THE TRANSLATION OF CONNECTORS IN ERNEST HEMINGWAY'S "A CLEAN WELL-LIGHTED PLACE"

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DEDICATION

This graduating paper is dedicated to:

- ALLAH
- ALLAH'S ANGELS
- PROPHET MUHAMMAD
- ALLAH'S SAINTS
- ALL MUSLIMS
- MY PARENTS
- MY BROTHER
- MY FIANCÉE

MOTTO

Believe and Love Allah without Any

Tendency.

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Everything I do is only because of and for Allah. This is only Allah Himself who knows how big my thanks and my appreciation for Him are.

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Finally, I realize that there must be error(s) in the writing of this graduating paper. Thus, I really allow and hope all of the readers to give any suggestion to improve this graduating paper.

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ABSTRAK

Skripsi ini berjudul **"Kajian Terjemahan Konektor Dalam Karya Ernest Hemingway 'A Clean Well-Lighted Place'"**. Objek penelitian ini adalah ekuivalensi konektor. Penelitian ditujukan untuk mengetahui cara menerjemahkan konektor berdasarkan teori ekuivalensi dan prosedur penerjemahan menerjemahkan konektor serta untuk menjelaskan kemungkinan alasan menggunakan prosedur penerjemahan menerjemahkan konektor dengan melihat efek yang ditimbulkan oleh penggunaannya. Teori yang digunakan untuk menganalisis adalah konektor Verspoor, ekuivalensi Baker, tata bahasa tradisional, analisis komponen, dan prosedur penerjemahan Newmark. Datanya adalah kalimat yang mengandung konektor. Metode untuk mengumpulkan data menggunakan analisis isi sedangkan untuk menganalisis deskriptif-kualitatif.

Temuan analisis yang dilakukan dengan mengelompokkan data ke dalam penerjemahan ekuivalen semantik dan sintaktik, ekuivalen semantik dan non-ekuivalen sintaktik, non-ekuivalen semantik dan ekuivalen sintaktik, non-ekuivalen semantik dan sintaktik, dan penerjemahan tidak diterjemahkan menunjukkan prosedur penerjemahan yang digunakan pada tiap klasifikasi berbeda. Penerjemahan ekuivalen semantik dan sintaktik menggunakan penerjemahan literal sedangkan ekuivalen semantik dan non-ekuivalen sintaktik pergeseran-kelas dan unit, penggunaan dua prosedur penerjemahan (*couplets*), serta ekuivalensi fungsi. Penerjemahan non-ekuivalen semantik dan ekuivalen sintaktik menggunakan modulasi abstrak-konkret sedangkan non-ekuivalen semantik dan sintaktik pergeseran-kelas dan unit serta *triplets*. Penerjemahan tidak diterjemahkan menggunakan reduksi.

Hasil analisis menunjukkan prosedur penerjemahan yang digunakan untuk menerjemahkan konektor mempunyai beberapa kemungkinkan alasan. Pertama, karena konektor adalah kata fungsi yang lebih menyatakan hubungan gramatika ketimbang mengandung makna leksikal, penerjemah sering menerjemahkannya secara literal. Kedua, karena penerjemah ingin mempermudah pembaca Indonesia memahami konteks BSu, dia menerjemahkannya dengan tidak menempatkannya seperti di Bsu, tidak secara literal, tetapi ekuivalen kontekstual sehingga terjemahan lebih kaya gaya bahasa, dan tidak secara ekuivalen semantik, tetapi ekuivalen sintaktik. Ketiga, karena penerjemah ingin membuatnya lebih menarik, dia menerjemahkannya tidak secara ekuivalen semantik dan sintaktik. Keempat, karena terjemahan diinginkan dijadikan sebuah teks Indonesia sungguhan sehingga tidak tampak canggung, terjemahan dihasilkan dari bentuk hiponimnya dan dihilangkan meskipun terdapat makna tersiratnya. Kelima, karena terjemahan diinginkan lebih bersastra, terjemahan tidak dihasilkan dari penerjemahan literal. Keenam, karena penerjemah ingin memperkaya gaya bahasanya, dia menghilangkan terjemahan meskipun terdapat makna tersiratnya sedangkan, untuk tanpa makna tersirat, dikarenakan penerjemah tampaknya minginginkan BSa memiliki lebih sedikit kata dari BSu.

Kata kunci: penerjemahan, konektor, ekuivalensi.

ABSTRACT

This thesis is entitled "The Translation of Connectors in Ernest Hemingway's 'A Clean Well-Lighted Place'". The objects of the analysis are equivalences of connectors. This study is intended to find out the way to translate the connectors based on the theory of equivalence and the translation procedures used to translate the connectors as well as to explain the possible reasons why those procedures are used in translating the connectors by seeing the effects implied by the use of the procedures. The connectors are taken as the data. The theories used to analyze are Verspoor's connector, Baker's equivalence level, traditional grammar, componential analysis, and Newmark's translation procedures. The method used to collect the data is content analysis while the method used to analyze is descriptive-qualitative method.

The result finding of the study which is classified into semantically and syntactically equivalent, semantically and non-syntactically equivalent, non-semantically and syntactically equivalent, non-semantically and non-syntactically equivalent, and non-translated translations shows that the translation procedures used in each classification are different. Semantically and syntactically equivalent translations use literal translation. Semantically and non-syntactically equivalent translations use class-shift, unit-shift, couplets, and functional equivalence. Non-semantically and syntactically equivalent translations use modulation of abstract-concrete. Non-semantically and non-syntactically equivalent translations use class-shift, unit-shift, and triplets. Non-translated translations use reduction.

The analysis shows that the translation procedures used in translating the connectors are done for several possible reasons. The first reason is because connectors are function words carrying the grammatical meanings rather than the lexical meanings, they are often translated literally. Secondly, since the translator wants to make the Indonesian readers easy to understand the SL context, she translates the connectors by not placing them as in the SL, does not translate them literally, but contextually equivalently so that the translations will be richer in style, and does not translate them semantically equivalently, but syntactically equivalently. Thirdly, since the translations are wanted to be made more interesting, they are translated neither semantically equivalently nor syntactically equivalently. Fourthly, because the translations are wanted to be made a really Indonesian text so that they do not seem awkward, they are translated into their hyponyms and eliminated although the implied meanings can still be tested. Fifthly, since the translations are wanted to have more literary sense, they are not translated monotonously literally. Sixthly, since the translator wants to enrich the style, she eliminates the translations completely even though the implied meanings can still be tested while, for eliminating them completely without the implied meanings, it is because she possibly wants to make the translations have fewer words than the SL for the Indonesian readers.

Keywords: translation, connectors, equivalence.

LIST OF ABBREVIATIONS

No.	Abbreviation	Meaning
1.	A	Adverb
2.	AC	Adjective Clause
3.	adj	adjective
4.	Adj P	Adjective Phrase
5.	adv	adverb
6.	Adv P	Adverbial Phrase
7.	Aux	Auxiliary
8.	AVC	Adverbial Clause
9.	Comp	Complement
10.	Con	Connector
11.	DC	Dependent Clause
12.	Det	Determiner
13.	DO	Direct Object
14.	FC	Finite Clause
15.	H	Head
16.	IC	Independent Clause
17.	IV	Intransitive Verb
18.	Lex V.	Lexical Verb
19.	LV	Linking Verb
20.	MV	Monotransitive Verb
21.	NC	Noun Clause
22.	NFC	Non-Finite Clause
23.	NP	Noun Phrase
24.	P	Predicate
25.	Post-M	Post-Modifier
26.	PP	Prepositional Phrase
27.	Pre-M	Pre-Modifier
28.	prep	preposition
29.	pron	pronoun
30.	PV	Phrasal Verb
31.	S	Subject
32.	SA	Subject Attribute
33.	VP	Verb Phrase

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CHAPTER I

INTRODUCTION

1.1.   Background of Study

According to *Merriam Webster's Collegiate Dictionary*, language is "the words, their pronunciation, and the methods of combining them used and understood by a community" (1993: 654). From such a statement, it is the community standing as the determinant of the kinds of languages. In Ar-Rum, the Holy Koran explicitly states that people are created with different kinds of languages (Ali, 1968: 1056):

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِـــى ذَٰلِــكَ لَأَيَـٰـتٍ لِّلْعَـٰلِمِيــنَ ﴿٢٢﴾

"And among His signs is the creation of the heavens and the earth and the variations in your languages and your colours: verily in that are signs for those who know."

In this world, there are so many languages uttered by various races that it is impossible for someone to master and understand them all. Next, nowadays, globalization inevitably demands people all over the world to connect one another through various languages via media of communication such as televisions; information technologies; newspapers; magazines; literary, artistic, and scientific works, etc.

The differences among languages all over the world cause people to need what so-called translation. Through translation, people all over the world can get the information they need with the result that they then can easily communicate with one another.

Translation is one of linguistics' sub-disciplines that requires understanding and mastering of many aspects. As the object of translation, each of the language units of the source language must always contain two types of information: linguistic information and extralinguistic information. Linguistic information is information that settles in the "surface structure" of each of the language units whereas extralinguistic information is information that settles in the "deep structure" of each of the language units (Newmark, 1997: 225).

In translation, there is what so-called equivalence. Equivalence may be able to be one of most important things in which a good translator should consider. Since equivalence is the replacement of a representation of a text in one language to second language contextually so that the message intended by the author will be able to be delivered from the source language into the target language (Bell, 1991: 6), the success of a translation may very much depend on the equivalence of each of the language units between the source language and the target language. From such degree of importance, the researcher finally decides to choose equivalence as the object of the discussion. However, the object of the discussion will not hold the field of equivalence too far. This will just hold the equivalence of a connector at word level.

The other reason why the researcher decides to choose the equivalence of a connector as the object of the discussion is even though connectors are the things which have been conventionalized, that is to say the triggers of conventional implicatures (Yule, 1996: 45-46), the meanings of the applied connectors in fact appear different in the target language. This shows that there is the other thing to determine the meanings of the connectors besides what has been conventionalized.

Besides, the simple style which Ernest Hemingway intends to use in all of his literary works can also be an additional reason why the researcher decides to choose "A Clean, Well-Lighted Place" as the subject of the discussion. Hemingway more emphasizes dialogue than description, sensations than thought, and achieves an astonishing immediacy: an exaltation of the instant. He is also so much typical of bare, sharp and direct word that he more intends not to give modifier to the head of a noun phrase (Meyers, 2005: 3). Consequently, if there is a connector in Hemingway's literary works which are very much famous for their simplicity, there should be somehow a significant thing which he intends to mean because most of connector's meanings are easy to understand logically without being stated visibly.

Although there are many linguistic steps which a translator has to take in translation, the problem of equivalence in translation basically lays on cultural understanding because this is intended to be used to translate the text or the source language contextually. Consequently, the understanding of linguistic and extralinguistic information contained by each of the language units of both the

source language and the target language should be able to be very much mastered first by a translator. Secondly, surely the translator then should have a wide stock of knowledge especially in cultural understanding. Next, if the translator has been able to master the understanding of both linguistic information and extralinguistic information contained by each of the language units of the source language and the target language, and been able to connect them both with his or her stock of cultural understanding knowledge, he or she may be able to be (said) successful in his or her translation. Here is a simple example of what occurs in the translation:

SL : ….. and now at night it was quiet ***and*** he felt the difference. (p. 1, line. 4)

TL : ….. dan di malam hari suasana di jalan tersebut berubah sunyi, *seolah* membawanya ke alam lain. (p. 1, line. 6)

Con: Coordinator	S: NP	P: VP	DO: NP	
	H: pron	**H**: lex V. of MV	**Det**: article	**H**: noun
and	he	felt	the	difference

Con: Subordinator	P: VP	DO: NP	A: PP		
	H: lex V. of MV	**H**: pron	**H**: Prep	**Comp**: NP	
				H: noun	**Post-Mod**: adj
seolah	membawa	nya	ke	alam	lain

Based on linguistic information contained, the word *and*, as one of the language units of the source language, has a conjunction as its word class and also stands as a marker of compound sentence because, essentially, it is *and* which stands as the determinant to make or cause a sentence to be or not to be a compound sentence by connecting two independent clauses (ICs) (Verspoor,

2000: 36). However, when seen in the target language, the word *and* is translated into the word *seolah*. So, because the word *seolah* in English perspective is one of dependent clause (DC)'s introductory words or subordinators of an adverbial clause of manner (Frank, 1972: 266), this is then able to automatically make or cause the function of the clause to change; no longer served as the IC, which can stand alone, but DC, which cannot stand alone.

On the other hand, based on extralinguistic information contained, the word *and* in the source language is translated into the word *seolah* instead of the word *dan* as its literal translation in the target language. Consequently, this will be able to make or cause to have a different sense and response to the readers.

First, the readers may feel a context that is "**AS IF** it is the night with its context and situation which had made that person brought to or be in another world" as its translation shows *seolah (malam hari dan konteks serta situasinya*—this is elliptical structure; abridgement*) membawanya ke alam lain* but not a context that is "it is **THAT REAL** (not just *as if* as said in the previous context) **NIGHT** with its context and situation which had made that person brought to or be in another world". So, it means it is the night with its context and situation which stands as the reference. Here, the readers may feel such a context if the word *and* will be translated literally.

Secondly, the readers may also feel the other context that is "**AS IF** it is the deaf old man who had felt brought to or being in another world" since the word *membawanya* in the translation can also be understood as "seolah orang tua

tuli tersebut merasa terbawa ke alam lain". In this case, it is the deaf old man who stands as the reference. Furthermore, understanding the word *seolah* likewise may be able to, directly or indirectly, affect the understanding of the next lines or even the whole text.

Based on the equivalence, the word *and* in the source language is translated into the word *seolah* in the target language. The translator does not translate it literally. Instead, she translates it contextually. Such is since she wants to get the message of the source language delivered to the target language. This means she tries to make the target language equivalent to the source language. Since equivalence is concerned in translating a text contextually not literally, the change processes in the level of syntax and semantics consequently should or even must happen here.

Next, in detail, the word *and* in the source language has a conjunction as its word class and a coordinator as its type. This is functioned to connect two independent clauses. Here, the word *and* is translated into the word *seolah* in the target language. The word *seolah*, in English perspective, has a conjunction as its word class. However, this word no longer has a coordinator as its type but an introductory word or subordinator which must be attached to a dependent clause. Then, the word *seolah* here stands as an introductory word or subordinator of an adverbial clause of manner. Here, although the word class remains to be a conjunction, the type is shifted from a coordinator to an introductory word or subordinator. This gives a significant grammatical change.

In conclusion, it is important to know how equivalence may evidently play one of most significant roles to make a right understanding since if there is something wrong in translating even only a word, there will potentially be the misinterpretation of one or some of the next lines, or even the whole text since all the words of a text are related to one another.

1.2. Problem Statements

In compliance with the background above, the researcher intends to analyze equivalences of connectors at word level between the short story "A Clean, Well-Lighted Place" by Ernest Hemingway and its translation "Persinggahan Malam" by Maggie Tiojakin. Thus, the research questions are:

1. How are the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place" translated into Bahasa Indonesia?
2. What are the procedures used in translating the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place" into Bahasa Indonesia?
3. Why are those procedures used in translating the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place" into Bahasa Indonesia?

1.3. Objectives of Study

In relation to the three problem statements above, the objectives of the analysis of connector's equivalence at word level between Ernest Hemingway's "A Clean, Well-Lighted Place" and its translation "Persinggahan Malam" by Maggie Tiojakin will be described here. They are:

1. To describe how the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place" are translated into Bahasa Indonesia.

2. To find what procedures are used in translating the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place" into Bahasa Indonesia.

3. To explain the possible reasons why those procedures are used in translating the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place" into Bahasa Indonesia by seeing the effects implied by the use of the procedures.

1.4. Significances of Study

This study provides both theoretical and practical significance of how to translate connectors in Ernest Hemingway's "A Clean, Well-Lighted Place".

Theoretically, this research presents an obvious description of the analysis of connector's equivalence between Ernest Hemingway's "A Clean, Well-Lighted Place" and its translation "Persinggahan Malam" by Maggie Tiojakin.

Practically, this research has several benefits. The benefits are for other researchers, common readers, and academic fields. First, this research may be able to be used as a reference as well as an additional input by other researchers who discuss the same related topics. Secondly, common readers may be able to apply the equivalence. Finally, in academic fields, this research may be able to be useful to translation studies especially and other related studies generally to also be used as a reference as well as an additional input.

1.5.   Literature Review

Amidst all researches, there should be one or some similarities. Here are the researches that are referred to.

The first is "Equivalence Strategies in Translating Slang in The Novel *'Akeelah and The Bee'* by Sapardi Djoko Damono", a thesis by Rina Sari Nainggolan from University of Sumatra Utara (2012).

The problem statements of the analysis are: 1. How are the slang words in the novel *Akeelah and the Bee* translated into Bahasa Indonesia? 2. How are the slang phrases in the novel *Akeelah and the Bee* translated into Bahasa Indonesia? 3. What are the strategies used in translating the slang words into Bahasa Indonesia? 4. What are the strategies used in translating the slang phrases into Bahasa Indonesia?

The theory used is Baker's equivalence level. This theory is used to analyze the data at word level and above word level. Those two of Baker's equivalence level theories at word and above word level are enough to be used to analyze since the subject of the research is a novel. Novels have more potential data to analyze than the other shorter literary works, such as novelettes and short stories. The method used to analyze is qualitative method.

The researcher's result finding and data analysis show that translating from slang words into more general-meaning words is a strategy that is dominantly used by the translator with the percentage result 38.17%. Next, to translate from phrases or slang idioms into the target language, the translator

translates them also into phrases or idioms which have the same meanings and forms with the percentage result 33.33%.

In conclusion, translating **from** English slangs as the source language in the novel *Akeelah and The Bee* by Sapardi Djoko Damono without reducing the expressive values of the slangs **to** Indonesian as the target language is very much determined by the success of delivering message from the source language to the target language. In this case, the thing to note is that the translation should be as natural as possible so that the reader can feel as if he or she reads the original novel. It is a task which is difficult enough for the translator because English slangs have its own expressive meanings that are known only by a particular community, and sometimes the meanings of the slangs become wider and even disappear.

The second is "The Translation Equivalence of Verbs in Sir Arthur Conan Doyle's *'The Boscombe Valley Mystery'* into Bahasa Indonesia *'Misteri di Boscombe Valley'* by Daisy Dianasari", a thesis by Alfa Reja Lubis from University of Sumatera Utara (2010).

The problem statements of the analysis are: 1. What are types of translation equivalence of verbs used in the Sir Arthur Conan Doyle's *The Boscombe Valley Mystery* and its translation *Misteri di Boscombe Valley* by Daisy Dianasary ? 2. What is the dominant type of translation equivalence of verbs found in Sir Arthur Conan Doyle's *The Boscombe Valley Mystery* and its translation *Misteri di Boscombe Valley* by Daisy Dianasary?

The theory used is formal equivalence and dynamic equivalence. Both formal equivalence and dynamic equivalence belong to Eugene Nida. The former is helpfully used to analyze linguistically and the latter is used to analyze contextually. The method used to analyze is descriptive method.

The researcher's result finding and data analysis show that there are 340 words or 33, 43% which are translated and resulted from formal equivalence, 380 words or 37, 36% which are translated and resulted from dynamic equivalence and 297 words or 29,20% which are untranslatable.

In short, this research makes linguistic information and extraliguistic information as a key or reference in getting the research's results because, to know and detect the contextual meaning, the data are analyzed based on the facts that appear in the text. Formal equivalence theory and dynamic equivalence theory used by the researcher are suited to the object of the research. The former suggests the linguistic environment since this leads to semantic and literal translation and the latter suggests the real environment (context) since this leads to contextual translation.

The third is "An Analysis of Equivalence of Cultural Terms in Some Articles in Indonesia's Official Website", a thesis by Muhammad Idris from University of Sumatera Utara (2013).

The problem statements of the analysis are: 1. What are the profiles of cultural phrases in the articles of Indonesia's official tourism website? 2. What equivalence strategies are used in translating cultural terms in Indonesia's official

tourism website? 3. What is the dominant equivalence strategy found in translating the cultural terms in those cultural articles?

The theory used is Nida's formal equivalence and dynamic equivalence and two Baker's equivalence levels, equivalence at word level and equivalence above word level. The method used to analyze is descriptive-qualitative method.

The researcher's result finding and data analysis show that there are 3 data which are translated by using cultural substitution, 5 data which are translated by using idioms which have similar meanings but dissimilar forms, 8 data which are translated by using idioms which have similar meanings and forms, and 1 datum which is translated by using a more general word.

In short, this research covers the analysis in both cultural context and linguistic context. All of Nida's equivalence theories may be intentionally cultural, but this research completes the analysis by using Baker's equivalence level theory to strictly level the data linguistically.

From all three prior researches above, the researcher can conclude that the first research has Baker's equivalence level which is used as the theory. This theory is used to analyze the data at word level and above word level. Also, this research just focuses on English slangs. Here, this research (researcher's research) has the same object as the first research has even though the theory used is quite different because the researcher's just has one theory of Baker's equivalence level, that is to say equivalence at word level, and just focuses on the connectors.

On the other hand, the second research has equivalence also as the object of the discussion. Like the previous research, this research just focuses on one thing, that is to say the verbs. The theory used is formal equivalence and dynamic equivalence.

Next, the third research is quite different from the two previous researches. This research does not just focus on a specific thing (e.g. slangs, verbs, etc), but the more general one, that is to say the terms. Terms may be able to include various kinds of constructing constituents and all word classes. Baker's equivalence level theory used here is not only at word level, but also above word level. On the other hand, this research (researcher's research) has also Baker's equivalence level theory. However, Baker's equivalence level theory used here is only equivalence at word level.

1.6. Theoretical Approach

Here, the research will need some theories which will be used to analyze the data and answer the problem statements. They are Verspoor's theory of connector, Mona Baker's theory of equivalence level, the theory of traditional grammar, the theory of componential analysis, and Newmark's translation procedures.

First, Verspoor's connector theory is used to mean that connector's classification used here is what Verspoor has classified. The word connector itself is used as a superordinate term for all words functioned to link. It is divided into three types. They are coordinators, subordinators, and prepositions. Coordinator

itself has coordinate conjunctions, correlative conjunctions, and conjunctive adverbs as its kinds. On the other hand, subordinator has its kinds based on the function of the clause to which it is attached. The functions of the clauses themselves are, first, subject, object, or attribute, secondly, adverbial, and, thirdly, modifier of noun. Meanwhile, preposition does not have a specific classification. It includes all of connector's types whether they are long or short (Verspoor, 2000: 101-115).

Secondly, Mona Baker's theory of equivalence level will be able to be used to help specify the data especially at word level. This will limit the equivalent level of the data. Besides, by limiting the analysis at word level, the simplicity with which Ernest Hemingway is familiar will possibly be able to be proven here.

Next, the theory of traditional grammar will be able to be used to analyze the data linguistically. This deals with the analysis of the parts of sentence structures and everything else which settles in the surface structure. It will enable the researcher to know whether the data is equivalent syntactically or not.

Fourthly, the theory of componential analysis will be able to be used to analyze the meanings of the data. The meaning analysis will be a significant thing since the idea is formed by appropriate dictions in which the meanings settle with the result that there will be learnt which is equivalent semantically and which is not.

Fifthly, Newmark's translation procedures will be able to be used to analyze the data in order to learn what procedures the translator uses to translate the connectors in Ernest Hemingway's "A Clean, Well-Lighted Place"

1.7. Method of Research

1.7.1. Type of Research

Related to and based on the type of analyzing data, the research then applies a descriptive-qualitative research. Qualitative research is different from quantitative research. While the latter settles in the measurement of quantity or amount, the former settles in a wide range of data such as recorded interviews; various types of texts (such as field notes, journal and diary entries, documents); and images (photos or videos) (Dornyei, 2007: 37-38). Here, the data will be analyzed by explaining them descriptively. Since the research involves a short story which is, notably, one of various types of texts as the subject of the analysis, this will consequently apply the library research whose method is applied by reading and studying the books concerned with the related topics.

1.7.2. Data Sources

In this research, the source of the data is a short story entitled "A Clean, Well-Lighted Place" written by Ernest Hemingway and its translation entitled "Persinggahan Malam" translated by Maggie Tiojakin. The source language is English and the target language is Indonesian.

The general reason why this short story is chosen as the source of the data in this research is on the ground that, despite of the fact that this work is only a short story which is just about five pages, the translator of the short story seems to translate it contextually with the result that there can potentially be many data which the researcher needs to analyze.

1.7.3. Data Collection Technique

Kothari categorizes method of collecting data into five kinds (2004: 96). They are observation, interview, questionnaires, schedule use, and other methods which include (a) warranty cards; (b) distributor audits; (c) pantry audits; (d) consumer panels; (e) using mechanical devices; (f) through projective techniques; (g) depth interviews and (h) content analysis. Documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed are included in "content analysis" method.

Because the data of the research are collected from a short story and its translation which notably are printed materials, content analysis will be used as the method of collecting data in this research. In the process of collecting data, the following steps are taken:

1. Identifying the source language (SL) data which consist of connectors which are categorized at word level based on Baker's equivalence theory then underlining them;

2. Identifying the translation of the connectors in the target language (TL) data then underlining them;

3. The data resulted from those both two steps above are then put together side by side.

1.7.4. Data Analysis Technique

As stated in the type of research, this research uses the descriptive-qualitative method. Here, the data of the research, which are notably qualitative research (since it is one of various types of texts), will be analyzed by explaining them descriptively. The following are the steps to analyze the data:

1. Finding how the connectors in the source language (SL) are translated into the target language (TL);

2. Analyzing the connectors based on the theory of traditional grammar;

3. Analyzing the connectors based on the theory of componential analysis;

4. Determining whether the connectors are translated semantically and syntactically equivalently, semantically and non-syntactically equivalently, non-semantically and syntactically equivalently, non-semantically and non-syntactically equivalently or not translated;

5. Analyzing the connectors based on Newmark's translation procedures;

6. Describing the reasons why those procedures are used in translating the connectors in the target language (TL) by seeing the effects implied by the use of the procedures.

7. Drawing conclusion.

1.8. Paper Organization

The research consists of four chapters. The first chapter is an introduction. This generally consists of background of study, problem statements, objectives of study, significances of study, literature review, theoretical approach, method of research, and paper organization.

The second chapter discusses the theories more deeply. Here, the general description about translation will be drawn first. Secondly, Mona Baker's theory of equivalence level, the theory of traditional grammar, the theory of componential analysis, and Newmark's translation procedures will be later explained.

The third chapter discusses the research finding and data analysis. Here, the data will be analyzed systematically. First, the data will be analyzed by using Mona Baker's theory of equivalence level. Secondly, the data will be analyzed by using the theory of traditional grammar. Thirdly, the data will be analyzed based on the theory of componential analysis. Fourthly, the data will be analyzed by using Newmark's translation procedures. Finally, the reasons why those procedures are used in translating the connectors in the target language (TL) will be described.

The last chapter is about conclusions and suggestions. Here, the conclusions and suggestions will be drawn.

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APPENDIX

3.1. Semantically and Syntactically Equivalent Translation

3.1.1. Coordinator: Literal Translation

1. SL: It was very late *and* everyone….. (p. 1, line. 1)

   TL: Saat itu larut malam *dan* semua orang….. (p. 1, line 1)

2. SL: , *but* at night the dew settled the dust….. (p. 1, line. 2)

   TL: , *namun* di malam hari embun yang terbentuk di udara serta-merta

   menyingkirkan serpihan debu dari permukaan jalan (p. 1, line. 3-5).

3. SL: ….. *and* now….. (p. 1, line. 3)

   TL: ….. *dan* di malam hari ….. (p. 1, line. 6)

4. SL: , *and* while he was a good client they knew….. (p. 1, line. 5)

   TL: , *dan* meskipun dia seorang pelanggan setia, mereka juga tahu….. (p. 1,

   line. 8)

5. SL: ….. *and* looked at the terrace….. (p. 1, line. 14-15)

   TL: ….. *dan* menghadap ke arah teras….. (p. 1, line. 19)

6. SL: A girl *and* a soldier….. (p. 1, line. 16)

   TL: Seorang gadis *dan* prajurit….. (p. 1, line. 21)

7. SL: The girl wore no head covering *and* hurried beside him (p. 1, line. 17).

   TL: Sang gadis tak mengenakan penutup kepala *dan* berjalan terburu-buru di

   samping prajurit itu (p. 1, line. 23-24).

8. SL: ….. *and* paid for the drinks….. (p. 3, line. 70)

   TL: ….. *dan* membayar tagihannya….. (p. 4, line. 86-87)

9. SL: He can buy a bottle *and* drink….. (p. 3, line. 78)

    TL: Dia 'kan bisa beli sebotol *brandy dan* minum….. (p. 4, line. 97)

10. SL: "It is not only a question of youth *and* confidence….. (p. 4, line. 97)

    TL: "Semua ini tidak terpaku pada masalah usia *dan* rasa percaya diri….. (p. 5, line. 120)

11. SL: It was the light of course *but* it is necessary that the place be clean..... (p. 4, line. 102)

    TL: Memang daya tarik café ini adalah pencahayaannya yang terang, *tapi* faktor kebersihan….. (p. 5, line. 128-129)

12. SL: ….. clean *and* pleasant….. (p. 4, line. 102)

    TL: ….. faktor kebersihan *dan* kenyamanan….. (p. 5, line. 129)

13. SL: ….. a certain cleanness *and* order (p. 4, line. 108).

    TL: ….. kebersihan, *dan* kenyamanan ….. (p. 5, line. 136)

14. SL: "The light is very bright *and* pleasant….. (p. 4, line. 119)

    TL: "Cahaya di sini sangat terang *dan* menyenangkan….. (p. 6, line. 151)

15. SL: ….. *but* the bar is unpolished….. (p. 4, line. 119)

    TL: , *tapi* meja barnya kotor….. (p. 6, line. 151)

16. SL: ….. *and* finally….. (p. 5, line. 123)

    TL: ….. *dan* perlahan-lahan….. (p. 6, line. 168)

3.1.2. Subordinator: Literal Translation

1. SL: ….. *because* he was deaf….. (p. 1, line. 3)

    TL: , *karena* ia tuli….. (p. 1, line. 6)

2. SL: , and *while* he was a good client they knew….. (p. 1, line. 5)

TL: , dan *meskipun* dia seorang pelanggan setia, mereka juga tahu….. (p. 1, line. 8)

3. SL: ….. they knew that *if* he became too drunk….. (p. 1, line. 5)

TL: ..... mereka juga tahu bahwa *apabila* pria itu minum lebih banyak lagi….. (p. 1, line. 8-9)

4. SL: ….. *although* those things are very beautiful (p. 4, line. 97)

TL: ….. *meskipun* keduanya memang sangat menggairahkan (p. 5, line. 120-121).

5. SL: ….. *because* there may be someone who needs the cafe." (p. 4, line. 98)

TL: ….. *karena* takut siapa tahu ada yang butuh menghabiskan waktu mereka di sini." (p. 5, line. 121-122)

6. SL: ….. *although* that is all that is provided….. (p. 4, line. 104)

TL: , *meskipun* harga diri adalah satu-satunya yang disediakan….. (p. 5, line. 132)

7. SL: ….. knew *that* the old man was a little drunk….. (p. 1, line. 4-5)

TL: ….. tahu benar *bahwa* si pria tua agak mabuk….. (p. 1, line. 7-8)

8. SL: ….. they knew *that* if he became too drunk….. (p. 1, line. 5)

TL: ….. mereka juga tahu *bahwa* apabila pria itu minum lebih banyak lagi….. (p. 1, line. 8-9)

9. SL: ….. an old man *who* sat….. (p. 1, line. 1)

TL: ….. seorang pria tua *yang* duduk….. (p. 1, line. 2)

10. SL: ….. a table *that* was close….. (p. 1, line. 14)

TL: ….. meja *yang* letaknya merapat….. (p. 1, line. 18)

11. SL: ….. the terrace **where** the tables were all empty….. (p. 1, line. 15)

    TL: ….. teras **di mana** semua meja telah kosong….. (p. 1, line. 19-20)

12. SL: ….. the tree **that** moved slightly….. (p. 1, line. 16)

    TL: ….. pohon **yang** kini bergemerisik….. (p. 1, line. 20-21)

13. SL: ….. those **who** must work." (p. 3, line. 61-62)

    TL: ….. orang lain **yang** harus kerja besok pagi." (p. 3, line. 73-74)

14. SL: ….. The waiter **who** was in a hurry….. (p. 3, line. 64)

    TL: ….. Si pelayan **yang** terburu-buru….. (p. 3, line. 77-78)

15. SL: ….. the waiter **who** was in a hurry….. (p. 3, line. 85)

    TL: ….. pelayan **yang** sedang terburu-buru….. (p. 4, line. 105)

16. SL: ….. of those **who** like to stay late at the café….. (p. 4, line. 93)

    TL: ….. salah satu orang **yang** senang duduk di café sampai larut malam…..

    (p. 5, line. 114)

17. SL: ….. all those **who** do not want to go to bed….. (p. 4, line. 94)

    TL: ….. orang-orang **yang** tidak mau tidur….. (p. 5, line. 115)

18. SL: ….. **who** need a light for the night." (p. 4, line. 94)

    TL: ….. **yang** butuh cahaya di malam hari." (p. 5, line. 115-116)

19. SL: ….. someone **who** needs the cafe." (p. 4, line. 98)

    TL: ….. ada **yang** butuh menghabiskan waktu mereka di sini." (p. 5, line. 122)

20. SL: ….. all **that** is provided….. (p. 4, line. 106)

    TL: ….. satu-satunya **yang** disediakan….. (p. 5, line. 132)

21. SL: It was a nothing **that** he knew too well (p. 4, line. 107)

TL: Ia bahkan tak merasakan apa-apa – kekosongan *yang* sungguh familiar baginya (p. 5, line. 134).

3.1.3. Preposition: Literal Translation

1. SL: …..everyone had left the cafe *except* an old man….. (p. 1, line. 1)

   TL: …..semua orang beranjak meninggalkan café tersebut *kecuali* seorang pria tua….. (p. 1, line. 1)

2. SL: …..an old man who sat *in* the shadow….. (p. 1, line. 1)

   TL: …..seorang pria tua yang duduk *dalam* bayang-bayang….. (p. 1, line. 2)

3. SL: *In* the day time the street was dusty (p. 1, line. 2),

   TL: *Di* siang hari, jalanan di depan café sarat akan debu kotor (p. 1, line. 3),

4. SL: ….. and now *at* night….. (p. 1, line. 3)

   TL: ….. dan *di* malam hari….. (p. 1, line. 6)

5. SL: The two waiters *inside* the café…. (p. 1, line. 4)

   TL: Kedua pelayan cafe yang sedang berberes *di dalam*….. (p. 1, line. 7)

6. SL: ….. he would leave *without* paying….. (p. 1, line. 5-6)

   TL: ….. ia akan pergi *tanpa* membayar (p. 1, line. 8).

7. SL: They sat together *at* a table….. (p. 1, line. 14)

   TL: Kedua pelayan pun duduk berdampingan *di* sebuah meja…..(p. 1, line. 18)

8. SL: ….. the tables were all empty *except* where the old man sat….. (p. 1, line. 15)

   TL: ….. semua meja telah kosong, *kecuali* meja di mana si pria tua sedang duduk…. (p. 1, line. 19-20)

9. SL: The old man sitting *in* the shadow….. (p. 1, line. 23)

   TL: Si pria tua yang tengah duduk *dalam* bayang-bayang….. (p. 2, line. 28)

10. SL: The old man motioned *with* his finger (p. 2, line. 32-33).

    TL: Si pria tua justru menunjuk ke arah gelas *dengan* jarinya (p. 2, line. 42).

11. SL: The waiter took the bottle back *inside* the café (p. 2, line. 35).

    TL: Si pelayan melangkah masuk ke *dalam* café….. (p. 2, line. 45)

12. SL: "He hung himself *with* a rope." (p. 2, line. 42)

    TL: "Gantung diri *dengan* tali." (p. 2, line. 52)

13. SL: I have a wife waiting *in* bed for me." (p. 2, line. 53)

    TL: Aku punya istri yang menungguku *di* ranjang." (p. 3, line. 64)

14. SL: "A wife would be no good *to* him now." (p. 2, line. 55)

    TL: "Sekarang ini istri tak ada gunanya *untuk* dia." (p. 3, line. 66)

15. SL: He drinks *without* spilling (p. 3, line. 59).

    TL: Dia minum *tanpa* pernah menumpahkan minumannya (p. 3, line. 72).

16. SL: The waiter wiped the edge of the table *with* a towel and shook his head (p. 3, line. 68).

    TL: Si pelayan mengelap pinggiran meja *dengan* selembar handuk dan menggelengkan kepalanya (p. 4, line. 83).

17. SL: The waiter watched him go down the street, a very oldman walking unsteadily but *with* dignity (p. 3, line. 70-71).

    TL: Si pelayan kemudian mengamati si pria tua berjalan menyusuri jalan, di usianya yang uzur berusaha keras untuk berjalan seimbang, dan ia melakukannya *dengan* penuh percaya diri (p. 4, line. 88-89).

18. SL: ….. drink *at* home." (p. 3, line. 78)

    TL: ….. minum *di* rumah." (p. 4, line. 97-98)

19. SL: "Everything *but* work." (p. 4, line. 89)

    TL: "Semuanya, *kecuali* pekerjaan." (p. 4, line. 110)

20. SL: "I am of those who like to stay late *at* the cafe," (p. 4, line. 93)

    TL: "Aku salah satu orang yang senang duduk *di* café sampai larut malam,"

    (p. 5, line. 114)

21. SL: "*With* all those who do not want to go to bed. (p. 4, line. 94)

    TL: "*Bersama* orang-orang yang tidak mau tidur….. (p. 5, line. 115)

22. SL: Some lived *in* it….. (p. 4, line. 108)

    TL: Beberapa orang hidup *dalam* tempat macam ini….. (p. 5, line. 136)

23. SL: It was too late at night *for* conversation (p. 5, line. 119).

    TL: Malam sudah terlalu larut baginya *untuk* bersosialisasi dengan pelanggan

    yang suka mengkritik(p. 6, line. 154).

24. SL: Now, *without* thinking further….. (p. 5, line. 122)

    TL: Sekarang, *tanpa* pikir panjang….. (p. 6, line. 167)

25. SL: ….. stood *before* a bar….. (p. 4, line. 113)

    TL: ….. berdiri *di depan* meja bar….. (p. 6, line. 144)

26. SL: , *with* daylight….. (p. 5, line. 123)

    TL: ….. *saat* matahari mulai naik….. (p. 6, line. 168)

27. SL: ….. the shadow the leaves of the tree made *against* the electric light (p. 1,

    line. 2).

TL: ….. bayang-bayang dedaunan pohon yang berdiri kokoh *di samping*

sebuah lampu listrik (p. 1, line. 2-3).

28. SL: ….. a table that was close *against* the wall….. (p. 1, line. 14)

TL: ….. sebuah meja yang letaknya merapat *di* dinding….. (p. 1, line. 18-19)

3.2. Semantically and Non-Syntactically Equivalent Translation

3.2.1. Coordinator: Class-Shift and Unit-Shift

1. SL: , *so* they kept watch on him (p. 1, line. 7).

   TL: *Karena itu*, mereka terus mengawasi pria tua tersebut (p. 1, line. 10).

3.2.2. Preposition

3.2.2.1. Class-Shift and Unit-Shift

1. SL: ….. better *with* a wife." (p. 2, line. 56)

   TL: ….. lebih baik *jika didampingi* seorang istri." (p. 3, line. 67)

2. SL: ….. the waiter *with* a wife (p. 3, line. 80).

    TL: ….. si pelayan *yang telah ber*istri (p. 4, line. 100).)

3.2.2.2. Couplets: Shift & Modulation (Negation of Opposite)

1. SL: ..... *near* the door of the café….. (p. 1, line. 14)

   TL: , *tidak jauh* dari pintu café….. (p. 1, line. 19)

3.2.2.3. Functional Equivalence

1. SL: He would lie *in* the bed….. (p. 5, line. 123)

   TL: Ia akan berbaring *di atas* ranjang….. (p. 6, line. 168)

2. SL: ….. the old man sat *in* the shadow of the leaves of the tree….. (p. 1, line. 15)

   TL: ….. si pria tua sedang duduk *di bawah* rimbunnya dedaunan pohon….. (p. 1, line. 20)

3.3. Non-Semantically and Syntactically Equivalent Translation

3.3.1. Preposition: Modulation (Abstract-Concrete)

1. SL: They went *by* five minutes ago." (p. 1, line. 21)

   TL: Mereka baru saja *lewat* lima menit yang lalu." (p. 1, line. 26-27)

2. SL: I never get into bed *before* three o'clock (p. 2, line. 28-29).

   TL: Aku tidak pernah tidur *di atas* jam 3 subuh (p. 2, line. 36).

3. SL: "I wish he would go home. I never get to bed *before* three o'clock (p. 2, line. 50).

   TL: "Aku harap dia cepat pulang. Aku tidak pernah tidur *di atas* jam 3 subuh (p. 3, line. 61).

4. SL: "Finished," he said, speaking *with* that omission of syntax stupid people employ when talking to drunken people or foreigners. (p. 3, line. 65-66)

   TL: "Sudah habis," sahut si pelayan, *seperti* orang tolol yang sedang berbicara dengan orang mabuk atau orang asing (p. 3, line. 80).

3.4. Non-Semantically and Non-Syntactically Equivalent Translation

3.4.1. Coordinator: Category-Shift: Class-Shift

1. SL: ….. it was quiet *and* he felt the difference (p. 1, line 4).

TL: ….. suasana di jalan tersebut berubah sunyi, *seolah* membawanya ke alam lain (p. 1, line 6).

2. SL: ….. *and* marched out to the old man's table (p. 2, line. 31-32).

   TL: ….. *sebelum* berjalan menghampiri meja si pria tua di teras(p. 2, line. 39).

3. SL: ….. *but* he knew it all was nada y pues nada….. (p. 4, line. 108)

   TL: , *karena* semua tak punya arti (p. 5, line. 138).

4. SL: ….. said the barman *and* turned away (p. 4, line. 116).

   TL: ….. sahut si bartender *sambil* membalikkan badan (p. 6, line. 148).

5. SL: ….. said the waiter *and* went out (p. 5, line. 121).

   TL: ….. sahut si pelayan *sebelum* pergi dari sana (p. 6, line. 156).

6. SL: He smiled *and* stood….. (p. 4, line. 112-113)

   TL: Si pelayan yang usianya lebih tua kontan tersenyum, *seraya* berdiri….. (p. 6, line. 144)

7. SL: The barman looked at him *but* did not answer (p. 5, line. 119).

   TL: Si bartender menatap pelanggannya *tanpa* berkata apa-apa (p. 6, line. 153).

3.4.2. Preposition

3.4.2.1. Triplets: Unit-Shift, Modulation (General-Specific) & Expansion

1. SL: ….. *from* the counter inside the café….. (p. 2, line. 30

   TL: ….. *dari atas* konter di dalam café….. (p. 2, line. 38)

2. SL: ….. took a leather coin purse *from* his pocket….. (p. 3, line. 69)

TL: ….. mengambil dompet koin berbahan kulit ***dari dalam*** saku celana…..

(p. 4, line. 70)

3.4.2.2.   Class-Shift and Unit-Shift

1. SL: ….. that moved slightly ***in*** the wind (p. 1, line. 16).

   TL: …..yang kini bergemerisik ***tertiup*** angin (p. 1, line. 21).

3.5.   Non-Translated Translation

3.5.1. Coordinator: Reduction: Implied Meaning

1. SL: ….. settled the dust ***and*** the old man liked to sit late….. (p. 1, line. 3)

   TL: ….. menyingkirkan serpihan debu dari permukaan jalan*.* Itulah sebabnya

   si pria tua senang duduk di café saat semua orang justru ingin pulang ke

   rumah (p. 1, line. 4-6)

2. SL: Stop talking nonsense ***and*** lock up." (p. 4, line. 92)

   TL: Tidak perlu bicara macam-macam*.* Lebih baik kita mengunci café ini." (p.

   5, line. 113)

3. SL: It was only that light was all it needed ***and*** a certain cleanness….. (p. 4,

   line. 108)

   TL: Fungsi cahaya*,* kebersihan….. (p. 5, line. 136)

3.5.2. Subordinator

3.5.2.1.   Reduction: Implied Meaning

1. SL: ….. it is necessary ***that*** the place be clean and pleasant (p. 4, line. 104).

TL: ….. faktor kebersihan dan kenyamanan juga tak kalah menarik (p. 5, line. 129)

3.5.2.2.　　　Reduction: Non-Implied Meaning

1. SL: "He stays up *because* he likes it." (p. 2, line. 52)

   TL: "Dia suka bergadang." (p. 3, line. 63)

3.5.3.　Preposition: Reduction: Implied Meaning

1. SL: ….. he continued the conversation *with* himself (p. 4, line. 103-104).

   TL: ..... si pelayan yang berusia lebih tua melanjutkan pembicaraan itu seorang diri (p. 5, line. 128-129).

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