness change. The most frequent strategy used by the translator is literal translation.

The result of study showed that from all 157 data, the messages in the SL are transferred in the target language. By using the theories of good translation, the messages of participial adjective in the SL are transferred and can be understood in the TL.

Synthesis:

Based on the analysis, the data categorized as follows:

Table 2. Categories of the data			
No.	Form	Number	Percentage
1.	-ing	49	65%
2.	-en	26	35%

No.	Form	Number	Percentage
	Total	75	100%

The strategies occur in 75 data are:

Table 3. Strategies used by the data

No.	Strategies	Number	Percentage
1.	Explicitness change	3	4%
2.	Transposition	2	3%
3.	Literal Translation	35	46%
4.	Unit Shift	35	47%
	Total	75	100%

4.2 Analysis of The Data

The following Table 1 is data number 1 that obtain in this research.

Table 1. Data 1

Source Language Text (ST)	Target Language Text (TT)
"There's more in the frying pan, sweetums," said Aunt Petunia, turning misty eyes on her massive son.	"Masih banyak di wajan, Manis," jawab Bibi Petunia, matanya terharu menatap anak laki-lakinya yang supergemuk.

Comment:

A participial adjective ...frying... is explicit in the ST but it is left implicit in the TT. Thus, the translation occurs explicitness change: implicitness. Although the participle adjective ...frying... is not translated in the TT, but the meaning in ST is transferred in TT. The word ...wajan... in Indonesian has the same meaning as ...frying pan...

The following Table 2 is data number 2 that obtain in this research.

Table 2. Data 2

Source Language Text (ST)	Target Language Text (TT)
Not daring even to look at each other, Harry and Ron followed Snape up the steps into the vast, echoing entrance hall, which was lit with flaming torches.	Bahkan saling pandang pun mereka tak berani. Harry dan Ron mengikuti Snape menaiki undakan memasuki Aula Depan yang bergema, yang dikelilingi obor.

Comment:

A participial adjective ...**flaming**... is explicit in the ST but it is left implicit in the TT. Thus, the translation occurs explicitness change: implicitness. Although the participial adjective ...flaming... is not translated in the TT, but the meaning in ST is well transferred in TT. The word ...**obor**... in Indonesian has the same meaning as ...flaming torches....

The following Table 2 is data number 2 that obtain in this research.

Table 3. Data 3

Source Language Text (ST)	Target Language Text (TT)
"Now, Professor Dumbledore has granted me permission to start this little due-ling club, to train you all in case you ever need to defend yourselves as I myself have done on countless occasions – for full details, see my published works.	Nah, Dumbledore telah memberiku izin untuk membentuk klub duel kecil ini, untuk mela-tih Kalian semua, siapa tahu kalian perlu mempertahankan diri seperti yang kualami da-lam banyak Kesempatan— untuk detail yang lebih leng-kap, baca saja buku-bukuku.

Comment:

A participial adjective ...**published**... is explicit in the ST but it is left implicit in the TT. Thus, the translation occurs explicitness change: implicitness. Although the participial adjective ...published... is not translated in the TT, but the meaning in ST is well transferred in TT.

Analysis:

The principle, strategy and theory of translation used by the data above are:

a. Principle of Translation

Meaning. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed... (Duff, 1990, pp. 10-11)

For example:

(Taken from Rowling's *Harry Potter and the Chamber of Secrets* and its translation by Sri-santi)

ST: "But why don't you leave? Escape?" (p.9)

TT: "Tetapi kenapa kau tidak pergi saja? Maksudku, kabur?" (p.22)

Analysis: ...**escape**. is translated into ...**maksudku**, **kabur**. The word 'maksudku' is implicit in the source text but it is explicit in the target text.

b. Translation Strategy**Pragmatic Strategy: Explicitness Change**

This (explicitness) change is... or more implicitness (implication). (Chesterman, 2000, p. 108)

For example:

(Taken from Rowling's *Harry Potter and the Goblet of Fire* and its translation by Srisanti, *Harry Potter dan Piala Api*)

ST: Well, they most certainly won't be," said Uncle Vernon, and Harry heard him stand up and start **pacing the living room**. (p. 41)

TT: "Jangan harap," kata Paman Vernon, dan Harry mendengarnya bangkit dan **berjalan mandar-mandir**. (p. 59)

Analysis: ...**pacing the living room**. is translated into ...**berjalan mandar-mandir**. The words living room is explicit in the source text but it is left implicit in the target text.

c. Theories of Translation**Theory 1:**

"Omission: the elimination or implicitation of part of the text" (Baker and Saldanha, p.502)

For example:

(Taken from Rowling's *Harry Potter and the Chamber of Secrets* and its translation by Sri-santi)

ST: "Get in here! And walk on the newspaper!" (p.7)

TT: "Masuk! Dan berjalan di atas koran!" (p.17)

Analysis: **Get in here.** is translated into **masuk**. The words 'here' is explicit in the source text but it is left implicit in the target text.

For example:

(Taken from Rowling's *Harry Potter and the Chamber of Secrets* and its translation by Sri-santi)

ST: Harry moved gladly into the shade of the gleaming kitchen. (p.7)

TT: Harry masuk dengan senang ke dapur yang mengilap. (p.18)

Analysis: ...**the shade of the gleaming kitchen....** is translated into ...dapur yang mengilap... The phrase 'the shade' is explicit in the source text but it is left implicit in the target text.

Theory 2:

"OMISSION: Deliberate, or accidental, absence of a ST element or aspect of sense in the TT." (p.345, hatim and munday 2004)

For example:

(Taken from Rowling's *Harry Potter and the Chamber of Secrets* and its translation by Sri-santi)

ST: A loin of roast pork was sizzling in the oven. (p.7)

TT: Daging panggang sedang berdesis di dalam. (p.18)
oven.

Analysis: ...**a loin of roast pork....** is translated into ...**daging panggang...** The phrase 'loin' is explicit in the source text but it is left implicit in the target text.

For example:

(Taken from Rowling's *Harry Potter and the Chamber of Secrets* and its translation by Sri-santi)

ST: "Remember, boy – one sound –" (p.7)

TT: "Ingat-suara sekecil apa pun...." (p.18)

Analysis: **remember, boy....** is translated into **ingat...** The word 'boy' is explicit in the source text but it is left implicit in the target text.

5. CONCLUSION AND FUTURE RESEARCH

5.1 Conclusion

From the discussion on the previous chapters about the participial adjective in the translation there are some points that can be drawn as the conclusion as follows. In the discussion on the previous chapters about the translation of English participial adjective in *Harry Potter and the Chamber of Secret*. The translation of PA mostly occurs in the -ing form. The study showed that literal translation strategy is the most frequent strategy used by the translator and transposition strategy is the least frequent strategy used. From the analysis it is found that all the messages in the SL are transferred in the TL. However, some of them are translated in the different form grammatically but the meaning of the message in source language is well maintained into the target language.

5.2 Suggestion

The researcher suggests that the perspective researcher who are interested in descriptive analysis, especially focus to analyze participial adjectives to use other kind of literary work such as poetry or other novel. According to the result of analysis of this study, it may consider that this study should be continued by the researcher in the future, since the kind or base of participial adjectives are rich in many details to analyze.

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