CHAPTER I
INTRODUCTION

1.1 Background of the Study

Many people use English beside their native language, but not all of them are able to do translation both in written and spoken from English to their native language or vice versa. The reason is simple; translation is a difficult thing although we master both of the source language and the target language. Some factors of the difficulty according to Nababan (1999:55) are the different language system between source language and target language, the semantic and stylistic complexity of source language and target language, the different ability of translator and the quality of source text writing. We could see that no translation can bring the totally same message and structure from the original text.

That is why we have to study first how to do good a translation before make a translation. One way to study how to make a translation is by analyzing a translation product. One way to analyze a translation product is by analyzing the translation techniques the translator used in his/her translation as Molina and Albir (2002:499) state in their article:

We needed the category of translation techniques that allowed us to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen.

It means analyzing the translation technique will make clear the steps of translating.

Actually, there are another term to call translation techniques such as translation procedures and translation strategies. Molina and Albir explain about that in their article. They said that there is some disagreement amongst scholars to name the
categories so different labels are used, they are: procedures, techniques and strategies (Molina and Albir, 2002: 499).

It can’t be denied that translation is an important thing. Newmark (1988:7) even said that translation is a means of communication. And as a means of communication, translation is used for multilingual notices; for instructions issued by exporting companies; for tourist publicity; for official documents, such as treaties and contracts; for reports, papers, articles, correspondence, textbooks to convey information, advice and recommendations for every branch of knowledge (Newmark, 1998:7).

Other uses of translation are first, translation has been instrumental in transmitting culture, sometimes under unequal conditions responsible for distorted and biased translations, ever since countries and languages have been in contact with each other. Then, as a technique for learning foreign languages, translation is a two-edged instrument: it has the special purpose of demonstrating the learner’s knowledge of the foreign language, either as a form of control or to exercise his intelligence in order to develop his competence. This is its strong point in foreign-language classes, which has to be sharply distinguished from its normal use in transferring meanings and conveying messages (Newmark, 1988:7).

As we know, translation is not a new thing. It has a very long history. In Egypt, at one century BC, the people chiseled hieroglyph writing in Rosetta stone with its translation in Ancient Greek. This translation is the most famous translation of the past. In the history of Arabic society, we know Baghdad as a translation city. In this city, the works of Aristotle, Plato, Galen, Hippocrates, Panini from India and others were translated into Arabic. Because of that activity, the Arabic society led the development of science and culture for some centuries. In Indonesia, in the era of
Mataram and Kahuripan kingdom, the literary work of Indian people like Ramayana and Mahabharata was translated into Indonesian people’s language. After the Independence Day, many foreign erudition and literary works are translated into Indonesian (Yusuf, 1994:33-34).

The purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers (Orduhari in Zainurrahman, 2009:121). Throughout any kind of literary texts, novel is one of popular reading for people and is one of writing that is often translated. Because of there are so many effort in translation, we can read the novels from over the world. There are some benefits in reading novels from other country, among other things, to understand the culture of the society, to expand our knowledge, to study their literary works, and etc. Watson (2013) says, “Reading novels is an excellent way of getting to know something about a country when one is newly arrived, doesn’t know much about it, and is going to be spending some time there.”

This thesis analyzes the translation techniques between the translation of English novel into bahasa Indonesia and Indonesian novel into English. From the analysis, the writer concludes how the comparison of the translation techniques of the two translation novels is. So, we will know how are the comparison of translation techniques of the translation of English novel into bahasa Indonesia and Indonesian novel into English. Will it be different when the source text and the target text are changed or not.

To be the object of the analysis, the writer chooses one novel from Coco Simon titled Cupcake Diaries 2: Mia in the Mix and the Indonesian translation of this novel by Ruth Linda Cupcake Diaries 2: Mia dan Cupcake Galau. And for the Indonesian
novel, the writer chooses a very popular novel from Andrea Hirata, *Laskar Pelangi*, and the English translation of this novel by Angie Kilbane *The Rainbow Troops*.

These two novels are talking about children, school and friendship. *Cupcake Diaries* is a teen novel series which talk about 4 Middle School students, Katie, Mia, Emma and Alexis. These four characters form a club in their Middle School named Cupcake Club. They name their club Cupcake Club because they love cupcake and love making cupcake and their rule in the club is every Friday one of the members should brings cupcakes to eat at lunch.

The main character of each *Cupcake Diaries* series is one member of Cupcake Club. The main character of the first series is Katie, the second is Mia, the third is Emma, the fourth is Alexis, the fifth back to Katie, and soon. *Mia in the Mix* is the second novel from eighteen series of *Cupcake Diaries*. The main character is Mia Velaz-Cruz, a girl who loves fashion so much. In the Middle School there is another club named PGC (Popular Girls Club) which always talk about fashion. So when the PGC takes interest in Mia’s awesome fashion style and wants to recruit her, Mia has to decide between them and her Cupcake Club. The writer choose this novel because this novel is a new novel (the original is printed on 2011 and the translation is printed on 2013) and has a good translation.

*Laskar Pelangi* by Andrea Hirata talks about the real story of the writer. Andrea Hirata or usually called Ikal, studies in a very poor school in Belitong Island with his ten friends. There are so many bittersweets they experience during their school age until they reach their dreams and become successful persons. The writer chooses this novel because this novel is very popular (mega best seller), has translated to many languages and has a good translation.
1.2 Problem of the Study

There are three problems in this thesis, they are:

1. What are the translation techniques applied in the translation of English novel Coco Simon’s *Cupcake Diaries 2: Mia in the Mix* into its translation in bahasa Indonesia *Cupcake Diaries 2: Mia dan Cupcake Galau*?

2. What are the translation techniques applied in the translation of bahasa Indonesia novel Andrea Hirata’s *Laskar Pelangi* into its translation in English *The Rainbow Troops*?

3. How is the comparison of translation technique between the two translation novels?

1.3 Objective of the Study

The objectives in doing this analysis are:

1. To see what translation techniques applied in the translation of English novel Coco Simon’s *Cupcake Diaries 2: Mia in the Mix* into its translation in bahasa Indonesia *Cupcake Diaries 2: Mia dan Cupcake Galau*.

2. To see what translation techniques applied in the translation of bahasa Indonesia novel Andrea Hirata’s *Laskar Pelangi* into its translation in English *The Rainbow Troops*.

3. To see how is the comparison of translation technique between the two translation novels.

1.4 Scope of the Study

The scope of the study is the translation techniques applied by the translator of Coco Simon’s *Cupcake Diaries 2: Mia in The Mix* in translate the novel into...
Cupcake Diaries 2: Mia dan Cupcake Galau and by the translator of Andrea Hirata’s Laskar Pelangi in translate the novel into The Rainbow Troops. The theory of the translation techniques is Molina and Albir theory (2002). The analysis focuses on the comparison of the translation techniques applied in both novels. The writer takes sample for this analysis. The samples are the chapter 1 and chapter 2 of each novel.

1.5 Significance of the Study

The significances expected are:

1. The reader will know the comparison of the translation technique applied between the translation of English novel into bahasa Indonesia and Indonesian novel into English.

2. This thesis will enrich the writer’s and the reader’s knowledge about translation techniques.