

**THE TRANSLATION OF PRESENT PERFECT VERB PHRASES IN SIR
ARTHUR CONAN DOYLE'S *THE HOUND OF THE BASKERVILLES*
INTO *ANJING SETAN***

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining
the Bachelor Degree in English Literature



By:

YELI SETYAWATI

11150043

ENGLISH DEPARTMENT

FACULTY OF ADAB AND CULTURAL SCIENCES

STATE ISLAMIC UNIVERSITY SUNAN KALIJAGA

YOGYAKARTA

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A FINAL PROJECT STATEMENT

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Yogyakarta, 02 June 2015

The Writer



YELI SETYAWATI

NIM: 11150043



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA
FAKULTAS ADAB DAN ILMU BUDAYA

Jl. Marsda Adisucipto Yogyakarta 55281 Telp./Fak. (0274) 513949
Web : <http://adab.uin-suka.ac.id> E-mail : adab@uin-suka.ac.id

PENGESAHAN SKRIPSI/TUGAS AKHIR

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Yang dipersiapkan dan disusun oleh :

Nama : **Yeli Setyawati**

NIM : **11150043**

Telah dimunaqosyahkan pada : **Selasa, 16 Juni 2015**

Nilai Munaqosyah : **A-**

Dan telah dinyatakan diterima oleh **Fakultas Adab dan Ilmu Budaya UIN Sunan Kalijaga.**

TIM MUNAQOSYAH

Ketua Sidang

Arif Budiman, MA

NIP 19780309 201101 1 003

Penguji I

Fuad Arif Fudiyartanto, M.Ed

NIP 19720928 199903 1 002

Penguji II

Dwi Margo Yuwono, M.Hum

NIP 19770419 200501 1 002

Yogyakarta, 23 Juni 2015
Dekan Fakultas Adab dan Ilmu Budaya



Dr. Zamzam Afandi, M.Ag

NIP 1963111 199403 1 002



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA
FAKULTAS ADAB DAN ILMU BUDAYA
JURUSAN SASTRA INGGRIS**

Alamat: Jl. Marsda Adisucipto Telp./Fax. (0274) 513949 Yogyakarta 55281, email: si@uin-suka.ac.id

NOTA DINAS

Hal : Skripsi
a.n. Yeli Setyawati

Yth.
Dekan Fakultas Adab dan Ilmu Budaya
UIN Sunan Kalijaga
Yogyakarta

Assalamualaikum Wr. Wb.

Setelah memeriksa, meneliti, dan memberikan arahan untuk perbaikan atas skripsi saudara:

Nama : Yeli Setyawati
NIM : 11150043
Prodi : Sastra Inggris
Fakultas : Adab dan Ilmu Budaya
Judul : "The Translation of Present Perfect Verb Phrases in Sir Arthur Conan Doyle's *The Hound of the Baskervilles* into *Anjing Setan*"

Kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqasyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris. Atas perhatiannya, kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Yogyakarta, 3 Juni 2015

Pembimbing,


Arif Budiman, MA
NIP 19780309 201101 1 003

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ABSTRACT

This research discusses about the translation of present perfect verb phrases in Sir Arthur Conan Doyle's *The Hound of the Baskervilles* into bahasa Indonesia. This is a descriptive-qualitative research. This research is intended to describe the translation of present perfect verb phrase and to find out its equivalence. It is analyzed descriptively by using semantics and syntactic approach and the theories of verb phrase, tense, aspect, and Catford's translation shift. The results of this research are: (1) the present perfect verb phrases in the novel, some are not translated (non-translated translation) and some are translated into *sudah*, *telah*, *pernah*, *sudah pernah*, *belum*, *belum pernah*, and *tidak pernah*, (2) in the translation process, some shifts occur. Translation shifts occurred are level shifts and category shifts. Level shift occurs in the translation process of present perfect verb phrases into *sudah*, *telah*, *pernah*, *sudah pernah*, *belum*, *belum pernah*, and *tidak pernah*. Then, the category shifts occur in the translation into *telah* (unit shift), *belum* (unit shift), *sudah pernah* (unit shift), and non-translated translation (unit shift and class shift) (3) some data are both lexically and contextually equivalent and some data are contextually equivalent but lexically non-equivalent.

Keywords: *translation; verb phrases; translation shift; translation equivalence.*

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ABSTRAK

Penelitian ini membahas mengenai terjemahan 'present perfect verb phrases' di novel *The Hound of the Baskervilles* karya Sir Arthur Conan Doyle ke dalam bahasa Indonesia. Ini merupakan penelitian deskriptif-kualitatif. Penelitian ini ditujukan untuk mendeskripsikan terjemahan 'present perfect verb phrases' dan untuk mengetahui ekuivalensinya. Ini dianalisis secara deskriptif dengan menggunakan pendekatan semantik dan sintaktik, dan teori frasa verbal, 'tenses', aspek, dan pergeseran terjemahan Catford. Hasil dari penelitian ini adalah: (1) 'present perfect verb phrases', ada beberapa yang tidak diterjemahkan, dan beberapa diterjemahkan menjadi sudah, telah, pernah, sudah pernah, belum, belum pernah, dan tidak pernah (2) dalam proses penerjemahan, ada beberapa pergeseran yang terjadi. Pergeseran yang terjadi adalah 'level shift' dan 'category shift'. 'Level shift' terjadi dalam proses terjemahan 'present perfect verb phrases' menjadi sudah, telah, pernah, sudah pernah, belum, belum pernah, dan tidak pernah. Kemudian, 'category shift' terjadi dalam proses terjemahan menjadi telah (unit shift), belum (unit shift), sudah pernah (unit shift), dan penerjemahan tidak diterjemahkan (3) beberapa data baik secara leksikal dan kontekstual ekuivalen dan beberapa data secara kontekstual ekuivalen tetapi secara leksikal tidak ekuivalen.

Kata kunci: *terjemahan; frasa verbal; pergeseran terjemahan; ekuivalensi.*

MOTTO

***“We have resolved to endure the
endurable and suffer what is
insufferable.”***

-Hirohito-

(The Emperor of Japan)

DEDICATION

This graduating paper
is dedicated
to my beloved parents
and
my beloved sister.....

Demí Endarwati, S.Kom.

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The Writer



Yeli Setyawati
NIM: 11150043

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LIST OF ABBREVIATIONS

No.	Abbreviation	Meaning
1.	A	Adverb
2.	Adv.	Adverbial
3.	Aux.	Auxiliary
4.	C	Complement
5.	CALD3	Cambridge Advanced Learner's Dictionary Third Edition
6.	Conj.	Conjunction
7.	DO	Direct Object
8.	E	Equivalent
9.	H	Head
10.	IO	Indirect Object
11.	KBBI	Kamus Besar Bahasa Indonesia
12.	LV	Lexical Verb
13.	O	Object
14.	OLPD4	Oxford Learner's Pocket Dictionary Fourth Edition
15.	P	Predicate
16.	PPVP	Present Perfect Verb Phrase
17.	S	Subject
18.	SL	Source Language
19.	ST	Source Text
20.	TL	Target Language
21.	TT	Target Text
22.	V	Verb
23.	VP	Verb Phrase

CHAPTER I

INTRODUCTION

1.1. Background of Study

Language is a means of communication for people in the daily life. People use language in order to communicate with others, to express the personal reactions to situation, to stimulate a response on someone else, to convey the personal emotion and thought, etc. In the world, there are many languages, such as English, German, bahasa Indonesia, Spanish, French, etc. Each of them is unique. It means that each has its own characteristics whether it is in sounds, words, and formations of the sentences. It is explicitly stated in Holy Koran, Surah Ar-Rum verse 22 below:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ
وَالْوَلَوْنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿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” (Ali, 1989:1182).

In fact, not all people understand each language in the world so that the misunderstanding is often experienced by participants in communication. One way to solve this problem is by using translation. Translation is an instrument or a technique for learning the foreign language. It also means as an instrument in transmitting culture. Besides, translation is meant as a process of interpreting one

language to another language. As Bell stated in his book *Translation and Translating: Theory and Practice*, the definition of translation is: (a) the processes of activity, (b) the product or the translated text, and (c) the abstract concept which encompasses both the process of translating and the product of that process (1997: 19).

In the process of translation, sometimes the translator finds some shifts to achieve the equivalence between ST and TT. Translation shifts are used when the source text cannot be translated closely to the linguistic form of the source text (Hatim, 2001:15). According to Catford, the definition of shift is “departures from formal correspondence in the process of going from the source language (SL) to the target language (TL)” (1965: 73).

One case of translation shifts occurs in the translation of present perfect verb phrases (PPVP). The translation of PPVP sometimes experiences translation shift when translated into bahasa Indonesia. This is because English and bahasa Indonesia have different ways to reveal the time frame. English reveals the time frame grammatically while bahasa Indonesia is a language that does not have a grammatical system to uncover the time frame. Bahasa Indonesia uses lexical elements to reveal the time frame at an event.

In English, the grammatical system to uncover the time frame is called tense. A tense is a pattern of verb forms that shows when an action happens. Things can happen now, in the future, or in the past. In English, there are three basic tenses. Those are the present (verb form that expresses an action happening now or at the time of speaking), the past (form of a verb used to describe actions

in the past), and the future (form of a verb that expresses what will happen after the present). Each tense has the simple, the continuous, and the perfect aspect. The simple aspects are used to show facts, something happened regularly and habitually. The continuous aspects are used when talking about a particular point in time. The perfect aspects are used to indicate that an action or circumstance occurred earlier than the particular time.

Relating to that case, this research discusses about translation shift of PPVP. Besides, it also discusses about the equivalence of PPVP since the equivalence is the key of translation. According to Catford, the central problem of translation practice is that of finding TL translation equivalents (1965:21). Hatim says that equivalence is taken to be the basis on which source language (SL) textual material is replaced by target language (TL) textual material (2001:14).

The subject of this research is *The Hound of the Baskervilles* and its translation, *Anjing Setan*. There are two reasons why the researcher chooses this novel as the subject of this research. First, *The Hound of the Baskervilles* is a popular novel. It is the third of the four crime novels written by Sir Arthur Conan Doyle featuring the detective Sherlock Holmes. According to BBC, in 2003, the book was listed as number 128 of 200 on the BBC's "The Big Read" poll of the UK's "best-loved novel" (<http://www.bbc.co.uk/arts/bigread/top200.shtml>). Then, according to Stock (1999), in 1999, *The Hound of the Baskervilles* was listed as the top Holmes novel (<http://www.bestofsherlock.com/story/storyhm.htm>). Second, this novel contains many PPVP translated in many ways. Therefore, it is

a good source for the researcher to analyze the translation of PPVP in English into bahasa Indonesia.

Here are the examples of the translation of PPVP in *The Hound of the Baskervilles* into *Anjing Setan*:

1. ST: I **have heard** your name mentioned in connection with that of your friend. (Doyle, 2014: 5)

TT: Aku **sudah mendengar** namamu disebut-sebut dalam kaitan dengan Mr. Holmes. (Tanuwidjaja, 2013: 14)

2. ST: “...., he **has suffered** something to atone for them.” (Doyle, 2014: 79)

TT: “...., ia **telah cukup menderit**a sebagai balasannya.” (Tanuwidjaja, 2013: 181)

3. ST: “But I **have seen** more than that,” said he. (Doyle, 2014: 8)

TT: “Tapi aku **melihat** lebih dari itu,” katanya. (Tanuwidjaja, 2013: 22)

In the example above, it is seen that the PPVP is translated in many ways. In the first ST, PPVP **have heard** is translated into **sudah mendengar**. In the second ST, PPVP **has suffered** is translated into **telah cukup menderit**a. In the third ST, PPVP **have seen** is translated into **melihat**. In the first and the second ST, grammatical level in the formation of present perfect (has/ have + V3), in this case are **have heard** and **has suffered**, is translated into lexis **sudah** and **telah**. In the third ST, grammatical level in the formation of present perfect is not translated.

The fact that PPVP are translated in many ways intends the researcher interest to analyze the translation of PPVP in Sir Arthur Conan Doyle's *The Hound of the Baskervilles* into bahasa Indonesia.

1.2. Research Questions

Based on the background of study in this research, some questions will be formulated as follows:

1. How are the PPVP in Sir Arthur Conan Doyle's *The Hound of the Baskervilles* translated into bahasa Indonesia? Is there any translation shift?
2. How is the equivalence of the translation of PPVP in the translation of Sir Arthur Conan Doyle's *The Hound of the Baskervilles* into bahasa Indonesia?

1.3. Objectives of Study

The objectives of this research are:

1. to describe the translation of PPVP in the translation of Sir Arthur Conan Doyle's *The Hound of the Baskervilles* into bahasa Indonesia, whether they experience shifts or not;
2. to find out the equivalence of the translation of PPVP in Sir Arthur Conan Doyle's *The Hound of the Baskervilles* into bahasa Indonesia.

1.4. Significances of Study

Theoretically, this research presents an obvious description about the translation of PPVP in Sir Arthur Conan Doyle's *The Hound of the Baskervilles* and its translation *Anjing Setan* by Sendra B. Tanuwidjaja.

Practically, this research may have benefits to the readers, especially to the students of English Literature Faculty of Adab and Cultural Sciences, UIN Sunan Kalijaga Yogyakarta. It can enlarge the reader's knowledge about PPVP and its translation into bahasa Indonesia. It will help the next researchers who are going to conduct research in this area. Besides, this study is expected to give valuable contribution for the beginner translators to resolve their problem in translating the PPVP.

1.5. Literature Review

There are two prior researches that have relationship with the topic of this research. The first prior research is taken from Sekolah Tinggi Bahasa Asing (STBA) LIA entitled "The Indonesian Translation of Verbal Phrases of Perfect Tenses in Sue Monk Kidd's *The Secret Life of Bees*", by Ica Purnawati, in 2010. It discusses the translation of verbal phrases of perfect tenses in Sue Monk Kidd's *The Secret Life of Bees*. The problem statements of this thesis are: (1) how does the translator translate the verbal phrases of perfect tenses in Sue Monk Kidd's *The Secret Life of Bees* into Indonesian? (2) is the translation equivalent? The objectives of this study are to find out how the translator translates verbal phrases of perfect tenses in *The Secret Life of Bees* into Indonesian and to find out whether the translation is equivalent. The writer collects the data (perfect tenses) from Source Language (SL) and Target Language (TL) novel and classifies the data into present perfect and past perfect tenses. The equivalence of the translation is examined by considering the aspect, tense, and individual verb meaning using semantics and pragmatics. The result of this study is that there are several ways

used by the translator in translating the perfect tenses into Indonesian. It is because the meaning of perfect tenses is different with and within a different context. Then, most of the perfect tenses are translated equivalently.

The second prior research is taken from UIN Sunan Kalijaga entitled “Unit Shift in the Translation of Arthur Conan Doyle’s *The Hound of the Baskerville*”, by Ahmad Tito Bramudia, in 2014. It focuses on the shifts of bound morphemes occur in the translation of Arthur Conan Doyle’s *The Hound of the Baskerville*. The problem statements of this thesis are: (1) how are the bound morpheme shifts that occur in the translation of Arthur Conan Doyle’s *The Hound of the Baskerville*? (2) what bound morpheme shifts are most dominant to occur in the translation of Arthur Conan Doyle’s *The Hound of the Baskerville*? The theory used is Catford’s translation shift. The method used to analyze is qualitative-quantitative method that is explaining descriptively and statistically.

From two prior researches above, it can be concluded that Purnawati’s research is quite similar to this research. Both discuss about translation of PPVP. However, there is a difference here. Purnawati focuses on both verb phrase of present perfect and verb phrase of past perfect, while this research just focuses on verb phrases of present perfect. Purnawati uses the Sue Monk Kidd’s *The Secret Life of Bees* as the subject, while this research uses Sir Arthur Conan Doyle’s *The Hound of the Baskerville* as the subject. Both are also different in theories used for examining the equivalence of translation. Purnawati uses semantics and pragmatics, while this research uses semantics and syntax to examine the equivalence of translation.

On the other hand, this research is different with Bramudia's research. Bramudia discusses about shifts of bound morphemes occur in the translation of Arthur Conan Doyle's *The Hound of the Baskerville*. Whereas, this research discusses about the translation of PPVP in *The Hound of the Baskerville* into bahasa Indonesia. But, both are similar in the subject of the research, which is Sir Arthur Conan Doyle's *The Hound of the Baskerville*.

1.6. Theoretical Approach

This research uses some theories to analyze the data and answer the research questions. The theories applied in this study are the theories on phrasal verb, verb phrase, verb phrase of present perfect, tense, aspect, translation, and Catford's translation shift. Then, the approach used to analyze the data is syntactic and semantics approach.

Theories on the phrasal verb, verb phrase, tense, aspect, and translation help the researcher to get the basic understanding to the topic being discussed. Theories on Catford's translation shift and syntactic approach is suitable to support this research in answering the first problem, since this research analyzes about the translation of PPVP, whether they experience translation shift or not. Syntactic approach is used in analyzing the process of translation shift in translating PPVP. According to Poole, the focus of syntactic approach is on sentence structure and grammar (2002:3). Then, semantics approach is used to analyze the meaning of ST and TT. This approach is suitable to support this research to answer the second problem; it is used in analyzing the ST and TT to find out whether the message or meaning in ST is well-conveyed in TT or not. It

is also used to help in analyzing the PPVP and its translation, and to find out whether the PPVP are translated equivalently or not.

1.7. Method of Research

Method of research is a way to systematically solve the research problem. In this method of research, it would be described the type of research, the data sources, the data collection technique, and the data analysis technique.

1.7.1. Type of Research

The type of this research is descriptive-qualitative research. According to Kothari, “descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present” (2004: 2). In this research, the data are analyzed by explaining them descriptively.

Kothari says that quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind (2004: 3).

Then, the method that is used in this research is library research, since the research involves a novel, in which it is one of various types of texts as the subject of the analysis. The writer does the library research by reading and studying some references, i.e.: thesis and books concerned with the related topics.

1.7.2. Data Sources

The data sources in this research are novel entitled *The Hound of the Baskervilles* written by Sir Arthur Conan Doyle and its translation entitled *Anjing Setan* translated by Sendra B. Tanuwidjaja. *The Hound of the Baskervilles* is

English novel originally published by Dover Publications in 1902. However, for this research, the researcher uses its PDF version published by epub Books in 2014. It consists of 125 pages. Then, *Anjing Setan* is published by Gramedia Pustaka Utama in 2013. It consists of 296 pages.

1.7.3. Data Collection Technique

This research uses content analysis method in collecting the data, since the data of the research are collected from a novel and its translation which notably are printed materials. Kothari says that “content-analysis consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed” (2004: 110).

Content-analysis is included in the other methods by Kothari. According to Kothari, there are five kinds of method of collecting data. They are observation, interview, questionnaires, schedule use, and other methods. The other methods consist of (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 (2004: 96).

The process of collecting data are, first, reading the novel in ST and marking the PPVP by underlining and giving numbers to them. Second, finding their translation in *Anjing Setan* and marking it. The last is classifying the data based on its translation and putting it on the data table side by side.

1.7.4. Data Analysis Technique

As stated in the type of research, this research is descriptive-qualitative research. In this research, the data of the research which are qualitative, since it is one of various types of texts, are analyzed by explaining them descriptively. The analyzing data steps are:

1. finding how the PPVP in the ST is translated into TT;
2. comparing the categories between PPVP and its translation;
3. comparing the sentence meaning in ST and TT to find out the equivalence of the PPVP;
4. writing the final conclusion of this research.

1.8. Paper Organization

This research is divided into four chapters. Chapter one consists of introduction: background of study, research questions, objectives of study, significances of study, literature review, theoretical approach, method of research, and paper organization. Chapter two discusses the theories more deeply. The content is about the explanation of translation theory, Catford's translation shift, tense, aspect, verb phrase of present perfect, phrasal verb, and tense and perfective aspect in bahasa Indonesia. Chapter three, the research finding and discussion, presents the research finding and explanation of the translation of PPVP. Chapter four is the conclusion from the entire discussion and suggestions for the readers.

CHAPTER IV

CONCLUSION

4.1. Conclusion

Based on the analysis in the previous chapter about the present perfect verb phrases and their translations into bahasa Indonesia found in Sir Arthur Conan Doyle's *The Hound and the Baskervilles*, several conclusions can be drawn. First, it can be concluded that the aspect perfect of present perfect verb phrases in the novel are translated into *sudah*, *telah*, *pernah*, and, *sudah pernah*. Besides, there are some aspect perfect of present perfect verb phrases that are not translated (non-translated translation). In addition, some aspect perfect of present perfect verb phrases are also translated in negatives (*belum*, *belum pernah*, and *tidak pernah*).

The case that mostly happens is the translation into *sudah*. Then, non-translated translation comes to be the second most frequently case after the translation into *sudah*. The translation into *telah* and the translation into *pernah* are two cases that seldom happen. Next, the translation into negatives (*belum*, *belum pernah*, and *tidak pernah*) and the translation into *sudah pernah* come to be the cases that very rarely happen.

In the translation process, some shifts occur. Translation shifts that are occurred are level shifts and category shifts. Level shifts occur in the translation process of PPVP into *sudah*, *telah*, *pernah*, *sudah pernah*, and negatives (*belum*, *belum pernah*, and *tidak pernah*). In this case, grammatical level in the formation of

perfective tense in the source language, English is translated into lexis in target language, bahasa Indonesia. Next, the category shifts occur in the translation into *telah* (unit shift), negative; *belum* (unit shift), *sudah pernah* (unit shift), and non-translated translation (unit shift and class shift).

Second is about the equivalence. After analyzing all the data, it can be concluded that some data are lexically and contextually equivalent and some are contextually equivalent but lexically non-equivalent. In fact, the contextual meaning is more important than lexical meaning in the translation since the aims of translation is to transfer the message in ST into TT. The translation is still considered equivalent though both SL and TL have different lexical meaning. However, it is considered as non-equivalent translation when both SL and TL are contextually non-equivalent.

4.2. Suggestion

Translation is one way to solve the problem of misunderstanding that is often experienced by participants in communication. Therefore, the translation should be done properly and correctly. In other words, the translation of SL into TL should be equivalent. In order to achieve the equivalence, the translators are expected to have language skills, mastering all elements of both the source language and the target language.

This research is about the translation of present perfect verb phrases. The next researchers can analyze this research further, for example, analyze about why the translator translates the PPVP into different perfective aspect (*sudah*, *telah*, *pernah*, *sudah pernah*, etc.) and also analyze about when each of those perfective

aspect are used in the translation of PPVP. In addition, the next researchers can also do research related to this research, such as the translation of verb phrases of past perfect tenses and the translation of verb phrases of progressive tenses by using same theories or different theories, such as Mona Baker's theory and New Mark's theory.



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APPENDICES

1. Sudah

1.1. Both Lexically and Contextually Equivalent

No.	ST	TT
1.	I <i>have heard</i> your name mentioned in connection with that of your friend. (Doyle, 2014: 5)	Aku <i>sudah mendengar</i> namamu disebut-sebut dalam kaitan dengan Mr. Holmes. (Tanuwidjaja, 2013: 14)
2.	You may possibly <i>have read</i> my little monograph upon the subject. (Doyle, 2014: 6)	Kau mungkin <i>sudah membaca</i> tulisanku mengenai hal itu. (Tanuwidjaja, 2013: 17)
3.	I <i>have cross-examined</i> these men,.... (Doyle, 2014: 15)	Aku <i>sudah memeriksa si-lang</i> orang-orang ini,.... (Tanuwidjaja, 2013: 38)
4.	The pen <i>has spluttered</i> twice in a single word,.... (Doyle, 2014: 24)	Penanya <i>sudah menyembur</i> dua kali dalam satu kata,.... (Tanuwidjaja, 2013: 56)
5.	...., we <i>have drawn</i> as much as we can,.... (Doyle, 2014: 24)	...., kita <i>sudah mendapatkan</i> semua yang bisa diperoleh,.... (Tanuwidjaja, 2013: 57)
6.	I seem to <i>have come into</i> an inheritance,....” (Doyle, 2014: 26)	tampaknya aku <i>sudah mendapat</i> warisan,....” (Tanuwidjaja, 2013: 60)
7.	The shadow <i>has departed</i> and will not return. (Doyle, 2014: 28)	Penguntit mereka <i>sudah pergi</i> dan tidak akan kembali. (Tanuwidjaja, 2013: 66)
8.	He <i>has used</i> this hotel for many years (Doyle, 2014: 31)	Dia <i>sudah</i> bertahun-tahun <i>menggunakan</i> hotel ini (Tanuwidjaja, 2013: 71)
9.	...., I <i>have made inquiry</i> all over the hotel,.... (Doyle, 2014: 32)	...., Saya <i>sudah bertanya-tanya</i> ke seluruh hotel,.... (Tanuwidjaja, 2013: 73)
10.	<i>Have you met</i> Mr. James Desmond? (Doyle, 2014: 34)	Kau <i>sudah bertemu</i> Mr. James Desmond? (Tanuwidjaja, 2013: 77)
11.	I <i>have wired</i> to get his name and address from the Official Registry. (Doyle, 2014: 37)	Aku <i>sudah mengirim telegram</i> untuk mendapatkan nama dan alamatnya dari Kantor Pendaftaran Resmi. (Tanuwidjaja, 2013: 82)
12.	I’ve <i>driven</i> my cab this seven	Saya <i>sudah mengemudikan</i>

	years and never a word of complaint. (Doyle, 2104: 37)	kereta selama tujuh tahun dan belum pernah mendapat keluhan satu pun. (Tanuwidjaja, 2013: 83)
13.	Sir Charles's generosity <i>has given</i> us the means to do so. (Doyle, 2014: 45)	Kedermawanan Sir Charles <i>sudah memberi</i> kami jalan untuk itu. (Tanuwidjaja, 2013: 102)
14.	"Your net and box would <i>have told</i> me as much," said I,.... (Doyle, 2014: 49)	"Jaring dan kotakmu <i>sudah memberitahuku</i> ," kataku,.... (Tanuwidjaja, 2013: 110)
15.	The records of your detective <i>have reached</i> us here,...." (Doyle, 2014: 50)	Keberhasilan detektifmu <i>sudah mencapai</i> tempat ini,.... (Tanuwidjaja, 2013: 112)
16.	I <i>have found</i> them out. (Doyle, 2014: 51)	Aku <i>sudah menemukannya</i> . (Tanuwidjaja, 2013: 116)
17.	"You <i>have introduced</i> yourselves, I can see." (Doyle, 2014: 54)	"Bisa kulihat kau <i>sudah memperkenalkan</i> diri." (Tanuwidjaja, 2013: 122)
18.	Life <i>has become</i> like that great Grimpen Mire,.... (Doyle, 2014: 56)	Kehidupan <i>sudah menjadi</i> sangat mirip Grimpen Mire,.... (Tanuwidjaja, 2013: 126)
19.	I <i>have done</i> my duty now and I will say no more. (Doyle, 2014: 57)	Aku <i>sudah melakukan</i> tugasku sekarang, dan aku tidak ingin mengatakan apa-apa lagi. (Tanuwidjaja, 2013: 128)
20.	...., we <i>have made</i> a plan of campaign founded upon my observations of last night. (Doyle, 2014: 62)	...., kami <i>sudah menyusun</i> rencana tindakan berdasarkan pengamatanku semalam. (Tanuwidjaja, 2013: 141)
21.	I may <i>have spoken</i> too warmly, sir," said he,.... (Doyle, 2014: 76)	Saya mungkin <i>sudah berbicara</i> terlalu keras, Sir," katanya,.... (Tanuwidjaja, 2013: 175)
22.	They <i>have given up</i> the chase there,.... (Doyle, 2014: 76)	Mereka <i>sudah menghentikan</i> pengejaran di daerah ini,.... (Tanuwidjaja, 2013: 176)
23.	We <i>have provided</i> him with all that he can want. (Doyle, 2014: 77)	Kami <i>sudah menyediakan</i> semua yang bisa dimintanya. (Tanuwidjaja, 2013: 176)
24.	We <i>have gained</i> that much. (Doyle, 2014: 78)	Kita <i>sudah mengetahui</i> sebanyak itu. (Tanuwidjaja, 2013: 180)
25.	I've <i>closed</i> the wood where the Fernworthy folk used to picnic. (Doyle, 2014: 88)	Aku <i>sudah menutup</i> hutan yang biasa digunakan keluarga Fernworthy berpiknik. (Tanuwidjaja, 2013: 201)
26.	They <i>have treated</i> me shamefully –shamefully. (Doyle,	Mereka <i>sudah memperlakukan</i> diriku dengan cara yang

	2014: 90)	memalukan –memalukan. (Tanuwidjaja, 2013: 205)
27.	He <i>has given</i> me an extra pair of eyes,.... (Doyle, 2014: 93)	Dia <i>sudah memberikan</i> sepasang mata tambahan,.... (Tanuwidjaja, 2013: 215)
28.	Your interview with the lady <i>has cleared</i> the situation very much. (Doyle, 2014: 95)	Wawancaramu dengan wanita ini <i>sudah</i> sangat <i>memperjelas</i> situasinya. (Tanuwidjaja, 2013: 219)
29.	He <i>has beaten</i> us, Watson. (Doyle, 2014: 97)	Dia <i>sudah mengalahkan</i> kita, Watson. (Tanuwidjaja, 2013: 222)
30.	...., I <i>have thrown away</i> the life of my client. (Doyle, 2014: 97)	...., aku <i>sudah menyia-nyiakan</i> nyawa klienku. (Tanuwidjaja, 2013: 224)
31.	By his cries he must <i>have run</i> a long way,.... (Doyle, 2014: 99)	Dari jeritannya dia pasti <i>sudah berlari</i> cukup lama,.... (Tanuwidjaja, 2013: 227)
32.	“My friend here, Dr. Watson, <i>has informed</i> me....” (Doyle, 2014: 108)	“Teman saya ini, Dr. Watson, <i>sudah memberitahu</i> saya....” (Tanuwidjaja, 2013: 247)
33.	“You <i>have confessed</i> that you asked Sir Charles...” (Doyle, 2014: 109)	“Anda <i>sudah mengakui</i> bahwa Anda meminta Sir Charles....” (Tanuwidjaja, 2013: 247)
34.	He <i>has lied</i> to me,.... (Doyle, 2014: 109)	Dia <i>sudah membohongi</i> saya,.... (Tanuwidjaja, 2013: 248)
35.	“You <i>have saved</i> my life.” (Doyle, 2014: 96)	“Kau <i>sudah menyelamatkan</i> nyawaku.” (Tanuwidjaja, 2013: 263)
36.	“Those shots must <i>have told</i> him,....” (Doyle, 2014: 116)	“Tembakan-tembakan tadi pasti <i>sudah memberitahunya</i> ,....” (Tanuwidjaja, 2013: 264)
37.	...., this fog may <i>have deadened</i> them. (Doyle, 2014: 116)	...., mungkin kabut ini <i>sudah meredamnya</i> . (Tanuwidjaja, 2013: 264)
38.	She <i>has fainted</i> from ill-usage and exhaustion. (Doyle, 2014: 117)	Dia <i>sudah kehabisan tenaga</i> . (Tanuwidjaja, 2013: 266)
39.	...., Mlle. Carere <i>has blurred</i> my recollection of Baskerville Hall. (Doyle, 2014: 120)	...., Mlle. Carere <i>sudah mengaburkan</i> ingatanku akan Baskerville Hall. (Tanuwidjaja, 2013: 275)

1.2. Contextually Equivalent but Lexically Non-Equivalent

No.	ST	TT
1.	We <i>have established</i> a most important fact by these questions (Doyle, 2014: 31)	Kita <i>sudah mendapat</i> fakta yang paling penting dengan pertanyaan-pertanyaan ini (Tanuwidjaja, 2013: 71)
2.	<i>Have</i> you <i>made</i> your will, Sir Henry? (Doyle, 2014: 35)	Apakah kau <i>sudah menulis</i> surat wasiatmu, Sir Henry? (Tanuwidjaja, 2013: 78)
3.	I <i>have made</i> some inquiries myself in the last few days,.... (Doyle, 2104: 40)	Aku sendiri <i>sudah melakukan</i> penyelidikan selama beberapa hari terakhir ini,.... (Tanuwidjaja, 2013: 88)
4.	...., you <i>have made</i> your fresh arrangements,.... (Doyle, 2014: 45)	...., Anda <i>sudah mengatur</i> segalanya,.... (Tanuwidjaja, 2013: 101)
5.	You've <i>lived</i> near me for some weeks, Watson. (Doyle, 2014: 66)	Kau <i>sudah bersamaku</i> selama beberapa minggu, Watson. (Tanuwidjaja, 2013: 150)

2. Telah

2.1. Both Lexically and Contextually Equivalent

No.	ST	TT
1.	The recent sudden death of Sir Charles Baskerville,.... <i>has cast</i> a gloom over the county. (Doyle, 2014: 9)	Kematian tiba-tiba Sir Charles Baskerville,.... <i>telah membuat</i> penduduk wilayah ini berduka. (Tanuwidjaja, 2013: 25)
2.	Dr. James Mortimer,.... <i>has given</i> evidence to the same effect. (Doyle, 2014: 10)	Dr. James Mortimer,.... <i>telah menunjukkan</i> bukti-buktinya. (Tanuwidjaja, 2013: 26)
3.	...., and he <i>has spent</i> a large fortune in litigation. (Doyle, 2014: 60)	...., dan <i>telah menghabiskan</i> sejumlah besar uang untuk kasus penuntutan. (Tanuwidjaja, 2013: 136)
4.	...., he <i>has suffered</i> something to atone for them. (Doyle, 2014: 79)	...., ia <i>telah cukup menderita</i> sebagai balasannya. (Tanuwidjaja, 2013: 181)

2.2. Contextually Equivalent but Lexically Non-Equivalent

No.	ST	TT
1.	...., we <i>have betrayed</i> ourselves and lost our man. (Doyle, 2014: 28)	...., kita <i>telah mengungkapkan</i> kehadiran kita dan kehilangan buruan. (Tanuwidjaja, 2013: 66)

3. Pernah (Both Lexically and Contextually Equivalent)

No.	ST	TT
1.	....., the man <i>has practiced</i> in town before going to the country. (Doyle, 2014: 2)	....., orang ini <i>pernah berpraktek</i> di kota sebelum pindah ke pedalaman.” (Tanuwidjaja, 2013: 9)
2.	“In a modest way I <i>have combated</i> evil,.....” (Doyle, 2014: 16)	“Dengan cara yang paling sederhana aku <i>pernah melawan</i> setan,.....” (Tanuwidjaja, 2013: 38)
3.	“I <i>have heard</i> it.” (Doyle, 2014: 49)	“Aku <i>pernah mendengarnya</i> .” (Tanuwidjaja, 2013: 111)
4.	Mrs. Stapleton <i>has heard</i> her husband discuss the problem on several occasions. (Doyle, 2014: 125)	Mrs. Stapleton <i>pernah mendengar</i> suaminya mendiskusikan masalah itu dalam beberapa kesempatan. (Tanuwidjaja, 2013: 290)

4. Sudah Pernah (Both Lexically and Contextually Equivalent)

No.	ST	TT
1.	I’ve <i>heard</i> of the hound ever since I was in the nursery. (Doyle, 2014: 26)	aku <i>sudah pernah mendengar</i> tentang anjing itu sejak masih anak-anak. (Tanuwidjaja, 2013: 60)

5. Non-Translated (Both Lexically and Contextually Equivalent)

5.1. Perfect Aspect Formed by Have/ Has + V3

No.	ST	TT
1.	“You <i>have presented</i> an inch or two of it,.....” (Doyle, 2014: 6)	“Kau sengaja <i>menonjolkannya</i> satu atau dua inci,.....” (Tanuwidjaja, 2013: 17)
2.	“But I <i>have seen</i> more than that,” said he. (Doyle, 2014: 8)	“Tapi aku <i>melihat</i> lebih dari itu,” katanya. (Tanuwidjaja, 2013: 22)
3.	....., and on more than one occasion he <i>has asked</i> me,..... (Doyle, 2014: 11)	....., dan lebih dari sekali dia <i>menanyakan</i> padaku,..... (Tanuwidjaja, 2013: 30)
4.	....., he would <i>have warned</i> me against bringing this,..... (Doyle, 2014: 16)	....., Sir Charles pasti akan <i>memperingatkan</i> diriku untuk tidak mengajak orang terakhir,..... (Tanuwidjaja, 2013: 40)
5.	My body <i>has remained</i> in this armchair and has,..... (Doyle, 2014: 19)	Tubuhku tetap <i>berada</i> di kursi dan,..... (Tanuwidjaja, 2013: 44)
6.	....., my spirit <i>has hovered</i> over	....., pikiranku <i>berkeliraran</i> di sana

	it all day. (Doyle, 2014: 19)	sepanjang hari. (Tanuwidjaja, 2013: 45)
7.	I have thought a good deal of it in the course of the day. (Doyle, 2014: 20)	Aku banyak memikirkannya hamper sepanjang hari ini. (Tanuwidjaja, 2013: 46)
8.	“You have lost one of your boots?” (Doyle, 2014: 25)	“Kau kehilangan salah satu sepatu botmu?” (Tanuwidjaja, 2013: 58)
9.	“In that case the waiter must have placed it there while we were launching.” (Doyle, 2014: 36)	“Kalau begitu, pasti pelayan yang meletakkannya di sana sewaktu kita makan siang.” (Tanuwidjaja, 2013: 81)
10.	“I have run all the way in order to cut you off, Dr. Watson,” said he (Doyle, 2014: 55)	“Aku terpaksa berlari sepanjang jalan untuk bisa mendahuluiimu, Dr. Watson,” katanya (Tanuwidjaja, 2013: 125)
11.	I have arrived at a point in my narrative.... (Doyle, 2014: 75)	aku tiba pada saat narasiku.... (Tanuwidjaja, 2013: 171)
12.	“I didn’t think you would have taken advantage of it, Sir Henry, indeed I didn’t it.” (Doyle, 2014: 76)	“Saya tidak mengira Anda akan mengambil keuntungan dari hal itu, Sir Henry, sungguh saya tidak mengira.” (Tanuwidjaja, 2103: 175)
13.	“...I might have starved for all that my father cared.” (Doyle, 2014: 84)	“...saya mungkin akan mati kelaparan tanpa dipedulikan ayah saya.” (Tanuwidjaja, 2013: 191)
14.	...., and could not have returned to Coombe Tracey.... (Doyle, 2014: 87)	...., dan tidak akan bisa kembali ke Coombe Tracey.... (Tanuwidjaja, 2013: 198)
15.	“Dr. Watson has gone to Coombe Tracey.” (Doyle, 2014: 91)	“Dr. Watson pergi ke Coombe Tracey.” (Tanuwidjaja, 2013: 208)
16.	...., and my presence would have warned our very formidable opponents to be on their guard. (Doyle, 2014: 93)	...., dan kehadiranku akan memperingatkan lawan kita agar waspada. (Tanuwidjaja, 2013: 214)
17.	You would have wished to tell me something.... (Doyle, 2014: 93)	Kau pasti ingin menceritakan sesuatu padaku.... (Tanuwidjaja, 2013: 215)
18.	“How could he have permitted Sir Henry to fall in love with her?” (Doyle, 2014: 94)	“Bagaimana mungkin Mr. Stapleton bisa membiarkan Sir Henry jatuh cinta pada istrinya?” (Tanuwidjaja, 2013: 217)
19.	He has rushed about the moor in a crazy state.... (Doyle, 2014: 100)	Dia bergegas melintasi rawa-rawa.... (Tanuwidjaja, 2013: 230)

20.	“I <i>have sent</i> a report from Grimpen to Princetown.... (Doyle, 2014: 106)	“Aku <i>mengirim</i> laporan dari Grimpen ke Princetown.... (Tanuwidjaja, 2013: 242)
21.	This man <i>has disappeared</i> (Doyle, 2014: 123)	Orang ini <i>menghilang</i> (Tanuwidjaja, 2013: 284)

5.2. Perfect Aspect Formed by Have + V3 (Phrasal Verb)

No.	ST	TT
1.	I <i>have set</i> it <i>down</i> with all belief,.... (Doyle, 2014: 7)	aku <i>menuliskannya</i> dengan kepercayaan penuh,.... (Tanuwidjaja, 2013: 19)
2.	That would <i>have accounted for</i> his stealthy movements.... (Doyle, 2014: 63)	Itu akan <i>menjelaskan</i> tindak-tanduknya yang diam-diam.... (Tanuwidjaja, 2013: 143)
3.	....he could never <i>have set</i> his foot <i>upon</i> firm land again. (Doyle, 2014: 118)	....ia tidak akan pernah bisa <i>menginjakkan</i> kaki di tanah keras lagi. (Tanuwidjaja, 2013: 270)

6. Negative

6.1. Belum (Both Lexically and Contextually Equivalent)

No.	ST	TT
1.	I see you <i>have not forgotten</i> the little case,.... (Doyle, 2014: 29)	aku tahu kau <i>belum melupakan</i> kasus kecil itu,.... (Tanuwidjaja, 2013: 67)
2.	“I <i>have not come</i> to any conclusion.” (Doyle, 2014: 50)	“Aku <i>belum menarik</i> kesimpulan apa pun.” (Tanuwidjaja, 2013: 112)

6.2. Belum Pernah (Both Lexically and Contextually Equivalent)

No.	ST	TT
1.	<i>I've never breathed</i> a word about it yet to mortal man. (Doyle, 2014: 77)	Saya <i>belum pernah memberitahukan</i> hal ini kepada siapa pun. (Tanuwidjaja, 2013: 177)
2.	We <i>have never shaken</i> him off. (Doyle, 2014: 76)	Kami <i>belum pernah meloloskan diri</i> darinya. (Tanuwidjaja, 2013: 174)

6.3. Tidak Pernah

No.	ST	TT
1.	We <i>have never gone out</i> without keeping a sharp watch,.... (Doyle, 2014: 41)	Kami <i>tidak pernah bepergian</i> tanpa meningkatkan kewaspadaan,.... (Tanuwidjaja, 2013: 90)

2.	“But I <i>have never seen</i> a place to compare with it.” (Doyle, 2014: 41)	“Tapi aku <i>tidak pernah menemukan</i> tempat yang sebanding.” (Tanuwidjaja, 2013: 92)
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CURRICULUM VITAE

A. Personal Information

Name : Yeli Setyawati

Place and Date of Birth : Sleman, July 7, 1993

Sex : Female

Weight/ Height : 43 kg/ 163 cm

Religion : Islam

Nationality : Indonesia

Address : Jl. Akses UI, Kp. Areman RT 05/ 06 No. 40,
Tugu, Cimanggis, Depok, Jawa Barat

E-mail Address : yelikireii@gmail.com

Phone Number : 0838 – 6902 – 3034

B. Educational Background

1998-2003 : SDN Ngebelgede II

2003-2004 : SDN Sleman IV

2004-2007 : SMPN 2 Sleman

2007-2010 : SMKN 1 Tempel

2011-2015 : UIN Sunan Kalijaga Yogyakarta, Faculty of Adab
and Cultural Sciences, English Literature