

**FOREIGNIZATION AND DOMESTICATION OF
CULTURE-SPECIFIC TERMS
IN SOPHIE KINSELLA'S AND SISKY YUANITA'S
I'VE GOT YOUR NUMBER BILINGUAL TRANSLATIONAL TEXTS**

A THESIS

**Presented as Partial Fulfilment of the Requirements for the Attainment of
Sarjana Sastra Degree in English Language and Literature**



By

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Accepted by the Board Examiners of Faculty of Languages and Arts of the Yogyakarta State University on July 07, 2014 and declared to have fulfilled the requirements of attainment of the *Sarjana Sastra* degree in English Language and Literature.

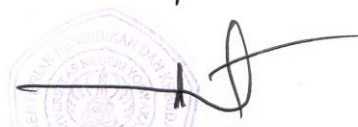
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Menyatakan bahwa karya ilmiah tersebut adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata caradan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Juni 2014

Penulis,



Heiditya Maharani

MOTTOS

"Whatever the mind of man can conceive and believe, it can achieve."

(Napoleon Hill)

"Winning isn't everything, but wanting to win is."

(Vince Lombardi)

"Imagination is more important than knowledge."

(Albert Einstein)

DEDICATIONS

To:

My parents for their endless loves and encouragements,

My brothers for their supports...

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Alhamdulillahirobbil'alamin, I could finally finish this thesis. First of all, I would like to express my deepest gratitude and praise to Allah SWT. I would never have finished this thesis without His blessing given to me. I would also like to thank all of those who have supported and guided me in the process of writing this thesis.

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Yogyakarta, June 2014

Heiditya Maharani

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LIST OF ABBREVIATIONS

AD	: Addition
CE	: Cultural Equivalent
CR	: Creation
CST	: Culture-Specific Terms
CUL	: Culture
CUL-1	: Religion
CUL-2	: Education
CUL-3	: Media
CUL-4	: Culture, leisure activities
CW	: Translation by more concrete word
D	: Domestication
Dif	: Different Meaning
DM	: Decreased Meaning
F	: Foreignization
FEq	: Fully Equivalent
GEO	: Geography
GEO-1	: Geography
GEO-2	: Meteorology
GEO-3	: Biology
GEO-4	: Cultural geography
HIS	: History

HIS-1	: Buildings
HIS-2	: Events
HIS-3	: People
IM	: Increased Meaning
LT	: Literal Translation
MS	: Mixed Strategies
NM	: No Meaning
NT	: Naturalization
OM	: Omission
PR	: Preservation
SL	: Source Language
SOC	: Society
SOC-1	: Industry level (economy)
SOC-2	: Social organization
SOC-3	: Politics
SOC-4	: Social Condition
SOC-5	: Ways of life, customs
TL	: Target Language

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**By:
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ABSTRACT

This study was conducted to describe the categories of culture-specific terms (CSTs) found in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts and how the domestication and foreignization of culture-specific terms (CSTs) represented in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts. In addition, this study also analyzed the degree of meaning equivalence of the culture-specific terms in the novel.

This study applied a descriptive qualitative approach since it emphasized in describing the phenomena of domestication and foreignization in the texts. To support the analysis, quantitative data were also used. The data are the English version of CSTs and their Bahasa Indonesia translations found in *I've Got Your Number* novel, both the original and Bahasa Indonesia version, in the form of words and phrases. The main instrument of the study was the researcher herself, since the researcher was the data collector and data analyzer. To ensure the trustworthiness of the study, this research applies *credibility* and *dependability*, in which the researcher performed deep and detailed observation of the data. The trustworthiness also gained by applying triangulations.

This study reveals three findings. In terms of CSTs, there are four categories. They are geographical, historical, society and cultural categories. Among them, CSTs in terms of society category has the highest number. In terms of translation strategies, there are four foreignizing translation strategies: preservation, naturalization, literal translation and mixed strategies of foreignizing translation strategies. As for domesticating translation strategies, there are three strategies used by the translator, they are omission, globalization, and equivalent. In this study, it was found that there is one more classification used by the translator that is mixed strategies of foreignizing and domesticating translation strategies. The finding showed that the number of foreignizing translation strategies is higher than the other two classifications of translation strategies. It is maybe because the translator wants to invite the target readers of the culture of the source text. In terms of meaning equivalence, the meanings of the CSTs in the source text are successfully transferred (99.53%) in the target text.

Key words: foreignization, domestication, translation strategy, CST, meaning equivalence, *I've Got Your Number*

CHAPTER I

INTRODUCTION

A. Background of the Research

Language has an important role in human communication. People all around the world use language to communicate to each other. People can share their thoughts, opinions, ideas, experiences and many other things through the language. Because of that, language is considered as the main tool to communicate. However, there are so many different languages in this world that a process of translation is needed in order to make communication among people using those languages possible.

Translation is an activity of transferring the meaning or message of a text from one language to another. It works between two or more different languages. In translating a text, the mastery of the source language and the target language is needed, because there are no languages which have the exact language system.

Translating process is not just translating every word in a source language into a target language. The translator has the position to smoothing the communication between two or more different languages. Furthermore, the translator also has to maintain the message of the source text or ideas in the target language.

Translation plays a significant role in intercultural communication. It does not only enable two cultures to converse with each other but also helps to show

the difference between cultures. So, when translating a text, the transfer of message, meaning and cultural elements from one language into another have to be done by the translator. The translator also has to make sure that the message of the source text can be accepted by the target reader without any distortion although it uses different language.

However, sometimes the differences between the source language and the target language can challenge the process of translation. It is because there are so many variations in a language. One of them is culture-specific terms. Culture-specific terms are difficult to be translated. It occurs because cultural ideology between one region and another is different.

To face and handle the problems above, the translators need a special skill in translation, because translating is identical to communicating the messages or ideas of the native-writer of source language text in the target language text. A translation activity is an activity that does not only demands the translators to have board knowledge of the source language and culture but also needs translator's creativity to choose appropriate equivalent.

B. Focus of the Research

English is probably the most widely used language in the world. However, not all people in the world can speak and understand English. Therefore, it is very useful to translate an English text or book into another language, such as into Bahasa Indonesia. However, in translating English texts to other languages, problematic factor such as culture-specific terms cannot be avoided.

Translating culture-specific terms is not easy because they are associated with a particular language and lots of them cannot be literally translated. Furthermore, translation deals with all aspects that exist in both source and target languages, including culture. Some problems may occur when a translator tries to translate a culture-specific terms that expresses a concept which is partially or totally unknown in the target language.

Such thing happens because culture-specific terms vary among other cultures as lots of countries have different background and history. Each language group also may have its own culturally specific features. Therefore, there are some cases when certain culture-specific terms do not exist in another country, so it becomes quite difficult for the translator to translate because he or she does not know that culture very well. Because of that, in translating culture-specific terms, the translator often makes some necessary changes.

Thus in translating culture-specific terms, the translator may need to use some different strategies to achieve the goal of translating. The strategies include foreignization and domestication. Foreignization refers to the translation strategy which invites readers into the scope of foreign cultures. It attempts to preserve the culture of the source text. An example of foreignization is when a translator preserves the word *cupcake* and use the same term to express the same object in the target text. It might be caused by the general knowledge of the readers because *cupcake* is very popular around the world nowadays.

The domestication refers to the translation strategy which adapts the source text cultural elements to the target text cultural elements with the aim of

making it easier for foreign readers to understand it. An example of domestication is the realization of the term *tube* into *kereta* in Bahasa Indonesia.

The word *tube* actually refers to the underground train system in London. However, in the target text, it is only realized as *kereta*, so only part of the original meaning is transferred. This is probably because the translator thinks that not all of the reader familiar with underground train system, because there is none in Indonesia.

In the Sophie Kinsella's *I've Got Your Number* novel, culture-specific terms such as examples above can be found. These phenomena are the focus of this study. This topic is chosen because many translators translate culture-specific terms inappropriately and it is one of the most difficult problem in translation. This study focuses on identifying the kinds of culture-specific terms and the strategies of translations. To make it deeper and more comprehensive in the analysis, the data only includes culture-specific terms in the form of word and phrase. In addition, the degree of meaning equivalence of the translation of culture-specific terms in the novel is also analyzed.

Based on the problem identified above, the problems of the study are formulated as follows.

1. What are the categories of culture-specific terms (CSTs) found in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts?

2. How are the foreignization and domestication of culture-specific terms (CSTs) represented in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts?
3. To what the degree of meaning equivalence is in the translation of culture-specific terms (CSTs) in Sophie Kinsella and Siska Yuanita's *I've Got Your Number* bilingual translational texts?

C. Objectives of the Research

The objectives of the research are:

1. to describe the categories of cultural-specific terms (CSTs) found in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts,
2. to describe the foreignization and domestication of culture-specific terms (CSTs) represented in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts, and
3. to describe the degree of meaning equivalence in the translation of culture-specific terms (CSTs) in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts.

D. Significance of the Research

1. Theoretical Benefit

This research study can be used as additional reference for lecturers in teaching translation subject and can give useful insight to the field of

translation, especially about culture-specific terms and the strategies in translating them.

2. Practical Benefit

This research study can give better understanding for the readers of the novel, especially in understanding culture-specific terms and the treatments of the culture-specific terms found in the novel. This study also can give inspirations for further research with similar ideas.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Translation

a. Definitions of Translation

Translation study has many concerned experts who define the definition of translation in many ways. Catford (in Machali, 1998: 1) says that translation may be defined as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). This definition implies that translation employs two languages which one is the source language and the other is the target language.

Newmark (in Machali, 1998: 1) states that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. In other words, translation stresses on the skill of the translator to find equivalent term of the source language in the target language.

Nida (in Machali, 1998: 1) states that translation consists in producing the receptor language the closest natural equivalent to the message of the source language, first in meaning and secondly in style. By stating this, Nida puts an emphasis on the need of producing the natural equivalence in the target language so that the message or meaning transferred from the source language can be understood clearly by the readers of the target language. In short, the translator

the translator must also consider the style so that it sounds naturally.

Those explanations above imply that translation involves two or more languages and a translating act is reproducing the meaning of the source language (SL) text into the target language (TL) text. In addition, in translating a text, meaning is the first thing a translator has to get because the most important thing of the translation text is what actually the translated text shares (message) to the target reader.

b. Types of Translation

There are many classifications of translation types proposed by the experts. Those different types are influenced by their different points of views on translation. According to Jakobson (in Venuti, 2000: 114), there are three kinds of translations: intralingual translation, interlingual translation, and intersemiotic translation.

Intralingual translation is a kind of translation where the verbal signs are interpreted by means of other signs of the same language. In other words, there is only one language involved in this kind of translation. Paraphrasing a poem in the same language and simplifying a novel are the examples of intralingual translation. Since it involves only one language, it is also called monolingual translation.

Interlingual translation is the translation which refers to different languages, whether bilingual or multilingual. Here, the message of a language is transferred into different language. This is the kind of translation which is done the most often. Translation of books, novels, and dubbing of movies are few

examples of interlingual translation. However, it is hard to get equivalent meaning, since the languages involved in the translation process have different natures, structures, and characteristics. When it is impossible to transfer the meaning equivalence in an interlingual translation, the translator may use some translation strategy, such as using adaptation, preservation, literal translation, and omission.

Intersemiotic translation refers to an interpretation of verbal signs by means of other sign or non-verbal sign systems. There is transfer of message from the shapes of symbol and sign into the language or other shapes. This kind of translation often occurs in people's daily activity. Reading the newspapers, looking at the sign of traffic light, trying to understand the meaning of a picture are the examples.

c. Translation Process

Translation process is the whole activity which is done by the translator when he or she transfers a message from source language into target language. There are some steps need to be followed by the translator in the process of translating text. The translation process according to Nida and Taber can be illustrated as follows.

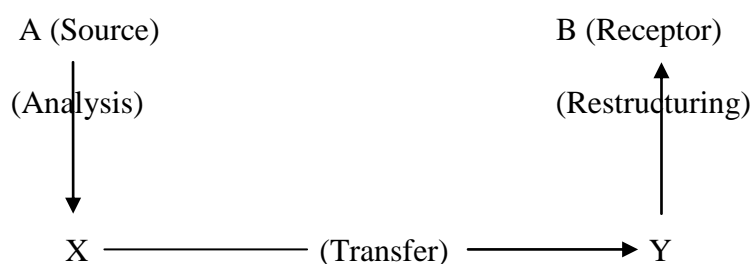


Figure 1. Translation process by Nida and Taber (1982:33)

According to Nida and Taber (1982: 33), the translation process consists of three stages, which are:

1) Analysis

Analysis of the source language text is the first step for the translator in the process of translation. The translator should have the knowledge and master in linguistics and socio-cultural aspect of both languages. It is very crucial related to the analysis of the content of the whole text. The process of analyzing in term of linguistic means that translator should master in terms of structure, language style, semantic, idiom, etc. which are used in the source language text.

The second is socio-cultural. It is crucial because the translation process is not only translating the language but also transferring the culture of the source language text. Mastery in this term can help the translator to understand the message of the text and make translation work correctly.

2) Transfer

In this step the translator begins to translate the source language text into the receptor language or target language. The content of the message is transferred from language A (source language text) into language B (target language text). The translator must create the right equivalent for words, phrases, clauses, and sentences of the source language into the target language.

3) Restructuring

Restructuring is the final step where the translator makes some correction and makes complete translation that realizes in the final message and fully acceptable text in the receptor language.

d. Equivalence in Translation

Equivalent can be said to be the central issue in translation although its definition, relevance, and applicability within the field of translation theory. Baker (1992: 18) defines equivalence as a relation between a source language (SL) text and a target language (TL) text. Machali (1998: 3) states that target language equivalents have to be sought not simply in terms of the 'sameness of meaning', but in terms of the greatest possible overlap of situational range. Thus, equivalence in translation should not be approached as a search for sameness since sameness of meaning cannot easily exist between the source language and the target language.

Nida (in Venuti, 2000: 133) states that it is not easy to produce a completely natural translation. This happens because not every word in one language can be translated into another. To solve this problem, translator must modify this translation by using another word in target language (TL) that is equivalent with the word in source language (SL) so the reader of the translation can understand. It is important for a translator to make sure the message from the source text can be delivered correctly into the target text, so that it is a mandatory for a translator to have a deep knowledge about both languages.

Meaning transferring process from the source language to the target language has to consider the principle of equivalence when the meaning between the source language and the target language are not equivalent; the basic notion of the source language is unaccepted by the target reader. In fact, not all meanings can be transferred to the target language due to the cultural gap. Whatever the

problem is, equivalence must be the first awareness. Catford (1965: 50) says that translation equivalence occurs when a source language and a target language or item are relatable at least some of the features of substances.

There have been many experts advancing some types of equivalence. The varieties of the types are because of differences in points of view. Nida (in Venuti 2000: 129) suggests formal and dynamic or functional equivalence.

- 1) Formal equivalence focuses attention on the message itself, in both form and content. It requires that the message in the target language should match as closely as possible the different elements in the source language. It is basically source-oriented, which means it is designed to reveal as much as possible of the form and content of the original message.
- 2) Dynamic equivalence is based on the principle of equivalent effect, where the relationship between the receptor and message should be substantially the same as that which existed between the original receptors and the message. It aims at complete naturalness of expression. Its focus of attention is directed, not so much toward the source message, as toward the receptor response. One way to define a dynamic equivalence translation is to describe it as ‘the closest natural equivalent to the source-language message.’

2. Culture and Culture-Specific Terms

a. Notions of Culture

Larson (in Terestyényi, 2011: 13) defines culture as “a complex beliefs, attitudes, values, and rules which a group of people share.” Larson notes that the translator needs to understand beliefs, attitudes, values, and the rules of the source

language audience in order to understand the source text and translate it for people who have different set of beliefs, attitudes, values, and rules.

Newmark (1988: 94) defines culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expressions. Newmark acknowledges that each language group has its own culturally specific features. Therefore, a society, or even a generation has its own language and culture.

Hornby (1989: 322) in *Oxford Advanced Learner's Dictionary* defines culture as the customs, arts, social institutions, etc of a particular group or nation. From the definition, it is clear that every group of people has its own culture that is different from that of others. Every group of people lives and behaves in team that produce a particular culture as the way of their live.

From various definitions of culture above, it can be concluded that culture covers huge aspects of people's life, such as customs, arts, values, rules, morals and many other. Those aspects are acquired in their live and can be different from other groups or countries.

b. Notions of Culture-Specific Terms

In referring to culture-specific terms, many experts have their own terms. Newmark has used the term "cultural" word, Florin has used the term "Realia" and Nedergaard-Larsen has used the term "Culture-bound Elements" for references specific to a culture.

In 1988, Newmark had come up with the idea of "cultural" words. Newmark distinguishes cultural word from universal language. Universal

language comprises concepts which can be found across most cultures. The examples of universal language are *walk, live, die, mirror, hat*, and so on, all of which are expressed in most languages across the world. Meanwhile, cultural words can be found within the realm of cultural language. Cultural language consists of concepts that are culture specific, such as *monsoon, capoeira, steppe*, and so on. These words express such concepts that typically difficult to translate. It is stated that most “cultural” words are easy to detect, since they are associated with a particular language and cannot be literally translated where literal translation would distort the meaning (Newmark, 1988: 95).

From Newmark’s explanation, it is clear that “cultural” word is a word in a particular language that brings cultural value which does not exist or differ from other language. When a cultural word is translated, it is possible that the cultural value will change.

Newmark (1988: 95) classifies cultural words into five categories. They are:

- 1) Ecology: flora, fauna, winds, plains;
- 2) Material culture: food, clothes, houses and towns, transport;
- 3) Social culture: work and leisure;
- 4) Organizations, customs, activities, procedures, concepts: political and administrative, religious, artistic;
- 5) Gestures and habits.

Florin (in Knaappila, 2009: 14) states that *realia* is words and combinations of words denoting objects and concepts characteristics of one nation

and alien to another. Florin categorizes realia thematically, according to the material or logical groups they belong to; geographically, according to the locations in which they are used; and temporally, according to the historical period they belong to. However, Florin considers that realia can be a problem that is quite difficult to overcome because realia requires the reader to have background knowledge on the objects to which they relate. Florin also considers that realia are untranslatable because other languages lack exact equivalents for them.

According to Leppihalme (in Kylä-Harakka, 2008: 16), realia can also cause “culture bumps,” which is a problem in communication between representatives of different cultural backgrounds. Culture bumps may prevent the target to understand the meaning of the source text, because it is unclear and strange for the target audience. In the end, the target audience may fail to understand the text.

Nedergaard-Larsen (in Kylä-Harakka, 2008: 15) defines “culture-bound element” as the term that is often used to refer to “the non-linguistic sphere, to different phenomena or events that exist in the source language culture.” Larsen categorizes “culture-bound element” into four main categories of geography, history, society, and culture, as well as a number of subcategories as presented in Table 1.

From the explanation above, it can be concluded that culture-specific terms are words, phrases or expressions used by members of a certain culture to express their concepts about something closely related to their culture. Culture-specific terms are not easy to be translated because of the culture of the source and

target texts are different. Furthermore, not all culture-specific terms have equal substitution in the target language. To solve this problem, the translator has to comprehend the meaning of the culture-specific terms and use the appropriate translation strategy to realize the culture-specific terms into target text.

Table 1. Classification of Culture-Specific Terms (Nedergaard-Larsen, in Kylä-Harakka, 2008: 20)

Extralinguistic culture-bound problem types		
Geography etc	geography meteorology biology	mountains, rivers weather, climate flora, fauna
	cultural geography	regions, towns roads, streets, etc
History	buildings	monuments, castles, etc
	events	wars, revolutions, flag days
	people	well-known historical persons
Society	industry level (economy)	trade and industry energy supply etc
	social organization	defence, judicial system police, prisons local and central authorities
	politics	state management, ministries electoral system, political parties politicians, political organizations
	social condition	groups, subcultures living conditions, problems
	ways of life, customs	housing, transport, food, meals clothing, articles for everyday use, family relations
Culture	religion	churches, rituals, morals ministers, bishops religious holidays, saints
	education	schools, colleges, universities lines of education, exams
	media	TV, radio, newspapers, magazines
	culture, leisure activities	museums, work of art literature, authors

		theatres, cinemas, actors musicians, idols restaurants, hotels nightclubs, cafes sports, athletes
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3. Foreignization and Domestication

a. Notions of Foreignization and Domestication

Hatim and Mason (in Hatim and Munday, 2000: 102) state that ideology covers “the tacit assumptions, beliefs and value systems which are shared collectively by social groups.” The examples of “the ideology of translating” are Venuti’s and foreignization domestication which refers to the basic orientation chosen by the translator operating, within a social and cultural context. Ideology in translation also can be said as a perspective and/or belief to which a source language is oriented.

The notion of foreignization and domestication were introduced and described by Lawrence Venuti’s book, *The Translator’s Invisibility* in 1995. Venuti problematizes some translation theories and translated texts throughout history. Venuti then proposed two possible ways to handle cultural elements: foreignization and domestication. According to Friedrich Schleiermacher (in Venuti, 1995: 20) “either the translator leaves the author in peace, as much as possible, and moves the reader towards him; or he leaves the reader in peace, as much as possible, and moved the author towards him.” The act of “leaving the author in peace” can be identified as foreignizing the text and the act of “leaving the reader in peace” can be identified as domesticating the text.

1) Foreignization

Foreignized translation is one of the translating ideology that invite readers to enter the scope of foreign cultures. It offers local color and atmosphere of the source language. Foreignization is oriented to the source language and it implies and attempts to preserve the culture of the source text.

According to Venuti (1995: 20), foreignization should signify “the difference of the foreign text, yet only by disrupting the cultural codes that prevail in the target language.” The “cultural codes” of the target language should be sacrificed in order to make the reader of a translated text feel the foreignness. It is also can be seen as a way to encourage the target language readers to be interested in other cultures.

However, foreignized text requires the target language readers to be highly educated, which is not always possible in every country. Furthermore, the alien and different culture and linguistic feature may overwhelm the readers. In this case, foreignized translation becomes an obstacle for less educated readers because the text is difficult to understand.

2) Domestication

Venuti claims that domestication ideology is not only rendering the message, the source language text into the target language text, but also rendering its culture. Domesticated translation adapts the source text to the target text culture. Its aim is to make target language readers easier to understand. Domestication is oriented to target language and focuses on the taste and expectation of the readers who want to get translation based on their own culture.

Furthermore, in domesticated translation, translators are required to be able to translate all the things in source language into target language. The purpose is to lead the readers to understand the source text and the readers accept it easily. However, Venuti sees that domestication can reduce the message of the source text and claims that foreignization should be used to translate source text, although some target readers may find the result weird and strange.

b. The Continuum of Foreignization and Domestication

Judickaitė develops a version of continuum of foreignization and domestication translation strategy in the article *Analysis of Closed Lithuanian Subtitles in Cartoons the Wild, Ratatouille, and Over the Hedge* (2009). Judickaitė presents a possible way to group the translation strategies according to their foreignizing and domesticating nature.

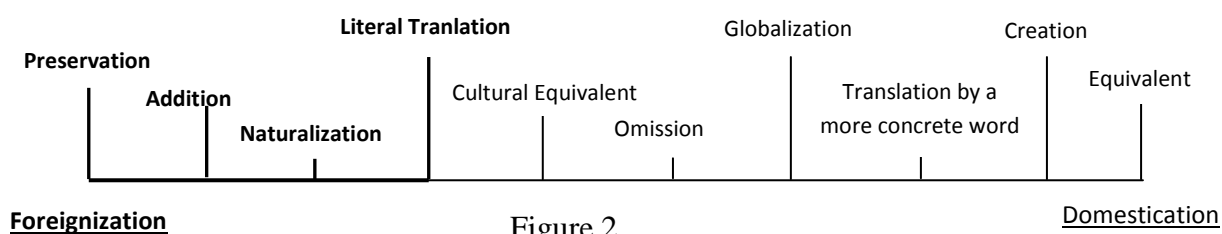


Figure 2.

The continuum of foreignization and domestication translation strategy by Judickaitė (2009: 15)

According to this continuum, preservation is the most foreignized, while equivalent is the most domesticated. They are placed in the continuum according to the extent to which they change the source language term. Foreignization consists of preservation, addition, naturalization, and literal translation. On the

other hand, domestication consists of cultural equivalent, omission, translation by a more concrete/specific word, creation, and equivalent.

1) Foreignization

a) Preservation

Davies (in Judickaitė, 2009: 16) describes preservation as the strategy which is used when “an entity in the source text has no close equivalent in the target culture. In such cases a translator may decide to keep the source text term in translation. It means, when preservation is used by a translator, the source language concepts are transferred exactly the same to the target language. Preservation also can be used if the translated term carries different connotations but would be recognized more easily in its original meaning in the source language. However, in some cases, there are times when a translator preserves the source text term in order to maintain the effect of the original.

For example:

SL : It would be like going up to a top American businessman and saying,
“T-bone steak!”

TL : Itu sama seperti menghampiri *businessman* Amerika, dan berkata,
“T-bone steak!”

The reason of the translator to preserve the word *T-bone steak* might because there is no close equivalent in Bahasa Indonesia. There is a possibility that the readers may not know what *T-bone steak* is, and that could be another reason why the translator preserve the word to show there are many kinds of steak available.

b) Addition

According to Davies (in Titiškytė, 2009: 130) addition occurs when a translator chooses to “keep the original item but supplement the text with whatever information is judged necessary”. It means when the source text item is transferred to the target text, additional information is added by the translator, which serves as an explanation of source text term to the target language reader. Davies (in Jaleniauskienė and Čičelytė, 2009: 33) adds that “translators [...] need a good knowledge of the background of their target audience if they are to gauge accurately [...] what supplementary information it is necessary included”. Aixela (in Jaleniauskienė and Čičelytė, 2009: 33) adds that information can be inserted within the text or in a footnote, gloss, introduction, and notes.

For example:

SL : I make my tea and fill a bowl with **Shreddies**.

TL : Aku menyeduh teh dan mengisi mangkuk dengan **sereal Shreddies**.

Shreddies is a popular brand of breakfast cereal in England. Since in Indonesia cereal is not the main option for breakfast, the possibility of the readers in Indonesia not knowing this brand of cereal is very high. Therefore, the word “sereal” is added as the explanation of the proper noun.

c) Naturalization

Naturalization involved the process of adaptation of source item with respect to phonological and/or morphological rules of the target language (Newmark, 1988: 82). In other words, naturalization basically transference in

which a translator apply target language spelling and morphology (and pronunciation) to the expression.

For example:

SL : A week in an Italian **villa** and a top-salon haircut, and a Harvey Nichols voucher...

TL : Menginap di **vila** di Italia selama seminggu, potong rambut di salon terkenal, dan *voucher* Harvey Nichols...

In the example, the word *villa* is naturalized in the translation by phonologically adapting it. The meanings of both words are the same, which means a large and luxurious country residence.

d) Literal Translation

Vinay and Darbelnet (in Venuti, 2000: 86) define literal translation as “the direct transfer of a source language text into a grammatical and idiomatically appropriate to target language text”. However, some scholars consider literal translation to be more harmful than useful, because it may present the target language audience with strange and odd expressions that actually are not in used in the target language. In response to this, Vinay and Darbelnet say that literal translation is useful when the languages have more or less the same language systems and similar meanings for certain expressions.

For example:

SL : Poppies’ well-known dish is **fish and chips**.

TL : Masakan terkenal di Poppies adalah **ikan dan kentang goreng**.

In this example, the translator literally translated the word *fish and chips* into *ikan dan kentang goreng*. The word *fish* is equivalent with *ikan* in Bahasa Indonesia and the word *chips* is equivalent with *kentang goreng* in Bahasa Indonesia. The message of this term is successfully transferred although it sounds odd and actually is not used in Bahasa Indonesia.

2) Domestication

a) Cultural Equivalent

Newmark (1988: 83) defines cultural equivalent as the replacement of a source language term with a target language one which is “not accurate”. In other words, it means an act of translating a source language term with a roughly equivalent term of a target language. It is sometimes used to replace a source language term by a similar term of the target language, when the source language term is difficult to understand in the culture of target language.

For example:

SL : Mary is trying her white **wedding dress**.

TL : Mary sedang mencoba **kebaya** putihnya.

Wedding dress is the clothing that worn by the bride in a wedding ceremony. In Western cultures, the bride usually wears a white gown. However, in Indonesia, especially in Javanese culture, the bride usually wears *kebaya*, which is a tradisional blouse-dress. The replacement of *wedding dress* with *kebaya* is not the most accurate translation. However, it is easier to understand for Indonesian readers who are not very familiar with Western cultures.

b) Omission

Baker (1992: 40) states that “it does not harm to omit translating a word or expression in some contexts”. Baker also claims that sometimes it is better to omit a non-vital item that can be a distraction for the audience because of its lengthy explanation. Davies adds that omission can be justified when a translator cannot convey any meaning in the translation. Davies (in Jaleniauskienė and Čičelytė, 2009: 33) argues that, when “the inclusion of a problematic culture-specific item might create a confusing or inconsistent effect,” it is better to omit it.

For example:

SL : This delicious dessert is made from yam, sweet potato and pumpkin.

TL : Hidangan penutup yang enak ini terbuat dari ubi jalar dan labu.

In this sentence, the word *sweet potato* is not realized into the target language. It is may be cause by the confusion of the translator. There are many people who think that *yam* and *sweet potato* is the same thing, but actually there are some differences between them. *Sweet potato* and *yam* are not even related. They are two different species of root vegetable with very different background and uses (http://www.huffingtonpost.com/2013/11/25/difference-between-sweet-potatoes-and-yams_n_1097840.html).

c) Globalization

Davies (in Judickaitė, 2009: 16) states that globalization refers to the process of “replacing culture-specific references with one which are more natural or general, in the sense that they are accessible to audience from a wider range of cultural background”. However, globalization may cause loss of effect in

translation, because the source language term is replaced by the one that has more general meaning.

For example:

SL : On the other side of the ballroom I spot another cleaner cleaning cupcake crumbs and crumpled paper napkins into a black plastic bin.

TL : Di sisi lain ruangan, kulihat petugas kebersihan sedang membereskan remah-remah kue dan tisu makan, serta membuang ke kantong sampah hitam.

According to *Oxford Advanced Learner's Dictionary* (1989: 323), a *cupcake* or *fairy cake* in American English, means *a small cake, baked in paper container shaped like a cup and often with icing on top*. In this case, it translated into Bahasa Indonesia as *kue*. *Kue* is a general term to describe snack and dessert foods in Indonesia. Therefore, the translator only translated a part of the meaning of the original word.

d) Translation by a more specific/concrete word (hyponym)

This strategy is the opposite of globalization. This strategy is less popular, it is caused by the fact that it is easier to search for general term than a specific one.

For example:

SL : Rumah berlantai tiga itu sudah terjual kemarin.

TL : The three-story mansion sold yesterday.

According to *Oxford Advanced Learner's Dictionary* (1989: 759), the word *mansion* means *a large impressive house*. Because the house has three

stories, it is assumed that the house is large. Therefore, the word *mansion* is used in the sentence.

e) Creation

Creation means the recreation of a source language term. In other words, creation means a creation of a source language term which is firmly or totally different from the source text or is not present in there (Davies, in Jaleniauskienė and Čičelytė, 2009: 33). Davies states that there are cases when translator creates term that are not found in the original text. It means, the target text may contain references that are not present in the original text.

For example:

SL : ‘... have discovered the delights of the **Mirror of Erised**.’

TL : “... telah menemukan keseangan yang bisa didapat dari **Cermin Tarsah**.”

This example is taken from the popular novel *Harry Potter and the Sorcerer’s Stone*. In the novel, J.K. Rowling creates the word *erised* by simply writes it backward. The translator of the novel, Listiani Srisan, decides to use the same method to translate the word *erised*, by creating the word *tarsah*, which is the backward version of the word *hasrat*.

f) Equivalent

Vinay and Darbelnet (in Judickaitė, 2009: 19) state that equivalent or established equivalent occurs when the same situation is “rendered by two texts using completely different stylistic and structural methods”. Equivalent translation is the most domesticating strategy as it replaces the source language term with its target language equivalent.

For example:

SL : A figure on **bike** pedalling swiftly towards the end of the road.

TL : Sosok di atas **sepeda** sedang mengayuh sepeda dengan cepat menuju ujung jalan.

The example shows that the source language term *bike* is translated into its target language term equivalent, which is *sepeda*.

4. About the Novel

Madeleine Wickham uses Sophie Kinsella as a pen name once she published *Confessions of a Shopaholic*. Although under her real name, she had previously published seven books, but since her Kinsella books are much more popular, she decides to continue to use the pen name. *I've Got Your Number* is one of her book which was printed in 2012 under her pen name. It gains many positive reviews from many readers and her fans.

I've Got Your Number which is set in London, UK, tells about the story of Poppy Wyatt, a woman who loses her engagement ring and phone in the same afternoon. Accidentally, she finds someone else's phone which abandoned in a trash can and decides to use it temporary. However, because of that phone, she becomes entangled in its previous owner's life, a businessman named Sam Roxton. Through text messages and emails, the unpredictable turn of events make their lives turn upside down.

B. Previous Studies

The first relevant study is by Ligita Judickaitė entitled *Analysis of Closed Lithuanian Subtitles in Cartoons the Wild, Ratatouille and Over the Hedge* (2009). One of the aims of this study is to find whether English culture-specific items are domesticated or foreignized in the Lithuanian subtitles of the cartoon *Ratatouille*. Judickaitė adapts four strategies of foreignization; preservation, addition, naturalization, and literal translation, and six strategies of domestication; cultural equivalent, omission, globalization, translation by a more concrete word, creation, and equivalent.

From the analysis, there are 135 culture-specific items found that can be divided into two groups, the names of occupations of the people who work in the kitchen and the names of food items, dishes and drinks. Furthermore, it is revealed that 14 culture-specific items in the cartoon *Ratatouille* are foreignized and the most used foreignizing strategy is literal translation. On the other hand, 125 culture-specific items are domesticated and the most used domesticating strategy is globalization. In addition, there are six cases in which mixed strategies are used. The combination of naturalization and globalization strategies is used in four cases and the combination of naturalization and preservation is used in two cases. In the end, Judickaitė concludes that the culture-specific items in the cartoon *Ratatouille* are domesticated.

The second relevant study is a thesis by Hari Ratih Fitriyani (2013) with the title *Foreignization and Domestication of Indonesian Culturally-bound Expression of Pramoedya Ananta Toer's Bumi Manusia in Max Lane's This Earth*

of Mankind. There are three aims of the study, which are to find the Indonesian culturally-bound expression in the novel *Bumi Manusia* by Pramoedya Ananta Toer, to find whether those expressions are domesticated or foreignized in the English version of novel *Bumi Manusia* and the degree of the meaning equivalence of those culturally-bound expressions. The researcher adopts ten translation techniques in the research; five techniques in foreignization: addition, expansion, borrowing, literal translation, and combined-translation technique in the context of foreignization and five techniques in domestication: generalization, omission, equivalence, adaptation, and combined-translation technique in the context of domestication.

The study reveals three findings. First, there are 317 culturally-bound expressions found and categorized into nine categories. They are ecology, material culture, social culture, organizations, gestures and habits, toponym, anthroponym, fictional characters, and sayings, metaphors, idioms. Material culture is the highest occurrence with 94 expressions (29.65%). The second finding is the number of foreignization translation technique is more than the number of domesticated translation technique. The third finding is that the culturally-bound expressions in the novel most are equivalently transferred. It is showed by the high frequency of equivalent meaning (92.74%) and only 7.20% are identified as non-equivalent.

There are some differences and similarities between these two previous studies and this study conducted by the researcher. One difference between the three studies that can be easily recognized is the subject of the studies. In general,

the two previous studies and this study conducted by the researcher almost the same objective, which is to find out how foreignization and domestication of culture-specific terms are represented in the subject of the study. However, some of the theories that are used in these studies are different. For example, the three studies use different theories for categorizing the culture-specific terms although this study conducted by the researcher and Judickaitė use the same continuum of foreignization and domestication while Hari Ratih Fitriyani uses different continuum. Furthermore, Judickaitė does not describe the degree of meaning equivalence while the degree of meaning equivalence is described by Hari Ratih Fitriyani and the researcher.

C. Theoretical Framework

This study focuses on describing the categories of Culture-Specific Terms found in the Sophie Kinsela's *I've Got Your Number* and its Bahasa Indonesia version translated by Siska Yuanita. Culture-Specific Terms, which are called "cultural" words by Newmark, are terms in particular language that brings cultural value which does not exist or differ from other languages and it is more specific than the universal language. Universal language comprises concepts that can be found across most cultures.

Related to the categories of CSTs, this research uses Nedergaard-Larsen's classification to determine the categories of CSTs found in the source text and target text. Nedergaard-Larsen divides CSTs into four main categories, which are geographical category, historical category, society category and cultural category. These four main categories have their own sub-categories.

According to Nedergaard-Larsen (2008: 20), geographical category has four subcategories. The subcategory of geography consists of geographical elements such as mountain and rivers, such as *Himalaya* and *the Nile*. The subcategory of meteorology contains elements connected to weather and climate, such as *hurricane* and *breezy*. The subcategory of biology consists of flora and fauna, such as *elephants* and *jasmine*. The subcategory of cultural geography consists of regions, towns, roads, streets etc, such as *Park Lane* and *Chelsea*.

The historical category has three subcategories, which are buildings, events and people. The examples of the subcategory of buildings are *Buckingham Palace* and *White House* and the example of historical events are *Thanksgiving* and *World War Two*. The subcategory of people consists of well-known historical people, such as *Queen Elizabeth* and *John F. Kennedy*.

The society category is divided into five subcategories. The subcategory of industrial level consists of trade, industry, energy supply, etc. The example of this subcategory is *coal*. The subcategory of social organization contains elements that are connected to defence, juridical system, police, and local and central authorities. The examples are *NYPD* and *FBI*. The subcategory of politics consists of ministries, political parties, politicians etc. The examples are *Republican Party* and *Ministry of Education*. The subcategory of social condition is the subcategory for subcultures, groups and social problems. The examples are *Hispanic people* and *punks*. The subcategory of ways of life consists of customs, housing, transport, food, clothes and articles for everyday use, etc. The examples are *double-decked bus* and *kimbap*.

The cultural categories have four subcategories. The subcategory of religion consists of rituals, churches, saints and morals. The examples are *Christmas* and *the Anglican Church*. The subcategory of education consists of schools, colleges, lines of education, etc. The examples are *Harvard University* and *GCSE*. The subcategory of media consists of TV, radio, newspaper and magazines. The examples are *the Daily Mail* and *CBS*. The subcategory of culture (leisure activities) consists of museums, work of art, literature, authors, theatres, cinemas, actors, musicians, idols, restaurants, hotels, nightclubs, cafes, sports, and athletes. The examples are *baseball* and *Pygmalion*. It should be noted, that in this study, only well-known authors, actors, musicians, idols and athletes that will be taken as data.

Due to the heavy and exclusive grounded in a particular culture, these CSTs are not easy to be translated. It needs some strategies to translate the CSTs. This study also focuses on describing the translation strategies used in translating CSTs. It also focuses on describing the tendency of the translation strategies used which leads to foreignization and domestication. Concerning the translation strategies in translating the CSTs, this study uses Judickaitè's continuum. Judickaitè proposes a continuum of foreignization and domestication. Foreignization consists of four strategies that include preservation, addition, naturalization, and literal translation. On the other hand, domestication has six strategies that include cultural equivalent, omission, globalization, translation by a more concrete word, creation and equivalent.

Related to the equivalence, this research uses Bell's theory (1991: 6), that texts in different languages can be equivalent in different degrees (fully or partly equivalent), in respect of realization and ranks. Furthermore, based on this theory, the classification of equivalent which is divided into fully and partly equivalent and non equivalent meanings are used in this research. The fully equivalent meaning is complete meaning, while partly equivalent meaning is divided into increased meaning and decreased meaning. For the non equivalent meaning there are different and no meaning. The following description explains the classification of meaning equivalence.

1. Equivalent

- a. Fully equivalent

Fully equivalent occurs when the meanings in the source language text are completely transferred in the target language text. In other words, the message of source text has to be transferred into target text where the target readers will catch the same understanding as the source readers do.

For example:

SL : Even Conrad's wife Margot writes books.

TL : Bahkan istri Conrad, Margot, menulis buku.

The example shows that the source language term *wife* is translated into its target language term *istri*. These two expressions are completely equivalent because they have precisely the same meaning.

- b. Partly equivalent

- 1) Increased meaning

Increased meaning occurs when there is an addition of information realized by new meaning which is not found in the source language text.

For example:

SL : Tonight: watch comfort-DVDs, eat **Magnums**, cry a lot.

TL : Malam ini: menonton DVD yang menyenangkan, makan **es krim Magnum**, menangis sejadi-jadinya.

Magnum has many different meaning. *Magnum* can be interpreted as a name of a band, a brand of ice cream, a pistol or revolver, and even a name of television series. In this sentence, *Magnum* means a popular brand of ice cream. The translator added the word *es krim* to clarify that it is a brand of ice cream, thus the meaning is increased.

2) Decreased meaning

Decreased meaning occurs when a part of the meaning in the source language text is omitted in the target language text.

For example:

SL : “Where’s my **double-chocolate extra cream muffin**?” I say with a puzzled frown and Clemency jumps sky high.

TL : “Mana **muffin coklat dengan krim ekstraku**?” tanyaku dengan mengerutkan kening bingung, dan seketika Clemency melompat tinggi-tinggi.

The example shows that the translator did not realize the word *double* into the target text. It means that the translator omitted a part of the message of the source text, so that the meaning in the target text is decreased.

2. Non-equivalent

a. Different meaning

Different meaning occurs when the translator change the information contained in the source language by using words which have different meaning in the target text.

For example:

SL : The easiest way of exploring Helsinki is by **subway**.

TL : Cara termudah untuk berkeliling Helsinki adalah dengan naik **trem**.

According to *Oxford Advanced Learner's Dictionary* (1989: 1284), a *subway* is *underground railway in a city*. On the other hand, according to *Kamus Besar Bahasa Indonesia* (2008: 1486), a *trem* is *kereta yang dijalankan oleh tenaga listrik atau lokomotif kecil, biasanya digunakan sebagai angkutan penumpang dalam kota*. Both of this public transportation is available in Helsinki. The difference between them is the location of the train. *Subway* runs along the underground railway whereas *trem* is runs along railway in the public street. It is clear that both of these terms has different meaning. This change can cause confusion to the readers.

b. No meaning

No meaning occurs when the translator omits the words or expressions in the source language text so that the target language text loose the information contained in the source language text.

For example:

SL : “Your **half-dad**?”

TL : -

The translator omitted the term *half-dad* probably because there is no such thing according to dictionary. However, the omission is not affecting the message main idea in the source text, because the previous sentence in the source text is “Is he... your step-dad?” According to *Oxford Advanced Learner’s Dictionary* (1989: 1324), *step-dad* or *step-father* means *the man who is married to your mother but who is not your real father*.

D. Analytical Construct

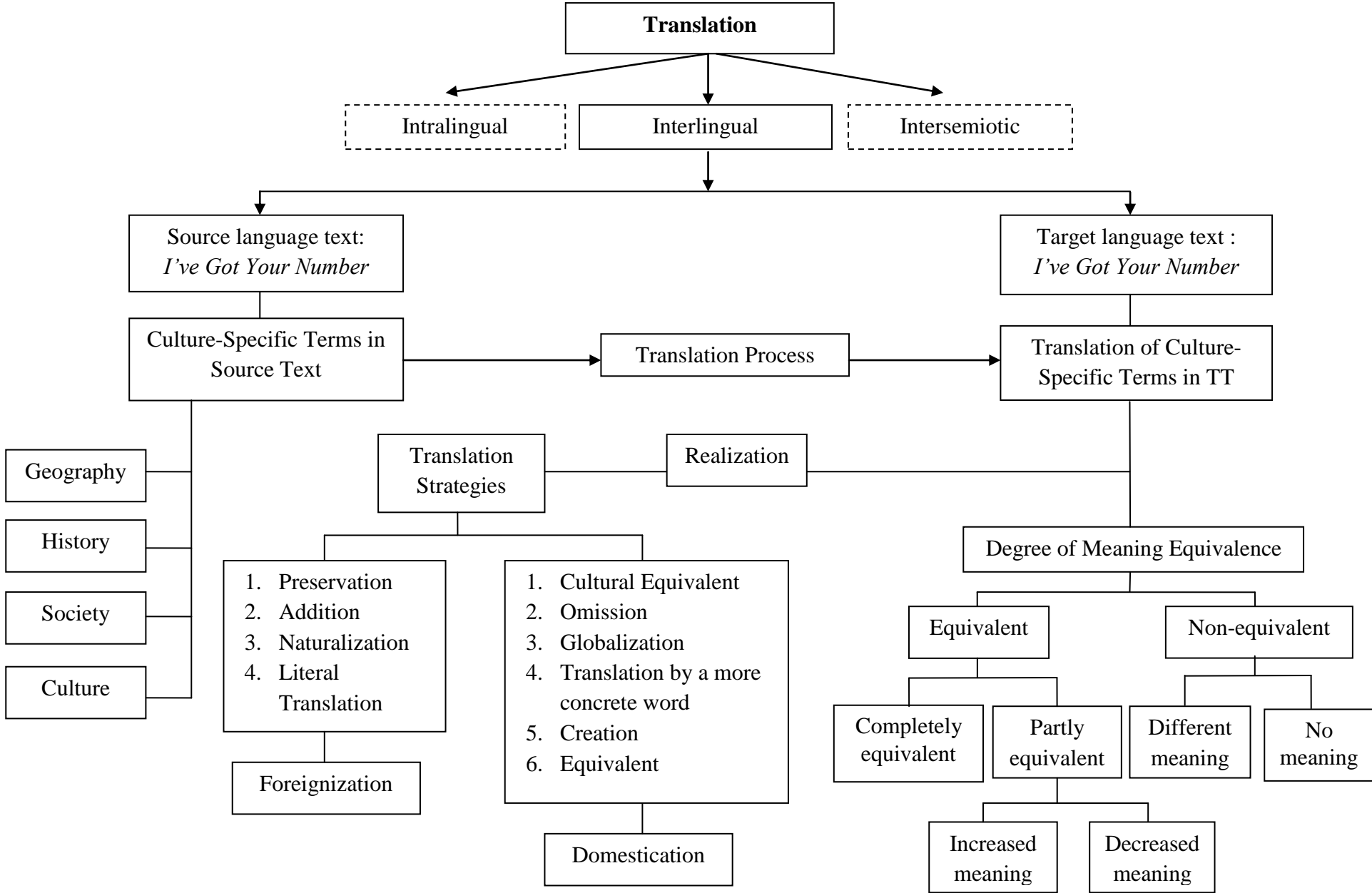


Figure 3. Analytical Construct

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study uses the descriptive qualitative method. Vanderstoep and Johnston (2009: 7) state that qualitative research produces narrative or textual descriptions of the phenomena under study. Thus, this research was emphasized to describe ways to translate culture-specific terms and to know the degree of meaning equivalence. However, this research also employed some numbers (quantitative analysis) to support the analysis of the data.

Moreover, Vanderstoep and Johnston (2009: 167) describe that the purpose of qualitative research is more descriptive than predictive. The goal is to understand, in depth, the point of view of a research participant. Thus, the data and the analysis were in the form of letters and descriptions. In conducting this study, the researcher collected, rewrote, classified, analyzed the data and made some conclusions.

B. Data and Sources of Data

The sources of the data are the original and the translated versions of Sophie Kinsela's *I've Got Your Number* novel. The data are culture-specific terms found in *I've Got Your Number* original version and their Bahasa Indonesia translations, in the form of words or phrases.

C. Research Instruments

In this research, the researcher is the main research instrument. The researcher is placed as the main instrument because of her roles as the main data collector and data analyzer. Meanwhile, the data sheet and computer will be considered as the helpful secondary instruments to conduct the research.

D. Data Collection

In collecting the data, the researcher conducted a deep observation and applied some procedures to collect data. The procedures are as follows, i.e.:

1. The sources of the data were observed by reading the original and the translated version of the novel carefully.
2. The data from the original and the translated versions of the novel were recorded.
3. The data gathered are sorted out to find those that were compatible with the criteria established.

E. Data Analysis

The data analysis is the process of systematically searching and arranging the collected data. The techniques of analyzing data are carried out as follows.

1. The culture-specific terms found in both versions; English and Bahasa Indonesia version were compared.
2. The culture-specific terms using Nedergaard Larsen's categories were categorized.

3. The treatment given to the culture-specific terms regarding the procedures of foreignization or domestication in each version of novel were analyzed.
4. The data were checked by using three different dictionaries: *Kamus Besar Bahasa Indonesia*, *Kamus Kata Serapan*, and *Oxford Advanced Learner's Dictionary*.
5. To make the classification of the data easier to be analyzed, the researcher encoded each of the data. The classification of the data and their codes are presented as follows.
 - a. In terms of culture-specific terms category
 - 1) Geography
 - a) Geography (GEO-1)
 - b) Meteorology (GEO-2)
 - c) Biology (GEO-3)
 - d) Cultural geography (GEO-4)
 - 2) History
 - a) Building (HIS-1)
 - b) Events (HIS-2)
 - c) People (HIS-3)
 - 3) Society
 - a) Industry level (economy) (SOC-1)
 - b) Social organization (SOC-2)
 - c) Politics (SOC-3)
 - d) Social condition (SOC-4)

- e) Ways of life, customs **(SOC-5)**

4) Culture

- a) Religion **(CUL-1)**
- b) Education **(CUL-2)**
- c) Media **(CUL-3)**
- d) Culture, leisure activities **(CUL-4)**

b. In terms of translation strategy

1) Foreignization

- a) Preservation **(PR)**
- b) Addition **(AD)**
- c) Naturalization **(NT)**
- d) Literal Translation **(LT)**
- e) Mixed Strategies **(MS)**

2) Domestication

- a) Cultural Equivalent **(CE)**
- b) Omission **(OM)**
- c) Globalization **(GL)**
- d) Translation by more concrete word **(CW)**
- e) Creation **(CR)**
- f) Equivalent **(EQ)**

3) Foreignization – Domestication

- a) Mixed Strategies **(MS)**

c. In terms of degree of meaning equivalence

1) Equivalent

a) Fully equivalent **(FEq)**

b) Partial equivalent

i. Increased meaning **(IM)**

ii. Decreased meaning **(DM)**

2) Non Equivalent

a) Different meaning **(Diff)**

b) No meaning **(NM)**

In this study, the classified data were coded based on the above classification. For example: 70/P.61/P.89/GEO-3 /NT/F/FEQ. This can be explained as follows.

70 : Number of data

P.61 : Source Text page

P.89 : Target Text page

GEO-3 : Culture-specific term category (geography – biology)

NT : Procedure of translation (naturalization)

F : Translation ideology (foreignization)

FEQ : degree of meaning equivalence (fully equivalence)

In analyzing the data, the researcher applied the following table.

Table 2. Data Sheet

No	Code	SL Text	CST Classification				Translation Strategies													Degree of Meaning Equivalence			
							Foreignization					Domestication					Foreignization - Domestication	Eq		Non Eq			
		TL Text	GEO	HIS	SOC	CUL																PR	AD
							IM	DM	Dif	NM													
69.	69/P.58/P.86/CUL-4/PR/F/FEQ	We were having dinner at Bluebird and...				√4	√												√				
		Kami makan malam di Bluebird , dan...																					
70.	70/P.61/P.89/GEO-3/NT/F/FEQ	...like we're two endangered pandas who have to make...	√3						√										√				
		...seakan-akan kami dua panda yang harus menghasilkan...																					
71.	71./P.61/P.90/CUL-4/PR-AD / F/IM	We're meeting in the lobby of Claridge's ...				√4	√	√												√			
		Kami bertemu di lobi Hotel Claridge's ...																					
		...iklan Lucinda yang mencari pemegang di The Lady ...																					

F. Trustworthiness

In order to confirm the trustworthiness of the data, a check is needed to test the data and the data analysis. Moloeng (2006: 324-326) proposes several criteria as the basis to gain trustworthiness. They are credibility, dependability, conformability and transferability. Credibility is concerned with the accuracy of the data. The researcher performs deep and detail observation of the data. The data are read and reread comprehensively and then they are collected and classified based on their features.

Dependability is gained by a triangulation technique. It is utilized to verify the data. There are four main types of triangulation; by sources, by methods, by researchers and by theories. In this research, only sources and theories employed. The former are in the form of the original and Bahasa Indonesia version of novel *I've Got Your Number*. For the latter, some books, journals, undergraduate theses and some internet sources related to the research are checked.

Meanwhile, conformability aims at measuring how far findings and interpretation of the data which have been analyzed. The data findings and the analysis were checked by two English Language and Literature students, Andi Saputro and Fatmawati Sukmarini. Finally, the result of triangulated data findings were discussed and consulted with the consultants: Drs. Asruddin Barori Tou, M.A., Ph.D. and Andy Bayu Nugroho, S.S., M.Hum.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are three findings based on the three objectives. Each finding is presented in a table which contains frequency and percentage to support argument of data occurrence.

1. Description of Culture-Specific Terms (CSTs) Found in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

From the research, there are 210 culture-specific terms found in the source text. The categorizations of the CSTs are based on the categorization of Nedergaard-Larsen. There are four categories of CSTs by Nedergaard-Larsen, which are geographical, historical, society and cultural categories.

Table 3 shows the finding of culture-specific terms in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts. From the table 1, it can be seen that the society category has the highest frequency with 134 occurrences out of 210 CSTs or 63.81%. The highest occurrences from society category are the ways of life, customs subcategory with 133 occurrences out of 210 CSTs or 63.33%. It is followed by social organization sub-category with only one occurrence or 0.48%. The subcategories of society category which do not appear are industry level (economy), politics and social condition.

Table 3. The Occurrence of CSTs in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

No.	CST Categories		Frequency	Percentage
1.	Geography etc	Geography	-	-
		Meteorology	2	0.95%
		Biology	26	12.38%
		Cultural Geography	12	5.71%
		Total of Geography Category	40	19.04%
2.	History	Buildings	-	-
		Events	1	0.48%
		People	-	-
		Total of History Category	1	0.48%
3.	Society	Industry level (economy)	-	-
		Social Organization	1	0.48%
		Politics	-	-
		Social Condition	-	-
		Ways of life, Customs	133	63.33%
		Total of Social Category	134	63.81%
4.	Culture	Religion	4	1.90%
		Education	2	0.95%
		Media	7	3.33%
		Culture, Leisure Activities	22	10.48%
		Total of Culture Category	35	16.67%
	Total		210	100%

In the second place of CSTs with the most occurrences is geographical category. There are four subcategories of this geographical category. The highest occurrence of this subcategory is the biology subcategory with 26 occurrences out of 210 CSTs (12.38%). It is followed by cultural geography subcategory with 12 occurrences out of 210 CSTs (5.71%) and meteorology with only two occurrences or 0.95%. However, the geography subcategory cannot be found in the texts.

The cultural category is in the third place with 35 occurrences out of 210 CSTs or 16.67%. In this study, this is the only category that all the subcategory can be found. As for its subcategory, culture, leisure activities has the highest number of occurrences with 22 out of 210 CTs or 10.48%. It is followed by media subcategory with seven occurrences out of 210 CSTs or 3.33%. In the third place is religion subcategory with four occurrences out of 210 CSTs or 1.90%. In the last place of culture classification is the education subcategory with only two occurrences or 0.95%.

In the last place is the historical category with only one occurrence out of 210 CSTs or 0.48%, which is the events subcategory. The other two subcategory of history classification, buildings and people subcategory, unfortunately, cannot be found.

2. Description of Translation Strategies which Represent Foreignization and Domestication of Culture-Specific Terms (CSTs) Found in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

In the beginning, the translation strategies used in this research are based on Judickaitė's continuum of foreignization and domestication. There are four foreignizing strategies, which are preservation, addition, naturalization and literal translation. On the other hand, there are six domesticating strategies which are cultural equivalent, omission, globalization, translation by a more concrete word, creation and equivalent. The foreignizing and domesticating translation strategies

mentioned above can be called pure because only one strategy is used to realize a CST into target language.

In this research, there are some CSTs which realized into target language using two or three strategies. Such combinations can be called as mixed strategies. In this research, there are two types of mixed strategies that can be found. One is in the context of foreignization and the other is in the context of foreignization and domestication.

Table 4 shows the finding of the translation strategies represents foreignization and domestication in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts. The table shows that both foreignizing and domesticating translation strategies are used by the translator. However, the foreignizing translation strategies (110 occurrences out of 210 CSTs or 52.39%) are used more than the domesticating translation strategies (89 occurrences out of 210 CSTs or 42.38%) and mixed strategies of foreignizing and domesticating translation strategies (11 occurrences out of 210 CSTs or 5.23%).

The foreignizing translation strategy that often used by the translator is preservation, which occurs 66 times or 31.43%. It is followed by mixed strategies in the context of foreignization (22 occurrences out of 212 CSTs or 10.48%). The details of the mixed strategies in the context of foreignizing translation strategies will be shown in Table 5. The third foreignizing translation strategy often used by the translation is naturalization (21 occurrences out of 210 CSTs or 10%) and followed by literal translation with only one occurrence out of 210 CSTs or 0.48%. However, the addition strategy is not found in this research.

Table 4. The Occurrence of Translation Strategies Represent Foreignization and Domestication in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

	Translation Strategy	Frequency	Percentage
Foreignization	Preservation	66	31.43%
	Addition	-	-
	Naturalization	21	10%
	Literal Translation	1	0.48%
	Mixed Strategies	22	10.48%
	Total of Foreignizing Translation Strategy	110	52.39%
Domestication	Cultural Equivalent	-	-
	Omission	1	0.48%
	Globalization	26	12.38%
	Translation by a more concrete word	-	-
	Creation	-	-
	Equivalent	62	29.52%
	Total of Domesticating Translation Strategy	89	42.38%
Foreignization-Domestication	Mixed Strategies	11	5.23%
	Total of Foreignizing-Domesticating Translation Strategy	11	5.23%
	Total	210	100%

Table 5 shows the occurrence of mixed strategies of foreignizing translation strategy found in this research. There are 22 occurrences. The most used mixed strategy of foreignizing translation strategy is mixed strategies of preservation and addition, with the occurrence of 11 out of 210 CSTs. It is followed by mixed strategies of preservation and naturalization (six occurrences

out of 210 CSTs) and mixed strategies of addition and naturalization (two occurrences out of 210 CSTs). The last ones are mixed strategies of preservation and literal translation, mixed strategies of addition and naturalization, mixed strategies of addition and literal translation and mixed strategies of preservation, naturalization and literal translation which each of them only occur once.

Table 5. The Occurrence of Mixed Strategies of Foreignizing Translation Strategy in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

No.	Mixed Strategies of Foreignization	Frequency	Percentage
1.	Preservation and Addition	11	50%
2.	Preservation and Literal Translation	1	4.54%
3.	Preservation and Naturalization	6	27.29%
4.	Addition and Naturalization	2	9.09%
5.	Addition and Literal Translation	1	4.54%
6.	Preservation, Naturalization and Literal Translation	1	4.54%
	Total	22	100%

In this study, the second most used strategy is domesticating translation strategy. The most used one is equivalent, which the occurrences of 62 out of 210 CSTs or 29.52%. It is followed by globalization (26 occurrences out of 210 CSTs or 12.38%) and omission with only one occurrence out of 210 CSTs or 0.48%. However, the cultural equivalent, translation by more concrete word and creation strategy is not used by the translation.

Table 6 shows the occurrence of mixed strategies of foreignizing and domesticating translation strategy. In mixed strategies in the context of foreignizing and domesticating translation strategy, there are seven types of this kind of translation strategies found in this research. The most used strategies are mixed strategy of preservation and equivalent, with the occurrences of four out of

210 CSTs or 36.37%. It is followed by mixed strategies of naturalization and equivalent, with the occurrences of two out of 210 CSTs or 18.18%. It is followed by the five mixed strategies of foreignizing-domesticating translation strategy because each of them only occurs once out of 212 CSTs. They are mixed strategies of naturalization and globalization, mixed strategies of addition and equivalent, mixed strategies of naturalization, omission and equivalent, mixed strategies of preservation, naturalization and equivalent and mixed strategies of preservation, naturalization and omission.

Table 6. The Occurrence of Mixed Strategies of Foreignizing-Domesticating Translation Strategy in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

No.	Mixed Strategies of Foreignization and Domestication	Frequency	Percentage
1.	Naturalization and Globalization	1	9.09%
2.	Preservation and Equivalent	4	36.37%
3.	Addition and Equivalent	1	9.09%
4.	Naturalization and Equivalent	2	18.18%
5.	Naturalization, Omission and Equivalent	1	9.09%
6.	Preservation, Naturalization and Equivalent	1	9.09%
7.	Preservation, Naturalization and Omission	1	9.09%
	Total	11	100%

3. Description of Degree of Meaning Equivalence in the Translation of Culture-Specific Terms (CSTs) in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

Based on the data analysis of this research, the translation of CSTs by the translator shows a good result. The data shows that the degree of equivalent meaning is far higher (209 occurrences of 210 or 99.52%) than the non-equivalent meaning (one occurrence of 210 or 0.48%). In other words, the translator succeeds in transferring the message of the CSTs in the source text into CSTs in the target text. Table 7 shows the frequency of the meaning equivalence.

Table 7. The Degree of Meaning Equivalence of the CSTs in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

No.	Degree of Meaning Equivalence		Frequency	Percentage	
1.	Equivalent	Fully Equivalent		165	78.57%
		Partly Equivalent	Increased Meaning	15	7.14%
			Decreased Meaning	29	13.81%
		Total of Equivalent Meaning		209	99.52%
2.	Non-Equivalent	Different Meaning		-	-
		No Meaning		1	0.48%
		Total of Non-Equivalent Meaning		1	0.48%
	Total		210	100%	

However, the equivalent meaning does not always have a fully equivalent meaning. In some cases, the meaning can be increased or decreased if the translator adds or omits some information in the target text. Out of 210 occurrences of equivalent meaning, there are 44 CSTs that the meanings are partly equivalent, either increased or decreased. It means that the message of those CSTs

is not completely transferred. The decreased meaning is higher in this case, with 29 occurrences out of 210 or 13.81% of CSTs have decreased meaning. On the other hand, there are 15 CSTs out of 210 or 7.14% have increased meaning.

In terms of non-equivalent meaning, there are two categorizations. They are different meaning and no meaning. In contrast to equivalent meaning, the frequency of non-equivalent meaning is very low. Based on the table above, there one CST that has no meaning in the target text. This CST loses the message which should be delivered to the target reader by the translator. However, there is no occurrence of different meaning.

B. Discussion

1. The Culture-Specific Terms (CSTs) in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

Based on the findings section, there are all four categorization of Cultural-Specific Terms (CSTs) found in the novels. They are geographical, historical, social and cultural categories. Most of the CSTs in this research belong to social category. It is may be because of the wide range of its subcategories. Further discussions about each of the categories of CSTs are presented as follows.

a. Geography

From 212 CSTs found in this research, there are 40 CSTs belong to the geography category. In geography category, there are four subcategories, which are geography, meteorology, biology and cultural geography. In Table 1 in Chapter II, it can be seen that Nedergaard-Larsen gives some examples for each sub-categories. One of the CSTs that belong in geography category is *reindeer*.

SL : I cannot believe I'm seriously planning to greet my prospective in-laws in too-tight red wooly **reindeer** gloves.

TL : Aku tak percaya aku benar-benar mempertimbangkan akan menyambut calon mertuaku dengan mengenakan sarung tangan wol merah bergambar **rusa**.

(32/P.29/P.42/GEO-3/EQ/D/FEQ)

According to *Oxford Advanced Learner's Dictionary* (1989: 1061), *reindeer* is a type of large deer with branched antlers, living in the arctic regions. From its definition, it can be clearly seen that reindeer belongs to geography classification. Another example of CST belongs to geography category is presented below.

SL : ...while a middle-aged woman, tanned from her **Costa del Sol** hideout, glowers at me from the dock.

TL : ...sementara seorang wanita separuh baya yang kulitnya kecokelatan karena baru kembali dari **Costa del Sol** tempatnya bersembunyi, memelototiku dari boks tersangka.

(77/P.68/P.102/GEO-4/PR/F/ FEQ)

Costa del Sol is a region in the south of Spain. It is one of most popular tourist destination in Spain. Because of its mild climate, which is neither too cold nor too hot, the visitors and residents like to enjoy the beaches along the coast. Among many attractions in Costa del Sol beside the beaches are golf arena and national park. There are also many restaurants, bars and nightclubs spread along

the coast. *Costa del Sol* belongs to geography category in terms of cultural geography.

b. History

In the history classification, there are three subcategories listed by Nedergaard-Larsen. They are building, events, and people. Unfortunately, there is only one CST that belongs in this category found in the novels.

ST : I actually *know* now what it felt like to have to trudge up to the guillotine in the **French Revolution**.

TL : Aku sekarang *tahu benar* bagaimana rasanya berjalan menuju guillotine pada masa **Revolusi Prancis**.

(73/P.66/P.98/HIS-2/NT-EQ/F-D/FEQ)

French Revolution is a revolutionary movement that happened in France between 1787 and 1799. Its climax was in 1789. According to www.britannica.com, the French Revolution was influenced by enlightenment ideals, especially the concept of popular sovereignty and inalienable rights. Although the Revolution was failed to achieve its goals, the movement played a critical role in shaping modern nations by showing the world the power inherent in the will of people. From the explanation, it is clear that *French Revolution* belongs to history category.

c. Society

In this research, most of the CSTs found in the novels belong in this category. There are 134 CSTs of society classification identified. The society category covers quite numbers of subcategories and Nedergaard-Larsen also gives

lots of example for each of them. An example of CST belongs in society category is *flat*.

SL : I've moved back to my **flat** and we've started looking for places to rent.

TL : Aku pindah kembali ke **apartemen**ku dan kami mulai mencari tempat tinggal sewaan.

(42/P.32/P.47/SOC-5/EQ/D/FEQ)

A *flat* is a type of housing. According to *Oxford Advanced Learner's Dictionary* (1989: 465), a *flat* is *a set of rooms on one floor of a building*. It is synonymous with the term *apartment* in American English. Another example of CST belong to society category is *tube*.

SL : The message was left while I was on the **tube**.

TL : Pesan itu ditinggalkan ketika aku ada di dalam **kereta bawah tanah**.

(75/P.67/P.100/SOC-5/EQ/D/FEQ)

A *tube* or also known as *the London Underground* is a public metro system that serves a large part of greater London and some parts of the counties around London. Tube is a great way to travel and from central London and one of popular means of transportation in London. A mean of transportation is an example of subcategories of ways of life of society category.

d. Cultural

In the cultural category, there are four subcategories. They are religion, education, media and culture, leisure activities. There are 35 CSTs in the novels identified as cultural category. As an example of cultural category is *King's College London*.

SL : I wake up every morning and look at Magnus’s smooth, freckled sleeping back; and think, ‘My fiancé, Dr Magnus Tavish, Fellow of **King’s College London**,’ and feel a tiny tweak of disbelief.

TL : Setiap pagi aku bangun dan menatap punggung Magnus yang halus dengan bintik-bintiknya, berpikir, “Tunanganku, Dr. Magnus Tavish, Fellow di **King’s College London**,” dan merasakan sengatan kecil tak percaya.

(10/P.10/P.13/CUL-2/PR/F/FEQ)

King’s College London is a university based in London. It is ranked 30 universities worldwide. This university is made up of nine academic schools. According to theguardian.com, the King’s graduate have the best graduate employment rates in the UK, and in turn, the graduates earn higher graduate starting salaries. From its description, *King’s College London* belongs to cultural classification, especially in the education subcategory. Another example of CST belong in the culture category is described below.

SL : It got repeated everywhere and there was a big fuss and headlines like ‘Professor Dubs Clerics Philistines’ and ‘Prof Disses Revs’ (that one was in the **Sun**).

TL : Kalimat itu diulang-ulang dimana-mana, dan muncul kehebohan serta judul berita semacam “Profesor Menyebut Ulama Kaum Filistin” dan “Profesor Menghina Pendeta” (yang ini dimuat di **Sun**).

(127/P.141/P.214/CUL-3/PR/F/FEQ)

The Sun is a daily tabloid newspaper published in the United Kingdom and Ireland. However, it is said that the purpose of the newspaper is to get the working class in UK to vote for conservative party. Thus, it tries to attract the working class, non-intelligent readers. It does it by covering sports, scantily clad women, prurient scandals and celebrity gossips. A name of newspaper belongs to culture category in terms of media.

2. The Translation Strategies which Represent Foreignization and Domestication of Culture-Specific Terms (CSTs) Found in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

According to the version of continuum of foreignization and domestication by Judickaitė, there are five foreignizing translation strategies and seven domesticating translational strategies. Those strategies are pure strategies. However, in this research, there are some CSTs that used two or three strategies to realize the CSTs from source text to target text.

a. Foreignization

In this study, there are four foreignizing translation strategies. They are preservation, addition, naturalization and literal translation. However, after doing the research, it is discovered that the translator did not use the strategy of addition. Instead, it is found that there is one more classification of foreignizing translation strategies added in the foreignization category. It is called mixed strategies in the context of foreignization, which is a mixed of two or more of those four foreignizing translation strategies.

1) Preservation

Preservation, which is the most foreignizing translation strategy, is used 70 times by the translator. Preservation is a strategy when the translator decides to keep the term in SL to re-express it in the TL. An example of preservation can be seen below.

SL : There are yew trees and a monkey puzzle in the garden.

TL : Ada pepohonan yew dan *monkey puzzle* di tamannya.

(34/P.29/P.42/GEO-3/PR/F/FEQ)

According to *Oxford Advanced Learner's Dictionary* (1989: 1566), *yew* is *a small tree with dark green leaves and small berries*. This tree usually is planted near churches. The reason why the translator preserves the name of the tree is probably because not many people know about this tree which commonly can be found in Europe. Another example of preservation translation strategy is used in the following sentences.

SL : The faces round the table are all motionless and jaw-dropped, like a row of versions of that painting *The Scream*.

TL : Wajah-wajah di seputar meja terpaku dan ternganga, seperti sederet lukisan *The Scream*.

(93/P.83/P.125/CUL-4/PR/F/FEQ)

The Scream is a work of art by Norwegian painter Edvard Munch. In an article, Shabi, (2013) writes that the painting depicts a moment of personal crisis. It is also said that the subject of the painting is a combination of Munch himself and his sister who is sick and hospitalized in a nearby asylum. The decision of the

translator to preserve the name of the painting may be because the background of the painting itself. *The Scream* is one of the world's most recognizable works of art. It is also possible that the translator presumes that most of the readers in the source language are aware of this fact and also recognize this painting.

2) Naturalization

In the target text, there are 21 CSTs that are naturalized. It means they are adapted to the phonological or morphological rules of the target language, which in this case is Bahasa Indonesia. The following sentences are the examples of this strategy.

SL : Through the glass doors I can see the doorman back on the steps, busy hailing **taxis** and pocketing tips.

TL : Melalui pintu-pintu kaca aku dapat melihat petugas penjaga pintu kembali ke tangga depan, sibuk mencegat **taksi** dan mengantongi tips.

(24/P.17/P.23/SOC-5/NT/F/FEQ)

As shown above, the English term *taxi* is realized into *taksi* in Bahasa Indonesia. The term *taxi* is naturalized into *taksi* by adjusting the spelling and the pronunciation. It should be noted, that the term *taksi* is already considered as a fixed term in Bahasa Indonesia, since it can be found in *Kamus Kata Serapan* and also *Kamus Besar Bahasa Indonesia*. According to *Kamus Kata Serapan* (2001: 609), *taksi* is *mobil untuk umum yang dileangkapi dengan taksimeter*. This definition is similar with the definition of the word *taxi* in *Oxford Advanced Learner's Dictionary*. According to this dictionary (1989: 1317), *taxi* is *car that*

may be hired for journeys, especially one with a meter that records the fare to be paid. Another example of naturalized CST is shown below.

SL : I told her she was *perfectly* capable of exercising at home alone, and there was no reason why she shouldn't be back on the **tennis** court.

TL : Kukatakan bahwa dia benar-benar mampu berlatih sendiri di rumah, dan tidak ada alasan baginya untuk tidak kembali ke lapangan **tenis**.

(117/P.130/P.195/CUL-4/NT/F/FEQ)

The same case also happens with the term *tennis* which realized by the translator into *tenis*. It can be seen that the term *tennis* is naturalized into *tenis* by phonologically adapting it. The meanings of both terms are the same, which mean a game for two or four players, who hit a ball backwards and forwards across a net with rackets. Similar case with the previous example of naturalization, the term *tenis* can be found in the *Kamus Kata Serapan* and *Kamus Besar Bahasa Indonesia*. The term *tenis* is also part of fixed vocabulary of people in Indonesia.

3) Literal Translation

In this study, it is found that literal translation strategy which means direct translation also used by the translator. However, there are only one CST which translated by this strategy, which is shown below.

SL : I can picture them now, eating **honey-roast peanuts** and reading academic papers on their his-'n'-her Kindles.

TL : Aku bisa membayangkan mereka sekarang, sedang mengudap **kacang panggang madu** sambil membaca majalah akademis di Kindle masing-masing.

(02/P.8/P.8/SOC-5/ LT/F/FEQ)

In this example, the translator literally translates the word *honey-roast peanuts* into *kacang panggang madu*. The translator translates it word-for-word.

4) Mixed Strategies in the Context of Foreignization

In some cases, using one translation strategies to realize a CST is not enough. Therefore, a mixed or combination of some strategies is needed. In the context of foreignization, there are six mixed strategies used by the translator to realize 22 CSTs. They are mixed strategies of preservation and addition, mixed strategies of preservation and literal translation, mixed strategies of preservation and naturalization, mixed strategies of addition and naturalization, mixed strategies of addition and literal translation and mixed strategies of preservation, naturalization and literal translation.

a) Preservation and Addition

As mentioned above, there are some CSTs that need more than one strategy to translate it. There are some cases that the CST is preserved by the translator, but then additional information is added. The researcher found there are 12 occurrences. For further explanation, the example can be seen below.

SL : The massive front door closes and I push my way through the overgrown

rhododendrons down the path to the gate.

TL : Pintu depan yang berat itu tertutup dan aku melangkah diantara **semakan**

rhododendron yang tumbuh liar di jalan setapak menuju pintu pagar.

(196/P.327/P.491/GEO-3/PR-AD/F/IM)

In the example above, it can be seen that the translator preserves the term *rhododendrons*, but then added additional information, which is *semakan*. *Rhododendron* itself is a genus of shrub. According to *Oxford Advanced Learner's Dictionary* (1989: 1087), its definition is *evergreen shrub with large clusters of trumpet-shaped red, purple, pink or white flowers*. The additional information of *semakan*, has its equivalent in English, which is *shrub*. It is possible that the translator adds the term *semakan* after knowing the definition of *rhododendron* so that the readers know what actually that term means. Another example of CST translated by these strategies is presented below.

SL : First Fit Physio Studio is exactly eighteen minutes' walk from my flat in Balham, past **Costa** and next to Greggs the baker.

TL : First Fit Physio Studio tepat delapan belas menit jalan kaki dari flatku di Balhan, melewati **kedai Costa Coffee** dan di sebelah toko roti Greggs.

(63/P.50/P.74/CUL-4/PR-AD/F/FEQ)

Costa Coffee is a British multinational coffeehouse company which headquartered in Dunstable, UK. This coffeehouse is the largest in the UK. Although it is the second largest coffeehouse chain in the world behind Starbucks, most of the Indonesian people do not know about this. Since most of Indonesian people are not aware of this coffeehouse, the translator adds the words *kedai* and *coffee* in the translation version, so that the readers know that *Costa* is a coffeehouse.

b) Preservation and Literal Translation

These mixed strategies, which occur only one time, are used when the translator preserved some parts of the CST in the source language then literally translated the rest of the CST into the target language. The example is as follow.

SL : She's changed into a halter-neck evening dress and even her shoulders are twitchy.

TL : Dia sudah berganti pakaian dengan gaun malam berleher halter, dan pundaknya pun tampak berkedut-kedut gugup.

(176/P.272/P.408/SOC-5/PR-LT/F/FEQ)

In this example, the translator decides to only preserve the term *halter* and to realize the rest of the words in this CST by literally translated it. Thus, the term *halter-neck evening dress* is realized into *gaun malam berleher halter*. The definition of *halter* itself according to *Oxford Advanced Learner's Dictionary* (1989: 562) is *style of woman's dress with the top held up by a strap passing round the back of the neck, leaving the back and shoulders bare*. The decision of the translator to preserve the word *halter* may be because the translator assumes that the readers in the target language know about lots of style of woman's dress, including a halter one.

c) Preservation and Naturalization

These mixed strategies happen when a translator preserves some parts of the CST and naturalize some part of the CST. In this study, these strategies occur five times. Below is one of the examples.

SL : Sam puts down his espresso cup, picks up his amaretto biscuit and unwraps it unhurriedly.

TL : Sam meletakkan cangkir *espresso*-nya, mengambil biskuit amaretto, lalu membuka bungkusnya tanpa tergesa-gesa.

(155/P.194/P.291/SOC-5/PR-NT/F/FEQ)

In this example, it can be seen clearly that the translator uses both preservation and naturalization strategies. The translator preserves the term *amaretto*. *Amaretto* is a small almond biscuit which similar to macaroons. Some are made using ground sweet and bitter almonds baked with egg and sugar and some others are made from ground apricot kernels (<http://www.bbc.co.uk/food/amaretti>). These biscuits usually served as an after-dinner treat with sweet wine. On the other hands, the translator naturalized the term *biscuit* into *biskuit* by adjusting the spelling. Another example of these mixed strategies can be seen below.

SL : From Sam's office I wander as far as St Paul's Cathedral.

TL : Dari kantor Sam aku berkeliaran sejauh Katedral St. Paul.

(197/P.335/P.502/CUL-1/PR-NT/F/FEQ)

In this case, the translator preserves the name of a cathedral which located in London, *St. Paul*. As for the term *Cathedral*, the translator naturalizes it into *Katedral* by adjusting the spelling and pronunciation. *St. Paul's Cathedral* was built between 1675 and 1710. This cathedral is one of the most famous and most recognizable sights in London.

d) Addition and Naturalization

These mixed strategies occur when the translator naturalizes some parts of the CST and add some information to the CST. In this study, these mixed strategies only occur twice. The CST belong to this strategies can be seen below.

SL : My veil is gossamer light and I've got a beaded headdress and a gorgeous posy of **lilies**.

TL : Cadarku tipis dan ringan, rambutku diberi hiasan manik-manik, aku membawa buket **bunga lili**.

(204/P.354/P/531/GEO-3/AD-NT/F/IM)

In this case, the translator naturalizes the word *lilies* into *lili* by adjusting the spelling. Then, the translator adds the word *bunga* in the target language, which is the hyponym of *lili*. Another example is presented as follow.

SL : Sure enough, Willow is fixated on me, like a **cobra**.

TL : Benar saja, Willow memusatkan seluruh perhatiannya padaku, seperti seekor **ular kobra**.

(177/P.275/P.414/GEO-3/AD-NT/F/IM)

The CST of *cobra* is naturalized by the translator by adjusting the spelling and the pronunciation into *kobra*. The translator also adds *ular* in the target language, which is the hyponym of *kobra*.

e) Addition and Literal Translation

These mixed strategies happen when the translator literally translate the CST and also adds additional information of the CST. In this study, these strategies occur only one time.

SL : Antony and an elderly man in a purple **V-neck** both turn from examining a painting hanging on a stone pillar, and peer at me instead.

TL : Antony dan seorang lelaki tua yang mengenakan **kaus berleher V** warna ungu berbalik serentak dari lukisan yang tergantung di pilar batu, lalu ganti mengamatiku.

(125/P.137/P.207/SOC-5/AD-LT/F/IM)

The translator literally translates *V-neck* into *berleher V*. Then, the translator adds the word *kaus* to clarify the type of clothing both of the character wear. According to [www.oxforddictionaries.com](http://www.oxforddictionaries.com/definition/english/V-neck), *V-neck* is *a neckline having straight sides meeting at a point to form a V-shape* (<http://www.oxforddictionaries.com/definition/english/V-neck>).

f) **Preservation, Naturalization and Literal Translation**

These mixed strategies happen when a translator preserves and naturalizes some parts of the CST and literally translates the rest of the CST. In this study, these mixed strategies only occur once and below is the details explanation.

SL : ‘Neil is Magnus’s keenest undergraduate, and is writing a dissertation on **‘Symbols in the Work of Coldplay.’**’

TL : “Neil adalah mahasiswa S1 Magnus yang paling rajin, dan sedang menulis disertasi mengenai **“Simbol-simbol dalam Karya Coldplay.”**”

(124/P.137/P.205/CUL-4/PR-LT/F/FEQ)

In this title of a fictional dissertation, the translator preserves the name of a British rock band named *Coldplay*. As for the word *symbols*, it is realized into

simbol-simbol by adjusting the spelling. This strategy is called naturalization. The rest of the CST is realized by using literal translation.

b. Domestication

In this study, Judickaitė's theory of six domesticating translation strategies is used. However, after conducting the research, only three of them are used by the translator. They are omission, globalization and equivalent. Equivalent is the most used domesticating translation strategy in this study.

1) Omission

A CST may sometimes be omitted in the target language text. This may be because it has no close match in the target language or may be because its meaning cannot be easily realized into target language. This strategy only occurs once in this study and the explanation can be seen below.

SL : 'Your half-dad?'

TL : -

(169/P.261/P.392/SOC-5/OM/D/NM)

The translator omits the term *half-dad* probably because there is no such thing according to dictionary. However, the term step-dad or step-father exists. According to *Oxford Advanced Learner's Dictionary* (1989: 1258), *step-dad* or *step-father* means *husband of one's mother/wife of one's father by later marriage*. However, the omission is not affecting the message main idea in the source text.

2) Globalization

This strategy happens when a translator cannot find a precise equivalent in the target language and then choose to use a word with a more general meaning. For example:

SL : ‘More of a friend’s daughter who should have never been given the job.’

TL : “Lebih seperti anaknya teman yang seharusnya tidak pernah diberi pekerjaan itu.”

(49/P.38/P.57/SOC-5/GL/D/DM)

In this example, the translator realizes *daughter* into *anak*. According to *Oxford Advanced Learner’s Dictionary* (1989: 303), *daughter* means *one’s female child*. On the other hand, *anak*, according to *Kamus Besar Bahasa Indonesia* (2008: 55), is *generasi kedua atau keturunan pertama*. It is clear that *anak* is the generalization of *daughter*. It is because the word *anak* is unspecific, whether it is a boy or a girl, whereas in the word *daughter*, it is very specific that it refers to a female child. Another example can be seen below.

SL : The trumpeter will be in the organ loft and I’ll be in my dress and Magnus will be standing at the altar in his designer waistcoat.

TL : Pemain trompet akan berada di tempat organ dan aku akan mengenakan gaunku, Magnus berdiri di altar dengan jas resmi buatan desainernya.

(123/P.136/P.205/SOC-5/GL/D/DM)

A *waistcoat* or vest in American English, according to *Oxford Advanced Learner’s Dictionary* (1989: 1430) is *close-fitting sleeveless garment, buttoned down the front, usually worn under a jacket or a coat and often forming part of a*

man's suit. From this definition, it can be seen that *jas resmi* is more general than *waistcoat*, because according to this definition a *waistcoat* is often forming a part of a man's suit. On the other hand, the English translation of *jas resmi* is suit. Therefore, the translation uses the strategy of globalization in this case.

3) Equivalent

Equivalent strategy is the most domesticating strategy in this study. It is because the translator realizes the English CSTs into Bahasa Indonesia ones. This strategy is the second most frequently used strategy in this research. For example:

SL : Me and my little brothers, Toby and Tom, eating toast and Marmite round the Scrabble board.

TL : Aku teringat diriku dan adik-adikku, Toby dan Tom, makan roti panggang dengan Marmite sambil berkumpul di sekeliling papan Scrabble.

(97/P.84/P.126/SOC-5/EQ/D/FEQ)

According to *Oxford Advanced Learner's Dictionary* (1989: 1348), *toast* is *sliced bread made brown and crispy by heating under a grill, in a toaster, etc.* On the other hand, according to *Kamus Besar Bahasa Indonesia* (2008: 1184), *roti panggang* is *irisan roti tawar yang dipanggang sebelum disantap*. From these two definitions, it is clear that *roti panggang* is the equivalent of *toast*. Another example of equivalent strategy is explained below.

SL : She looks like a cross between a giraffe and bush-baby.

TL : Dia seperti gabungan antara jerapah dan money *galago* bermata besar.

(193/P.305/P.457/GEO-3/EQ/D/FEQ)

A *giraffe*, according to *Oxford Advanced Learner's Dictionary* (1989: 522), is *African animal with a very long neck and legs and dark patches on its coat*. Meanwhile, with a very detailed explanation, according to *Kamus Besar Bahasa Indonesia* (2008: 581), *jerapah* is *binatang pemamah biak, berasal dari Afrika, berkaki panjang, kaki depan lebih panjang dari kaki belakang sehingga punggungnya menurun ke belakang, leher sangat panjang, kepalanya dapat mencapai ketinggian 5-6 m dari tanah*. It is also very clear from these definitions, that the translator realizes the word *giraffe* into its equivalent in Bahasa Indonesia which is *jerapah*.

c. Foreignization-Domestication

Judickaitė's classification of translation strategy in the continuum of foreignization and domestication is used in this study. There are four foreignization translation strategies and six domesticating translation strategies. In some cases, the CSTs are realized into target language by using both foreignization and domesticating translation strategies. There are 10 CSTs identified using these strategies and there are six types of mixed strategies in the context of foreignizing and domesticating translation strategies.

1) Naturalization and Globalization

These strategies occur when a part of CST is naturalized, which is a foreignizing translation strategy and the rest of the CST is realized into target language by using a more general word. In this study, these mixed strategies only occur one and below is the explanation.

SL : ‘We have a **butternut squash soup** today, made with an organic chicken stock ...’

TL : “Sup hari ini adalah **sup waluh**, dengan kaldu ayam organik...”

(145/P.181/P.271/SOC-5/NT-GL/F-D/DM)

In this CST, the term *soup* is naturalized into *sup* by adjusting the spelling and the pronunciation. As for *butternut* itself, the translator generalizes it into *waluh*. According to *Kamus Indonesia-Inggris* (2003: 612), the English equivalent of *waluh* can be *squash*, *gourd* or *pumpkin*. However, according to <http://whatscooking-america.net/squash.htm>, there are many types of *squash* available; one of them is *butternut squash*. Therefore, the translator realizes *butternut squash* into *waluh* which is more general than the original CST.

2) Preservation and Equivalent

These strategies occur when a part of a CST is preserve in the original form, which belongs to foreignizing translation strategy and the rest of the CST is realized into its equivalent form in the target language, which belongs to domesticating translation strategy. These strategies occur four times in this study and below are some examples.

SL : As we arrive at **St Edmund’s Parish Church**, I feel more optimistic than I have for ages.

TL : Ketika kami sampai di **Gereja St. Edmund’s Parish**, aku merasa lebih optimistis daripada yang pernah kurasakan.

(121/P.136/P.204/CUL-1/PR-EQ/F-D/FEQ)

In this CST, the translator preserves the name of the church *St. Edmund's Parish* which located in Oxford Street in Calne. Then, the translator realizes the word *church* into its equivalent in Bahasa Indonesia, which is *gereja*. Furthermore, *church* and *gereja* has similar definition which is a building used for Christian worship. Another example of these mixed strategies can be seen below.

SL : Meanwhile, David has sunk two whiskies, torn into three packets of crisps and is now scooping up a dish of hummus with **taco chips**.

TL : Sementara itu, David sudah menenggak dua gelas besar wiski, membuka tiga kantong keripik, dan sekarang menyendok *hummus* dengan **keripik taco**.

(172/P.266/P.400/SOC-5/PR-EQ/F-D/FEQ)

According to *Oxford Advanced Learner's Dictionary* (1989:282), *chip* or *crisp* in American English is *thin slice of potato, fried and dried, often flavoured and sold in packets*. However, in UK and Ireland, it also refers to lots of different kind of savory snack products other than potatoes, such as corn or tapioca. *Chip* is equivalent with *keripik*, which according to *Kamus Besar Bahasa Indonesia* (2008: 680), *keripik* is *panganan goreng yang dibuat dari kentang, ubi kayu dsb, yang diiris tipis-tipis lalu digoreng*. Meanwhile, the translator preserves the term *taco* because it does not have its equivalent in Bahasa Indonesia. Furthermore, nowadays, *taco* is quite popular in the society. *Taco* is originally from Mexico. It is generally made of one or two heated or lightly fried corn tortillas and contains traditional Mexican meats or fish. It can be dressed up with various condiments, such as salsa, lettuce, tomato etc. The difference between *taco* and *taco chips* is

while *taco* is eaten with the one or two tortillas filled with the filling like sandwich, *taco chips* are fried tortillas and the filling as the sauce to dip.

3) Addition and Equivalent

These strategies occur when a translator realizes a CST into its equivalent in the target language, which is domesticating translation strategy and adds some information into it, which is foreignizing translation strategy. In this study, these strategies occur three times and some example with their explanation can be seen below.

SL : I feel like visiting him, in his little cottage.

TL : Rasanya ingin sekali mengunjunginya, di rumah pondoknya yang kecil.

(53/P.40/P.59/SOC-5/AD-EQ/F-D/IM)

The translator realizes *cottage* into its equivalent in Bahasa Indonesia which is *pondok*. According to *Oxford Advanced Learner's Dictionary* (1989: 268), *cottage* is *small simple house, especially in the country*. The equivalent of *cottage* in Bahasa Indonesia is *pondok*. However, in this case, the translator the term *Rumah*, according to *Kamus Besar Bahasa Indonesia* (2008: 1188), is *bangunan tempat tinggal*. It is clear from this definition that *rumah* is the hyponym of *pondok*.

4) Naturalization and Equivalent

These mixed strategies occur when a translator naturalizes a part of a CST, which belong to foreignizing translation strategy and realizes the rest of it into its equivalent in the target language, which belong to domesticating translation strategy. It occurs twice and below is one of the examples.

SL : I actually *know* now what it felt like to have to trudge up to the guillotine in the **French Revolution**.

TL : Aku sekarang *tahu benar* bagaimana rasanya berjalan menuju *guillotine* pada masa **Revolusi Prancis**.

(73/P.66/P.98/HIS-2/NT-EQ/F-D/FEQ)

The translator realizes the word *revolution* into *revolusi* by adjusting the spelling and the pronunciation. As for the word *French*, the translator realizes it into *Prancis* which is its equivalent. *French Revolution* is a period of radical social and political movement in France from 1789 to 1799 that had a fundamental impact on French history and on modern history worldwide.

5) Naturalization, Omission and Equivalent

These mixed strategies occur when a translator realize a CST by naturalized a part of it, which is foreignizing translation strategy, realizes the other parts into its target language and also omits some part of the CST. Both the latter strategies belong to domesticating translation strategy. In this study, it only occurs once and the explanation can be seen below.

SL : I grab for the napkins and pull them out again, feeling each one carefully for a hard lump, not caring that I'm getting **buttercream icing** all over my hands.

TL : Aku merebut tisu-tisu bekas itu dan mengeluarkannya lagi, meraba kalau-kalau terasa ada sesuatu yang keras, tak peduli tanganku jadi berlepotan **krim mentega**.

(05/P.9/P.10/SOC-5/NT-OM-EQ/F-D/DM)

In here, the translator naturalizes the word *cream* into *krim* by adjusting the spelling. According to *Oxford Advanced Learner's Dictionary* (1989: 278), *cream* is *thick yellowish-white liquid that is the fatty part of the milk*. As for the word *butter*, the translator realizes into its equivalent in Bahasa Indonesia, which is *mentega*. The definition of both terms is similar which means fatty food substance, made from cream by churning, that is spread on bread, etc or used in cooking. However, the translator omits the word *icing* or *frosting* in American English, which according to *Oxford Advanced Learner's Dictionary* (1989: 615), is *mixture of sugar, egg-white, flavouring, etc for covering and decorating cakes*.

6) Preservation, Naturalization and Omission

These mixed strategies occur when a translator preserves some part of a CST and also naturalizes a part of it. Both of these strategies belong to foreignizing translation strategy. Furthermore, in this strategy, a translator also omits some part of the CST, which belongs to domesticating translation strategy. These mixed strategies only occur once and below is the example and the explanation of it.

SL : ‘Where’s my **double-chocolate extra-cream muffin**?’ I say with a puzzled frown and Clemency jumps sky-high.

TL : “Mana **muffin coklat dengan krim ekstra**?” tanyaku dengan mengerutkan kening bingung, dan seketika Clemency terlompat tinggi-tinggi.

(134/P.148/P.223/SOC-5/PR-NT-OM/F-D/DM)

In this CST, the translator preserves the word *muffin*. It is may be because the translator presumes that the readers know about this small cake. As for the naturalization part, it is shown in the way translator naturalizes the words *chocolate*, *cream* and *extra*. In the case of *chocolate*, it is realizes into *coklat* by adjusting the spelling and the pronunciation. Meanwhile for the words *cream* and *extra* which realized into *krim* and *ekstra* is naturalized by the translator by adjusting the spelling. However, in this CST, the translator omits the word *double*, so the meaning is slightly decreased because in the target language, the muffin is not a double chocolate one.

7) Preservation, Naturalization and Equivalent

These mixed strategies occur when the translator preserves a part of the CST, literally translated a part of the CST and realized a part of the CST into its equivalent. These mixed strategies only occur once and below is the explanation.

SL : ‘Study of Continuous Passive Motion Following Total Knee Arthroplasty’.

TL : “Studi tentang Gerakan Pasif Kontinu Sesudah Arthroplasty Lutut Total.”

(83/P.75/P.113/CUL-4/PR-NT-EQ/F/ FEQ)

In this title of fictional article, the translator preserves the word *anthroplasty*. The translator naturalizes *study*, *continuous*, *passive*, and *total* into *studi*, *kontinu*, *pasif*, and *total*. As for the rest of CST, they are literally translated word-for-word.

3. The Degree of Meaning Equivalence in the Translation of Culture-Specific Terms (CSTs) in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* Bilingual Translational Texts

Transferring the message of the source text into the target text in order to be understood by the target readers is the purpose of translation. The meaning of the message transferred from the source text into the target text should be equivalent. However, there are some obstacles that make the meaning of some part of the source text not equivalent, such as cultural gaps. In this research, it is found that the translator has successfully and completely transferred the CST in the source language into the target language. It is indicated by the high frequency of equivalent meaning whether fully or partially equivalent in the translation. However, there is a CST which are unrealized into target language so that it has non-equivalent meanings.

a. Equivalent

In translation, meaning must be held constant. The translation of the CST must be equivalent with the CST in the source language. Ideally, the translation must be fully equivalent with the source text. However, there are some CSTs which have partly equivalent meaning.

1) Fully Equivalent

Fully equivalent occurs when the meaning in the source language text are completely transferred into the target language text. Therefore, the messages of the source language text are completely delivered to target readers. The examples are presented below.

SL : All alone, with maybe just a faithful dog for company.

TL : Seorang diri, mungkin hanya ditemani anjing yang setia.

(55/P.40/P.59/GEO-3/EQ/D/FEQ)

According to *Oxford Advanced Learner's Dictionary* (1989: 356), a *dog* is *common domestic animal kept by human being for work, hunting etc. or as a pet.*

This CST is realized into *anjing* in Bahasa Indonesia. Both CST in the source language and the target language refer the same animal, so this CST has equivalent meaning in the target language. Another example is can be seen below.

SL : ‘Steak baguette, rare, and a green salad.’

TL : “Steak baguette, rare, dengan salad.”

(148/P.181/P.271/SOC-5/PR/F/FEQ)

In this case, it is shown that the message of the CST in the source language is equivalent with the target language. It is because the translator preserves the CST, so it is obvious that the message is completely transferred.

2) Partly Equivalent

All translations are expected to be completely equivalent but this aim cannot always be achieved. A translation might be partly equivalent because of an addition or omission of information realized in the source language text.

a) Increased Meaning

Increased meaning occurs when there is an addition of information realized by new meaning which is not found in the source language text. Below is the example.

SL : He takes a bite of baguette and reaches for his water.

TL : Dia menggigit roti baguette dan meraih gelas airnya.

(154/P.190/P.284/SOC-5/PR-AD/F/IM)

In this CST, the translator borrows the term *baguette* and uses it in the target language. A *baguette* is a type of French bread baked into a long, thin loaf, usually at least two feet long and with a diameter of about 2 inches ([http://culinaryarts. about.com/od/glossary/g/Baguette.htm](http://culinaryarts.about.com/od/glossary/g/Baguette.htm)). As for some readers, maybe they are not familiar with this type of bread. Maybe this is the reason why the translator adds the word *roti* to clarify it so that the target readers do not get confused. Because of this addition of information, the meaning of this CST is increased. Another example can be seen below.

SL : I'm dressed up in my best LBD and high heels.

TL : Aku mengenakan gaun hitam LBD-ku yang terbaik dan sepatu hak tinggi.

(137/P.158/P.236/SOC/PR-AD/F/IM)

LBD actually stands for *long black dress*. The same reason as the previous example, many target readers are also not familiar with this type of dress. It is probably why the translator adds *gaun hitam* in the CST to give some explanation to the target readers. Because of this addition, the meaning of this CST is increased.

b) Decreased Meaning

Decreased meaning occurs when a part of the meaning in the source expression is omitted in the target language. The examples are as follows.

SL : 'Steak baguette, rare, and a green salad.'

TL : "Steak baguette, rare, dengan salad."

(149/P.181/P.271/SOC-5/GL/D/DM)

Green salad is a kind of salad which consist mostly leafy greens. Lettuce is a common and well known example of a salad green, but other greens ranging from arugula to mustard greens can appear in salads (<http://www.wisegeek.com/what-are-salad-greens.htm>). There are many kinds of salad available, such as vegetable salad, fruit salad and chicken salad. In this case, the translator generalizes the CST. Because of this, the meaning is decreased. Another example is presented below.

SL : So here she is, in Costa, chomping on a **chicken wrap** and swigging a smoothie.

TL : Jadi, duduklah dia di sini, di Costa, mengunyah **sandwich ayam** dan menenggak *smoothie*.

(196/P.306/P.457/SOC-5/GL/D/DM)

According to *Oxford Advanced Learner's Dictionary* (1989: 1120), a *sandwich* means *two slices of bread, often spread with butter*. On the other hand, a *wrap* is a type of sandwich made with a soft flatbread rolled around a filling (http://en.wikipedia.org/wiki/Sandwich_wrap). However, a wrap is different from a sandwich. As stated above, a sandwich has two slices of bread, placed in the top and the bottom of the filling. In contrast, a wrap is only used one layer which completely wraps the filling. From the explanation above, it is clear that the meaning is decreased because the translator uses the term *chicken sandwich* which is more general than *chicken wrap*.

b. Non-equivalent

The translation is not equivalent when the source language and the target language text have different or no meaning.

1) Different Meaning

Different meaning occurs when the translator changes the information contained in the source language text by using words which have different meaning in the target language text. In this study, this type of equivalent cannot be found.

2) No Meaning

No meaning occurs when the translator omits to translate the words or expression in the source language text so that the target language text loses all information contained in the source language text.

SL : 'Your half-dad'

TL : -

(170/P.261/P.392/SOC-5/OM/D/NM)

The translator omits the term *half-dad* probably because this term is not actually exists. What is available to use is the term like step-dad or may be half-sibling. It is probably why the translator does not realize it in the target language.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions of this study, some conclusions can be drawn related to the formulation of the problems and objectives of the study. The conclusions are presented as follows.

1. In this study, four kinds of CSTs are identified in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts. They are in geographical, historical, social and cultural categories. The highest number of the occurrence of CSTs is the social category (134 out of 212 or 63.21%). In other words, the social category has the most appearances of CSTs. It is probably because the wide numbers of its subcategories. Meanwhile, the least number of the occurrence of the CSTs is the historical category (1 out of 212 or 0.47%).
2. In translating the CSTs, in this study, it can be concluded that the translator uses both foreignizing and domesticating translation strategies. The findings show that 110 out of 210 CSTs are foreignized (52.39%), 91 out of 210 CSTs are domesticated (42.38%) and 10 out of 210 CSTs are translated using mixed strategies of foreignizing and domesticating translation strategies (5.23%). It can be said that the CSTs in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts are mostly foreignized. There are four foreignizing translation strategies used in this study and the frequency of

the preservation strategy is the highest among the foreignizing translation strategies. It is maybe because the translator wants to invite and introduce the target readers of the culture of the source text. However, as stated before, there are also CSTs that are domesticated although the number is much smaller.

3. In the case of meaning equivalence of the CSTs in Sophie Kinsella's and Siska Yuanita's *I've Got Your Number* bilingual translational texts, almost all of them are transferred equivalently. It can be said that the translator is successful in translating the CSTs, because of the high frequency of the equivalent meaning, which is 209 occurrences out of 210 CSTs or 99.52%. On the other hand, there is only one CST which is non-equivalent.

B. Suggestions

Based on the result of the study, there are some suggestions given to some parties. The suggestions are described as follows.

1. To Translators

It is suggested to the translators that in order to translate CSTs, the decision of choosing the use of foreignizing or domesticating translation strategies is based on the orientation of the translation text, whether it is oriented to source language or oriented to target language. The translators should also master both of the source and target languages. It is also important for the translators to be aware of both of the cultures, so that the translators can be aware of the culture value. If the translator does this, the translator will have easier task in deciding which the right translation strategy to translate the CSTs is.

2. To Other Researchers

This research analyzes foreignization and domestication of the CSTs. The weaknesses which unavoidably appear in here are due to the limited theories and knowledge of the researcher. It is suggested to other researchers to explore other possible kinds of CSTs and the strategies to translate them. It is also suggested to conduct this kind of study using different kinds of text and different cultural backgrounds. If other researchers decide to conduct a similar study, it is suggested that the researchers conduct a deeper study.

3. To the Students of English Language and Literature Majoring in Translation

Reading books, journals or articles about translation, especially about translation strategies is strongly suggested by the researcher. It is not an easy task to translate CSTs and sometimes become an obstacle for the translator. It will be a good reference for the students and it can enrich the knowledge of the students if the students decide to conduct a similar study.

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APPENDIX

Note:

Culture-Specific Terms	Domestication translation strategy	Degree of meaning equivalence
GEO : Geography	CE : Cultural Equivalent	FEq : Fully Equivalent
HIS : History	OM : Omission	IM : Increased Meaning
SOC : Society	GL : Globalization	DM : Decreased Meaning
CUL : Culture	CW : Translation by more concrete word	Dif : Different Meaning
Foreignization translation strategy		NM : No Meaning
PR : Preservation	CR : Creation	
AD : Addition	EQ : Equivalent	
NT : Naturalization		
LT : Literal Translation		

Geography Category

GEO-1 : Geography

GEO-2 : Meteorology

GEO-3 : Biology

GEO-4 : Cultural geography

History Category

HIS-1 : Buildings

HIS-2 : Events

HIS-3 : People

Society Category

SOC-1 : Industry level (economy)

SOC-2 : Social organization

SOC-3 : Politics

SOC-4 : Social Condition

SOC-5 : Ways of life, customs

Cultural Category

CUL-1 : Religion

CUL-2 : Education

CUL-3 : Media

CUL-4 : Culture, leisure activities

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence					
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L																	P R	A D
							IM	DM																
		CHAPTER ONE																						
1.	01/P.7/P.8/SOC-5/EQ/D/FEQ	...the very day his parents are coming back from the States.			√ 5													√		√				
		...tepat pada hari orangtua Magnus kembali dari Amerika.																						
2.	02/P.8/P.8/SOC-5/LT/F/FEQ	...eating honey-roast peanuts and reading academic papers...			√ 5					√									√					
		...sedang mengudap kacang panggang madu sambil membaca makalah akademis...																						
3.	03/P.8/P.9/SOC-5/PR/F/FEQ	... the murder on the <u>Orient Express</u> .			√ 5		√												√					
		... misteri pembunuhan di <u>Orient Express</u> .																						
4.	04/P.8/P.9/SOC-5/GL/D/D M	...I spot another cleaner cleaning cupcake crumbs...			√ 5										√							√		
		...kulihat petugas kebersihan lain sedang membereskan remah-remah kue ...																						

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
5.	05/P.9/P.10/SOC-5/NT-OM-EQ/F-D/DM	...not caring that I'm getting buttercream icing all over my hands.			√ 5				√				√				√	√			√		
		...tak peduli tanganku jadi berlepotan krim mentega .																					
6.	06/P.9/P.10/SOC-5/PR/F/F EQ	I scrabble for the cupcake cases I dropped on the floor.			√ 5		√											√					
		Kupunguti kertas-kertas pelapis cupcake yang kujatuhkan ke lantai.																					
7.	07/P.9/P.11/SOC-5/NT/D/F EQ	...into a pocket ... it's stuck on the threads of a jumper ...			√ 5				√									√					
		...ke saku ... tersangkut benang di saku sweter ...																					
8.	08/P.10/P.12/GEO-4/PR/F/F EQ	Natasha and Clare and Emily (old school friends up from Taunton)...	√ 4				√											√					
		Natasha, Clare, Emily (teman-teman sekolah dari Taunton)...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
9.	09/P.10/P.13/SOC-5/GL/D/D M	...‘My fiancé , Dr Magnus Tavish, Fellow of King’s College London,’ and...			√ 5									√							√		
		...“ Tunanganku , Dr. Magnus Tavish, Fellow di King’s College London,” dan...																					
10.	10/P.10/P.13/CUL-2/PR/F/F EQ	...‘My fiancé, Dr Magnus Tavish, Fellow of King’s College London ,’...				√ 2	√												√				
		...“Tunanganku, Dr. Magnus Tavish, Fellow di King’s College London ,”...																					
11.	11/P.11/P.14/SOC-5/NT/F/F EQ	A week in an Italian villa , a top-salon haircut, and a Harvey Nichols voucher.			√ 5				√										√				
		Menginap di vila di Italia selama seminggu, potong rambut di salon terkenal dan <i>voucher</i> Harvey Nichols.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L																	P R
							IM	DM															
12.	12/P.11/P .13/CUL- 4/PR/F/F EQ	I speed-read his book, <u><i>The Philosophy of Symbolism...</i></u> Aku membaca dengan teknik baca-cepat bukunya yang berjudul <u><i>The Philosophy of Symbolism...</i></u>				√ 4	√												√				
13.	13/P.12/P .15/GEO- 3/PR/F/F EQ	...I started a petition to safe the <u>hamsters...</u> ...aku membuat petisi untuk menyelamatkan <u>hamster...</u>	√ 3				√												√				
14.	14/P.12/P .15/CUL- 4/PR/F/F EQ	Just like <u>Humphrey Bogart</u> never said... Seperti <u>Humphrey Bogart</u> yang tidak pernah mengatakan...				√ 4	√												√				
15.	15/P.13/P .16/SOC- 5/EQ/D/F EQ	A man in a <u>suit</u> came on the stage and... Seorang laki-laki bers <u>etelan jas</u> naik ke panggung dan...			√ 5												√		√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
16.	16/P.13/P .17/SOC- 5/EQ/D/F EQ	...and <u>cars</u> were beeping, and it took me ages...			√ 5												√		√				
		...dan <u>mobil-mobil</u> membunyikan klakson. Butuh waktu lama sekali ...																					
17.	17/P.13/P .17/SOC- 5/GL/D/D M	And all your friends have disappeared to catch the <u>tube</u> .			√ 5									√							√		
		Dan semua temanmu telah menghilang untuk naik <u>kereta</u> .																					
18.	18/P.14/P .18/SOC- 5/EQ/D/F EQ	Even though your fiancé's <u>father</u> has written a whole...			√ 5												√		√				
		Kendati <u>ayah</u> tunanganmu pernah menulis...																					
19.	19/P.15/P .19/SOC- 5/EQ/D/F EQ	...because my <u>wedding dress</u> is backless and I'm counting on a fine day.			√ 5												√		√				
		...karena <u>gaun pengantin</u> ku berpunggung terbuka, dan aku mengharapka cuaca cerah.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
20.	20/P.15/P .20/SOC- 5/EQ/D/F EQ	A figure on a bike is pedaling swiftly towards the end of the road.			√ 5												√		√				
		Sosok di atas sepeda sedang mengayuh sepeda dengan cepat menuju ujung jalan.																					
21.	21/P.15/P .20/SOC- 5/NT-EQ /F-D/FEQ	I only have time to register an old grey hoodie ...			√ 5				√								√	√	√				
		Aku hanya punya cukup waktu untuk melihat sweter abu-abu lawas bertudung ...																					
22.	22/P.15/P .20/SOC- 5/NT/F/F EQ	...and skinny black jeans before the bike turns the corner.			√ 5				√										√				
		...dan jins hitam, sebelum sepeda itu berbelok di sudut.																					
23.	23/P.17/P .23/GEO- 3/PR/F/F EQ	...the massive potted figus tree... past the table...	√ 3				√												√				
		...pohon figus dalam pot besar... melewati meja...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
24.	24/P.17/P .23/SOC- 5/NT/F/F EQ	...see the doorman back on the steps, busy hailing <u>taxis</u> ...			√ 5				√										√				
		...melihat petugas penjaga pintu kembali ke tangga depan, sibuk mencegat <u>taksi</u> ...																					
		CHAPTER TWO																					
25.	25/P.20/P /28/CUL- 4/PR/F/F EQ	The ringtone begins at top volume – and it's <u>Beyoncé</u> 's 'Single Ladies'.				√ 4	√												√				
		Nada deringnya langsung keras – lagu <u>Beyoncé</u> , <i>Single Ladies</i> .																					
26.	26/P.23/P .33/SOC- 5/GL/D/ DM	'Now he's putting on his <u>mac</u> .'			√ 5									√							√		
		"Sekarang dia sedang mengenakan <u>mantel</u> ."																					
27.	27/P.24/P .35/SOC- 5/PR/F/F EQ	Apart from <u>sushi</u> .			√ 5		√												√				
		Selain <u>sushi</u> .																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
28.	28/P.24/P.35/SOC-5/PR/F/F EQ	It would be like going up to a top American businessman dan saying, ‘ <u>T-bone steak!</u> ’			√ 5		√												√				
		Itu sama seperti menghampiri <i>businessman</i> Amerika dan berkata, “ <u>T-bone steak!</u> ”																					
29.	29/P.25/P.36/SOC-5/EQ/D/F EQ	...and the whitest <u>shirt</u> I’ve ever seen, turns back to me.			√ 5												√		√				
		...dan <u>kemeja</u> paling putih yang pernah kulihat, berpaling menghadapku.																					
30.	30/P.28/P.40/SOC-5/EQ/D/F EQ	...and the subject is ‘Re: <u>Dinner?</u> ’			√ 5												√		√				
		...dan subjeknya “Re: <u>Makan Malam?</u> ”																					
31.	31/P.29/P.42/CUL-1/EQ/D/F EQ	Old <u>Christmas</u> stock, only available in a Small.				√ 1											√		√				
		Sisa stok <u>Natal</u> , dan hanya tersedia dalam ukuran kecil.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
32.	32/P.29/P .42/SOC- 5/EQ/D/F EQ	...my prospective in-laws in too-tight red wooly reindeer gloves.			√ 5												√						
		...calon mertuaku dengan mengenakan sarung tangan wol merah bergambar rusa.																					
33.	33/P.29/P .42/GEO- 3/GL/D/D M	...too-tight red wooly reindeer gloves.	√ 3											√							√		
		...mengenakan sarung tangan wol merah bergambar rusa .																					
34.	34/P.29/P .42/GEO- 3/PR/F/F EQ	There are yew trees and a monkey puzzle in the garden.	√ 3				√												√				
		Ada pepohonan yew dan <i>monkey puzzle</i> di tamannya.																					
35.	35/P.29/P .42/GEO- 3/PR/F/F EQ	There are yew trees and a monkey puzzle in the garden.	√ 3				√												√				
		Ada pepohonan yew dan monkey puzzle di tamannya.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
36.	36/P.30/P.43/SOC-5/EQ/F/EQ	I once found a fossilized <u>boiled egg</u> ...			√ 5												√		√				
		Sekali waktu aku pernah menemukan <u>telur rebus</u> yang sudah menjadi fosil...																					
37.	37/P.30/P.43/SOC-5/GL/D/D M	...its egg cup, with a desiccated <u>toast soldier</u> .			√ 5									√							√		
		...mangkuk telurnya, dengan <u>roti tawar</u> yang sudah busuk.																					
38.	38/P.30/P.43/SOC-5/GL/D/D M	... Magnus writes books and his <u>older brother</u> Conrad writes...			√ 5									√							√		
		... Magnus menulis buku, dan <u>kakaknya</u> , Conrad, menulis...																					
39.	39/P.31/P.45/CUL-4/PR/F/F EQ	...pronouncing ' <u>Proust</u> ' wrong and everyone exchanging looks.				√ 4	√												√				
		...aku keliru melafalkan " <u>Proust</u> " dan semua orang bertukar pandang.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
40.	40/P.31/P .45/GEO- 4/PR/F/F EQ	...think of the rock and the Hampstead house and the villa in Tuscany .	√ 4				√												√				
		...pikirkan saja permata zamrud, rumah di Hampstead, serta vila di Tuscany .																					
41.	41/P.32/P .47/SOC- 5/GL/D/D M	That was the last time I tried to act older sister .			√ 5									√							√		
		Itu kali terakhir aku berlagak seperti kakaknya .																					
42.	42/P.32/P .47/SOC- 5/NT/F/F EQ	I've moved back to my flat and we've started looking for...			√ 5				√										√				
		Aku pindah kembali ke apartemen ku dan kamu mulai mencari ...																					
43.	43/P.32/P .47/GEO- 3/EQ/D/F EQ	...all have the same colouring, like a family of foxes .	√ 3														√		√				
		...memiliki penampilan yang serupa, seperti keluarga rubah .																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
44.	44/P.33/P.48/CUL-4/NT/F/F EQ	He skis really well, and he's going to teach me too.				√ 4			√										√				
		Dia lumayan jago main ski dan akan mengajariku.																					
45.	45/P.34/P.49/SOC-5/EQ/D/F EQ	'My parents' plane was diverted.'			√ 5												√		√				
		" Pesawat orangtuaku dialihkan."																					
46.	46/P.34/P.50/SOC-5/EQ/D/F EQ	But <i>I'm</i> the daughter-in-law (nearly) who's been living here...			√ 5												√		√				
		Tapi aku kan menantu perempuan (hampir) yang tinggal di sini...																					
47.	47/P.35/P.51/GEO-3/PR/F/F EQ	Best of all, I tracked down some anemones for...	√ 3				√												√				
		Yang paling hebat, aku berhasil mendapatkan anemone untuk...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
48.	48/P.37/P .55/SOC- 5/NT/F/F EQ	Now I'm sitting on the bus , staring out into the dark night...			√ 5				√										√				
		Sekarang aku duduk di dalam bus , menatap kegelapan di luar...																					
49.	49/P.38/P .57/SOC- 5/GL/D/D M	'More of a friend's daughter who should have never been given the job.'			√ 5									√							√		
		"Lebih seperti anaknya teman yang seharusnya tidak diberi pekerjaan itu."																					
50.	50/P.39/P .58/SOC- 5/PR/F/F EQ	Email from ' Dad ' –			√ 5		√												√				
		E-mail dari " Dad " –																					
51.	51/P.39/P .58/SOC- 5/EQ/D/F EQ	Is this Violet's dad or Sam's dad?			√ 5												√		√				
		Ini dari ayah Violet atau ayah Sam?																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence				
						Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq				
		TL Text	G E O	H I S	S O C																C U L	P R	A D
						IM	DM																
52.	52/P.40/P.59/SOC-5/GL/D/D M	...having to email his own son 's PA. ...terpaksa mengirim e-mail kepada anaknya sendiri ke ponsel asisten anaknya .			√ 5									√							√		
53.	53/P.40/P.59/SOC-5/AD-EQ/ F-D/ IM	I feel like visiting him, in his little cottage . Rasanya ingin sekali mengunjunginya, di rumah pondoknya yang kecil.			√ 5		√										√	√		√			
54.	54/P.40/P.59/GEO-3/EQ/D/F EQ	All alone, with maybe just a faithful dog for company. Seorang diri, mungkin hanya ditemani anjing yang setia.	√ 3														√		√				
		CHAPTER THREE																					
55.	55/P.43/P.63/CUL-4/PR/F/F EQ	...the Berrow Hotel , and feel so relieved I almost want to cry. ... Berrow Hotel , dan merasa ingin menangis saking leganya.				√ 4	√												√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication						Foreign ization - Domest ication	Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L																	P R
							IM	DM															
56.	56/P.44/P .65/CUL-2/PR/F/F EQ	I can see where he went to university (Durham). Aku tahu di mana dia kuliah (Durham).				√ 2	√												√				
57.	57/P.45/P .65/SOC-5/EQ/D/F EQ	...we're suddenly sharing an underwear drawer... ...kami mendadak berbagi laci pakaian dalam ...			√ 5												√		√				
58.	58/P.45/P .66/SOC-5 /PR-AD / F/IM	I make my tea and fill a bowl with Shreddies . Aku menyeduh teh dan mengisi mangkuk dengan sereal Shreddies .			√ 5		√	√			√									√			
59.	59/P.46/P .67/CUL-4 /PR-NT /F /FEQ	It's at the Chiddingford Hotel , which sounds... Acara itu diadakan di Hotel Chiddingford , yang terdengar...				√ 4	√		√		√								√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
60.	60/P.46/P .68/CUL- 4/PR/F/F EQ	Ran into Ed at the Groucho Club last night...				√ 4	√												√				
		Ketemu Ed di Groucho Club tadi malam...																					
61.	61/P.47/P .69/SOC- 5/GL/D/D M	Willow must be his fiancée .			√ 5									√							√		
		Willow pasti tunangan Sam.																					
62.	62/P.50/P .74/SOC- 5/NT/F/F EQ	First Fit Physio Studio is exactly eighteen minutes' walk from my flat in Balham...			√ 5				√										√				
		First Fit Physio Studio tepat delapan belas menit jalan kaki dari flat ku di Balham ...																					
63.	63/P.50/P .74/CUL- 4/PR-AD/ F/IM	...past Costa and next to Greggs the baker.				√ 4	√	√			√									√			
		...melewati kedai Costa Coffee dan di sebelah toko roti Greggs.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
64.	64/P.54/P.80/SOC-5/EQ/D/F EQ	He was wearing a long grey tweed coat , and his tawny hair...			√ 5												√						
		Dia mengenakan mantel <i>tweed</i> kelabu panjang, rambutnya yang cokelat kemerah...																					
65.	65/P.56/P.82/CUL-4/PR/F/F EQ	...many bankers I've massaged at the London Marathon ?"				√ 4	√											√					
		...banyak bankir yang kupijat pada London Marathon ?"																					
66.	66/P.57/P.84/SOC-5/PR-NT/F/FEQ	'... I've found the <i>perfect</i> strapless bra to go under...			√ 5		√		√		√							√					
		"... aku menemukan bra <i>strapless</i> yang <i>cocok sekali</i> untuk dipakai ...																					
67.	67/P.57/P.84/SOC-5/EQ/D/F EQ	'...to go under my bridesmaid's dress ?"			√ 5												√	√					
		"...untuk dipakai dengan gaun pendamping pengantin?"																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence				
						Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C																	C U L	P R
						IM	DM																
68.	68/P.58/P.86/CUL-4/PR/F/FEQ	We were having dinner at Bluebird and I had no idea...				√ 4	√												√				
		Kami makan malam di Bluebird , dan aku sama sekali tiga menduga...																					
69.	69/P.61/P.89/GEO-3/NT/F/FEQ	...like we're two endangered pandas who have to make...	√ 3						√										√				
		...seakan-akan kami dua panda yang harus menghasilkan...																					
70.	70./P.61/P.90/CUL-4/PR-AD / F/IM	We're meeting in the lobby of Claridge's – Lucinda loves hotel lobbies...					√	√			√									√			
		Kami bertemu di lobi Hotel Claridge's – Lucinda menyukai hotel lobi...																					
71.	71/P.62/P.91/CUL-3/PR/F/FEQ	...Lucinda's ad for an intern in The Lady and ...				√ 3	√												√				
		...iklan Lucinda yang mencari pemegang di The Lady dan...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
72.	72/P.62/P.91/SOC-5/GL/D/D M	...into a chair in a leggy, Joseph- trouser ed sprawl...			√ 5									√							√		
		...tubuh di kursi dengan tungkai panjangnya yang terbalut celana Joseph terpentang...																					
		CHAPTER FOUR																					
73.	73/P.66/P.98/HIS-2/ NT-EQ /F-D/FEQ	...to trudge up to the guillotine in the French Revolution .		√ 2					√								√	√	√				
		...berjalan menuju <i>guillotine</i> pada masa Revolusi Prancis .																					
74.	74/P.66/P.99/SOC-5 /EQ/D/ FEQ	...out of him on the phone at lunch time.			√ 5												√		√				
		...darinya dalam pembicaraan telepon pada jam makan siang .																					
75.	75/P.67/P.100/SOC-5/EQ/D/ FEQ	The message was left while I was on the tube .			√ 5												√		√				
		Pesan itu ditinggalkan ketika aku ada di dalam kereta bawah tanah .																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L																P R	A D
							IM	DM	Dif	NM													
76.	76/P.68/P .101/SOC -2/PR/F/ FEQ	Detectives, police, Interpol ...			√ 2		√												√				
		Detektif, polisi, Interpol ...																					
77.	77/P.68/P .102/GEO -4/PR/F/ FEQ	...from her Costa del Sol hideout, glowers at me...	√ 4				√												√				
		...dari Costa del Sol tempatnya bersembunyi, memelototiku...																					
78.	78/P.74/P .110/SOC -5/NT/F/ FEQ	...expensive pale-green tissue paper, to find a grey and white printed Japanese kimono .			√ 5				√										√				
		...lapisan kertas tipis mahal warna hijau muda, dan menemukan kimono Jepang kelabu-putih.																					
79.	79/P.74/P .111/SOC -5/NT/F/ FEQ	It's absolutely stunning, and even has a matching camisole .			√ 5				√										√				
		Benar-benar cantik, bahkan ada kamisol padanannya.																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence				
						Foreignization					Domestication					Foreignization - Domestication	Eq		Non Eq				
		TL Text	GEO	HIS	SOC																CUL	PR	AD
						IM	DM																
80.	80/P.74/P.111/SOC-5/NT/F/FEQ	I take off my top and cardigan , slip the camisole on...			√ 5			√											√				
		Kulepas atasan dan kardigan ku, lalu kukenakan kamisol itu...																					
81.	81/P.74/P.111/SOC-5/GL/D/DM	I fold the dress ing gown up again and stuff it back amid...			√ 5									√							√		
		Kulipat kembali gaun itu dan kumasukkan diantara...																					
82.	82/P.75/P.111/SOC-5/NT/F/FEQ	He’s wearing the tweed jacket he wears in the photo...			√ 5			√											√				
		Dia mengenakan jaket <i>tweed</i> seperti yang dipakainya di foto...																					
83.	83/P.75/P.113/CUL-4/PR-NT-EQ/F/FEQ	‘ Study of Continuous Passive Motion Following Total Knee Arthroplasty ’.				√ 4	√		√								√	√	√				
		Studi tentang Gerakan Pasif Kontinu Sesudah Arthroplasty Lutut Total.																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence				
						Foreignization					Domestication						Foreign ization - Domestic ication	Eq			Non Eq		
		TL Text	G E O	H I S	S O C													C U L	P R	A D			N T
						IM	DM																
84.	84/P.76/P .114/CUL -4/PR/F/ FEQ	‘ <u>The Migration Impulse.</u> ’				√ 4	√												√				
		“ <u>The Migration Impulse.</u> ”																					
85.	85/P.76/P .114/CUL -4/PR/F/ FEQ	‘Have you read <u>Burroughs</u> ?’ Antony says...				√ 4	√												√				
		“Kau sudah membaca <u>Burroughs</u> ?” tanya Antony...																					
86.	86/P.76/P .114/SOC -5/EQ/D/ FEQ	‘...gave you his <u>grandmother</u> ’s emerald ring?’			√ 5												√		√				
		“...memberikan cincin zamrud <u>nenek</u> nya kepadamu, ya?”																					
87.	87/P.78/P .117/CUL -3/PR/F/ FEQ	‘It was <u>Physiotherapists</u> <u>Weekly Roundup.</u> ’ I mumble at last, staring at my feet.				√ 3	√												√				
		“Di <u>Physiotherapists</u> ’ <u>Weekly Roundup.</u> ” akhirnya aku bergumam sambil memandangi kakiku.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
88.	88/P.79/P .120/SOC -5/PR/F/ FEQ	We're halfway through the Bolognese and I haven't...			√ 5		√												√				
		Kami sedang menikmati Bolognese dan aku belum...																					
89.	89/P.80/P .121/SOC -5/EQ/D/ FEQ	But as we sit back for pudding , Magnus tinkles his fork...			√ 5												√		√				
		Namun, ketika kami kembali duduk untuk hidangan penutup , Magnus mendinginkan garpunya...																					
90.	90/P.81/P .121/SOC -5/PR/F/ FEQ	...say big "welcome back" to Mum and Dad.'			√ 5		√												√				
		...mengucapkan 'selamat datang kembali' untuk Mum and Dad."																					
91.	91/P.81/P .122/SOC -5/EQ/D/ FEQ	'You didn't tell me it was your mother 's birthday.'			√ 5												√		√				
		"Kau tidak memberitahuku ini hari ulang tahun ibumu ."																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L																	P R
							IM	DM															
92.	92/P.83/P .124/SOC -5/EQ/D/ FEQ	I'm sitting at the dinner table wearing my future <u>mother-in-law</u> 's underwear. Aku duduk di meja makan mengenakan pakaian dalam calon <u>ibu mertua</u> ku.			√ 5												√						
93.	93/P.83/P .125/CUL -4/PR/F/ FEQ	...like a row of versions of that painting <u>The Scream</u>seperti sederet lukisan <u>The Scream</u> .				√ 4	√												√				
94.	94/P.83/P .125/SOC -5/GL/D/ DM	<u>Supper</u> is over, and everyone's got over the camisole incident. <u>Makan malam</u> sudah usai, dan semua orang sudah melupakan insiden kamsisol itu.			√ 5									√							√		
95.	95/P.83/P .125/SOC -5/NT/F/ FEQ	...remarks like 'Shall we have some <u>chocolates</u> ?' ...seperti "Bagaimana kalau kita makan <u>cokelat</u> ?"			√ 5				√										√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
96.	96/P.84/P .126/SOC -5/GL/D/ DM	Me and my little brothers , Toby and Tom, eating toast...			√ 5									√							√		
		Aku teringat diriku dan adik-adikku , Toby dan Tom, makan roti panggang...																					
97.	97/P.84/P .126/SOC -5/EQ/D/ FEQ	...eating toast and Marmite round the Scrabble board.			√ 5												√		√				
		...makan roti panggang dengan Marmite sambil berkumpul di sekeliling papan Scrabble.																					
98.	99/P.84/P .126/SOC -5/PR/F/ FEQ	...eating toast and Marmite round the Scrabble board.			√ 5		√												√				
		...makan roti panggang dengan Marmite sambil berkumpul di sekeliling papan Scrabble.																					
99.	99/P.85/P .127/GEO -3/PR/F/ FEQ	' Pig '	√				√												√				
		' Pig .'	3																				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L													P R	A D	N T		
							IM	DM	Dif	NM													
100.	100/P.85/ P.128/SO C-5/EQ/F / FEQ	...picking morosely at the remaining of the birthday cake on the counter.			√ 5												√		√				
		...dengan merana mengutak-atik sisa-sisa kue ulang-tahun yang ada di meja.																					
101.	101/P.87/ P.131/CU L-3/PR/F/ FEQ	‘Like that time she had to go on Radio 4...				√ 3	√												√				
		“Seperti ketika dia harus diwawancarai Radio 4...																					
102.	102/P.88/ P.133/SO C-5/EQ/D / FEQ	I hunch my shoulders gloomily and scoop up some more cake crumbs.			√ 5												√		√				
		Aku membungkuk murung dan mencuil kue lagi.																					
103.	103/P.91/ P.137/CU L-4/PR/F/ FEQ	...I add with a knowledgeable air, as though I’m Stephen Fry .				√ 4	√												√				
		...tambahku sok tahu, seolah-olah aku Stephen Fry .																					

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							Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L																P R	A D
							IM	DM															
		CHAPTER FIVE																					
104.	104/P.96/ P.144/CU L-4/PR/F/ FEQ	It’s at the Savoy , with a jazz band...				√ 4	√												√				
		Acara itu diadakan di Savoy , dengan band jazz...																					
105.	105/P.96/ P.144/SO C-5/PR- AD/F/IM	...with a jazz band and canapés and goody bags.			√ 5		√	√			√									√			
		...dengan band jazz, hidangan canapé , dan ada <i>goody bag</i> .																					
106.	106/P.97/ P.146/SO C-5/EQ/D /FEQ	My aunt is a dental nurse, so I know what I’m talking about.			√ 5												√		√				
		... bibi ku perawat gigi, jadi aku tahu apa yang kubicarakan.																					
107.	107/P.99/ P.150/SO C-5/EQ/D /FEQ	He starts tugging at my skirt and we both tumble off the sofa on to the carpet.			√ 5												√		√				
		Dia mulai menarik rok ku, dan kami berguling dari sofa ke atas karpet.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L												P R	A D			N T	L T
							IM	DM	Dif	NM													
108.	108/P.100 /P.151/G EO-4/PR/ F/ FEQ	...because he’s got to go to Brighton early tomorrow.	√ 4				√												√				
		...karena harus pergi ke Brighton besok pagi-pagi sekali.																					
109.	109/P.101 /P.152/S OC-5/EQ/ D/ FEQ	...from under the covers and reach for a dressng gown .			√ 5												√		√				
		...dari balik selimut dan meraih mantel kamar ku.																					
		CHAPTER SIX																					
110.	110/P.104 /P.156/G EO-4/PR/ F/ FEQ	Nevertheless, here I am in Hatton Garden ...	√ 4				√												√				
		Meski demikian, aku sekarang berada di Hatton Garden ...																					
111.	111/P.105 /P.157/G EO-3/EQ/ D /FEQ	...made out of yellow diamonds in the shape of a spider ...	√ 3														√		√				
		...bros berbentuk laba-laba dari permata-permata kuning...																					

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							Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L																P R	A D
							IM	DM	Dif	NM													
112.	112/P.117 /P.176/G EO-3/EQ/ D /FEQ	‘Each option will be lined with rose petals... “Setiap pilihan akan diberi hiasan mawar di tepinya...	√ 3														√						
113.	113/P.120 /P.180/C UL-3/PR/ F/ FEQ	Daily Mail gossip column. Kolom gosip Daily Mail .				√ 3	√												√				
114.	114/P.121 /P.182/S OC-5/PR/ F /FEQ	‘And a chocolate-chip muffin .’ “Dan chocolate chip muffin .”			√ 5		√												√				
115.	115/P.121 /P.182/S OC-5/PR/ F/ FEQ	“You want a muffin ?” “Kau mau muffin ?”			√ 5		√												√				
116.	116/P.129 /P.194/G EO-4/PR/ F/ FEQ	Magnus has a late seminar in Warwick . Magnus ada seminar malam di Warwick .	√ 4				√												√				

No	Code	SL Text	CST Classification				Translation Strategies													Degree of Meaning Equivalence			
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
																			IM	DM			
		CHAPTER SEVEN																					
117.	117/P.130 /P.195/C UL-4/NT/ F/ FEQ	...no reason why she shouldn't be back on the tennis court.				√ 4			√										√				
		...tidak ada alasan baginya untuk tidak kembali ke lapangan tenis .																					
118.	118/P.131 /P.196/G EO-2/EQ/ D /FEQ	One minute it was a bright breezy day...	√ 2														√		√				
		Satu saat hari cerah dengan angin sepoi-sepoi ...																					
119.	119/P.131 /P.197/S OC-5/EQ/ D /FEQ	'Maybe Wanda's gunning to be a granny .'			√ 5												√		√				
		"Mungkin Wanda ingin segera punya cucu."																					
120.	120/P.136 /P.204/S OC-5/PR-AD /F/ FEQ	'Veils, almonds , that kind of thing...			√ 5		√	√			√									√			
		"Cadar, kacang almond , semacam itulah...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L												P R	A D			N T	L T
IM	DM																						
121.	121/P.136 /P.204/C UL-1/PR- EQ/F-D/ FEQ	As we arrive at <u>St Edmund’s Parish Church</u> , I feel more optimistic than I have for ages.				√ 1	√										√	√	√				
		Ketika kami sampai di <u>Gereja St. Edmund’s Parish</u> , aku merasa lebih optimistis daripada yang pernah kurasakan.																					
122.	122/P.136 /P.204/C UL-1/PR /F/ FEQ	<u>St Edmund’s</u> is a big, grand church in Marylebone...				√ 1	√												√				
		<u>St. Edmund</u> gereja yang besar dan megah di Marylebone...																					
123.	123/P.136 /P.205/S OC-5/GL /D/ DM	... I’ll be in my dress and Magnus will be standing at the altar in his designer <u>waistcoat</u> .			√ 5									√							√		
		...aku akan mengenakan gaunku dan Magnus berdiri di altar dengan <u>jas resmi</u> buatan desainernya.																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence				
						Foreignization					Domestication						Foreign ization - Domest ication	Eq			Non Eq		
		TL Text	G E O	H I S	S O C																		C U L
						IM	DM																
124.	124/P.137 /P.205/C UL-4/PR-NT-LT/F/FEQ	...and is writing a dissertation on ‘ Symbols in the Work of Coldplay. ’				√ 4	√		√	√									√				
		...dan sedang menulis disertasi mengenai “ Simbol-simbol dalam Karya Coldplay. ”																					
125.	125/P.137 /P.207/S OC-5/AD-LT/F/IM	...in a purple V-neck both turn from examining a painting...			√ 5			√		√	√									√			
		...yang mengenakan kaus berleher V warna ungu berbalik serentak dari lukisan...																					
126.	126/P.142 /P.213/S OC-5/PR/F/FEQ	Beef Stroganoff.			√ 5		√												√				
		Beef Stroganoff.																					
127.	127/P.141 /P.214/C UL-3/PR/F/FEQ	...Disses Revs’ (that one was in the Sun.				√ 3	√												√				
		...Menghina Pendeta” (yang ini dimuat di Sun).																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
128.	128/P.143 /P.215/S OC-5/EQ /D /FEQ	'Have you met my future father-in-law ?' father-in-law ?			√ 5												√						
		"Anda sudah bertemu dengan calon ayah mertuaku ?"																					
129.	129/P.144 /P.217/C UL-4/NT /F/ FEQ	It clashed with hockey practice. hockey practice.				√ 4			√										√				
		Bertabrakan dengan jadwal latihan hoki .																					
130.	130/P.144 /P.217/S OC-5/EQ/ D/ FEQ	My aunt and uncle took us in. Paman dan bibiku yang merawat kami.			√ 5												√		√				
131.	131/P.144 /P.217/S OC-5/EQ/ D/ FEQ	My cousins had left home already so they had the bedrooms and everything. Sepupu-sepupu sudah keluar dari rumah, jadi kami menempati kamar tidure mereka dan sebagainya.			√ 5												√		√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
132.	132/P.144 /P.217/S OC-5/GL/ D/ DM	She's wearing a beige shift dress and ...			√ 5									√							√		
		Dia mengenakan gaun pas badan warna krem dengan...																					
133.	133/P.148 /P.223/S OC-5/PR/ F/ FEQ	... Magnus's is the cappuccino, Wanda has the biscotti ...'			√ 5		√												√				
		...Magnus <i>cappuccino</i> , Wanda mau biscotti ..."																					
134.	134/P.148 /P.223/S OC-5/PR- NT-OM/ F-D/DM	'Where's my double-chocolate extra-cream muffin ?' I say with a puzzled frown...			√ 5		√		√				√					√			√		
		"Mana muffin cokelat dengan krim ekstraku ?" tanyaku dengan mengerutkan kening bingung...																					
135.	135/P.148 /P.223/G EO-3/EQ/ D /FEQ	...for Lucinda, the more like a terrified rabbit she looks.	√ 3														√		√				
		...untuk Lucinda, semakin mirip dia dengan kelinci ketakutan.																					

No	Code	SL Text	CST Classification				Translation Strategies													Degree of Meaning Equivalence			
							Foreignization					Domestication						Foreign ization - Domest ication	Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L													P R	A D	N T		
							IM	DM	Dif	NM													
		CHAPTER EIGHT																					
136.	136/P.158 /P.236/S OC-5/PR-AD/F/IM	I'm dressed up in my best LBD and high heels.			√ 5		√	√			√									√			
		Aku mengenakan gaun hitam LBD -ku yang terbaik dan sepatu hak tinggi.																					
137.	137/P.159 /P.238/S OC-5/PR/F/ FEQ	I don't think ordering two steaks are necessarily creepy...			√ 5		√												√				
		Kurasa memesan dua steak tidak aneh juga...																					
138.	138/P.160 /P.239/S OC-5/PR/F/ FEQ	...after all that pâté she dragged back from France for him...			√ 5		√												√				
		...apalagi setelah pâté yang dibelikannya di Prancis untuk Sam...																					
139.	139/P.172 /P.257/G EO-4/PR/F/ FEQ	I've been going to a super man in Harley Street ...	√ 4				√												√				
		“Aku selalu datang ke orang hebat ini di Harley Street ...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
		CHAPTER NINE																					
140.	141/P.179 /P.269/S OC-5/EQ/ D/ FEQ	...grey T-shirt and denim skirt combo.			√ 5												√		√				
		...setelan rok denim dan kaus abu-abu...																					
141.	141/P.179 /P.269/S OC-5/NT/ F/ FEQ	' Soup ', 'duck', etc.			√ 5				√										√				
		Misalnya " sup ", "bebek", dsb.																					
142.	142/P.179 /P.269/S OC-5/EQ/ D/ FEQ	'Soup', ' duck ', etc.			√ 5												√		√				
		Misalnya "sup", " bebek ", dsb.																					
143.	143/P.180 /P.269/S OC-5/NT/ F/ FEQ	...am trying to decide between soup and salad , when Sam appears at the door.			√ 5		√												√				
		...sedang berusaha memutuskan antara sup dan salad , ketika Sam muncul di pintu.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
144.	144/P.180 /P.270/S OC-5/EQ/ D/ FEQ	...then beckons over a waitress with a bread basket.			√ 5												√		√				
		...lalu member isyarat kepada pramusaji lain untuk membawakan sekeranjang roti .																					
145.	145/P.181 /P.271/S OC-5/NT -GL/F-D/ DM	'We have a butternut squash soup today, made with organix chicken stock...'			√ 5				√					√				√			√		
		"Sup hari ini adalah sup waluh , dengan kaldu ayam organik..."																					
146.	146/P.181 /P.271/S OC-5/EQ/ D/ FEQ	...butternut squash soup today, made with an organic chicken stock ...'			√ 5												√		√				
		...sup waluh, dengan kaldu ayam organik..."																					
147.	147/P.181 /P.271/S OC-5/PR/ F/ FEQ	' Steak baguette , rare, and a green salad.'			√ 5		√												√				
		" Steak baguette , rare, dengan salad."																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
148.	148/P.181 /P.271/S OC-5/GL/ D/ DM	‘Steak baguette, rare, and a green salad. ’			√ 5									√							√		
		“ <i>Steak baguette, rare, dengan salad.</i> ”																					
149.	149/P.182 /P.273/S OC-5/GL /D/ DM	...and some side dish of parsnip chips which they seem to think...			√ 5									√							√		
		...dan sepiring keripik yang menurut mereka...																					
150.	150/P.183 /P.274/G EO-4/PR /F/ FEQ	...having to go and see the florist in Northwood and needing to drop in...	√ 4				√												√				
		...harus pergi dan menemui floris di Northwood , dia perlu mampir...																					
151.	151/P.183 /P.274/G EO-3/PR /F/ FEQ	... I only want four strands of gypsophila per bouquet?	√ 3				√												√				
		...aku hanya ingin empat tangkai gypsophila per buket?																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
152.	152/P.187 /P.280/S OC-5/GL/ D/ DM	I butter a piece of my roll , then put it down without eating it.			√ 5									√							√		
		Aku memulaskan mentega ke roti , lalu meletakkannya tanpa memakannya.																					
153.	153/P.190 /P.284/S OC-5/PR- AD/F/IM	He takes a bite of baguette and reaches for his water.			√ 5		√	√			√									√			
		Dia menggigit roti baguette dan meraih gelas airnya.																					
154.	154/P.191 /P.287/S OC-5/PR- AD/F/IM	...and stuffs a bundle of rocket into his mouth.			√ 5		√	√			√									√			
		...lalu menyuapkan segulung daun rocket ke dalam mulutnya.																					
155.	155/P.194 /P.291/S OC-5/PR- NT/F/FE Q	Sam puts down his espresso cup, picks up his amaretto biscuit ...			√ 5		√		√		√								√				
		Sam meletakkan cangkir <i>espresso</i> -nya, mengambil biskuit amaretto ...																					

No	Code	SL Text	CST Classification		Translation Strategies														Degree of Meaning Equivalence				
					Foreignization						Domestication						Foreign ization - Domestic ication	Eq		Non Eq			
		TL Text	G E O	H I S																		S O C	C U L
					IM	DM																	
156.	156/P.194 /P.291/S OC-5/NT/ F/ FEQ	Sam cruches into his biscuit and I take another gulp of cappuccino.			√ 5			√											√				
		Sam mematahkan biskuitnya dan aku meneguk <i>cappuccino</i> -ku lagi.																					
		CHAPTER TEN																					
157.	157/P.203 /P.304/S OC-5/EQ/ D /FEQ	... I see a woman in smart black trousers suit in the mirror, and jump.			√ 5												√		√				
		...kulihat seorang wanita mengenakan setelan celana panjang hitam di cermin, dan aku terlompat kaget.																					
158.	158/P.214 /P.320/G EO-3/EQ/ D /FEQ	They're like those stags who fight every autumn until...	√ 3														√		√				
		Mereka seperti dua kijang jantan yang bertarung setiap musim gugur sampai...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
		CHAPTER ELEVEN																					
159.	159/P.228 /P.341/S OC-5/EQ /D/ FEQ	Not a train journey down to Hampshire, and that's just for...			√ 5												√		√				
		Bukan perjalanan kereta ke Hampshire, dan itu baru...																					
160.	160/P.229 /P.343/S OC-5/PR/ F/ FEQ	The woman at the sandwich shop hands me my cup.			√ 5		√												√				
		Wanita di toko sandwich mengangsurkan cangkir kepadaku.																					
161.	161/P.232 /P.347/G EO-3/EQ /D /FEQ	The train jolts and lurches, like a horse ...	√ 3														√		√				
		Kereta tersentak dan meluncur, seperti kuda yang sedang...																					
162.	162/P.243 /P.363/G EO-4/PR/ F/ FEQ	The train is pulling into Basingstoke and passengers...	√ 4				√												√				
		Kereta berhenti di Basingstoke dan para penumpang...																					

No	Code	SL Text	CST Classification				Translation Strategies													Degree of Meaning Equivalence					
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq			Non Eq			
		TL Text	G E O	H I S	S O C	C U L													P R	A D	N T			L T	M S
							IM	DM	Dif	NM															
		CHAPTER TWELVE																							
163.	163/P.244 /P.365/S OC-5/NT/ F/ FEQ	There was a problem getting a <u>cab</u> , then we got stuck behind...			√ 5				√											√					
		Ada masalah ketika mencari <u>taksi</u> , lalu kami terjebak di belakang...																							
164.	164/P.244 /P.365/G EO-3/EQ /D /FEQ	...we got stuck behind some <u>sheeps</u> , and then the taxi driver got lost.	√ 3														√		√						
		...kami terjebak di belakang kawan-an <u>domba</u> , kemudian sopir taksinya terjebak.																							
165.	165/P.244 /P.366/C UL-4/PR-AD/F/IM	There are <u>croquet</u> lawns and...				√ 4	√	√			√										√				
		Ada lapangan <u>permainan croquet</u> dan...																							
166.	166/P.253 /P.380/G EO-2/EQ/ D /FEQ	I suppose it's too <u>cold</u> .	√ 2														√		√						
		Kurasa di luar udara terlalu <u>dingin</u> .																							

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
167.	167/P.256 /P.384/G EO-3/EQ/ D /FEQ	I feel like a rabbit being mesmerized by a <u>snake</u> .	√ 3														√						
		Aku merasa seperti kelinci yang terpaku melihat <u>ular</u> .																					
168.	168/P.261 /P.392/S OC-5/EQ/ D/ FEQ	'Is he ... your <u>step-dad</u> ?'			√ 5												√		√				
		"Apakah dia... <u>ayah tirimu</u> ?"																					
169.	169/P.261 /P.392/S OC-5/OM /D /NM	'Your <u>half-dad</u> ?'			√ 5								√										√
		-																					
170.	170/P.266 /P.400/S OC-5/EQ/ D/ FEQ	...torn into three packets of <u>crisps</u> and is now...			√ 5												√		√				
		...membuka tiga kantong <u>keripik</u> , dan sekarang...																					
171.	171/P.266 /P.400/S OC-5/PR /F/ FEQ	...crisps and is now scooping up a dish of <u>hummus</u> ...			√ 5		√												√				
		... eripik, dan sekarang menyendok <u>hummus</u> ...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication						Foreign ization - Domest ication	Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L																	P R
							IM	DM	Dif	NM													
172.	172/P.266 /P.400/S OC-5/PR-EQ/F-D/ FEQ	...into three packets of crisps and is now scooping up a dish of hummus with taco chips .			√ 5		√										√	√	√				
		...tiga kantong keripik, dan sekarang menyendok <i>hummus</i> dengan keripik taco .																					
173.	173/P.267 /P.402/G EO-3/PR /F/ FEQ	‘But I don’t have time to sell wombats .’	√ 3				√												√				
		“Tapi aku tidak punya waktu utnuk menjual wombat .”																					
174.	174/P.268 /P.403/G EO-3/EQ /D /FEQ	‘And the fish weren’t much better.’	√ 3														√		√				
		“ Ikannya pun tidak lebih baik.”																					
175.	175/P.269 /P/404/S OC-5/EQ/ D/ FEQ	‘After his mum died.’			√ 5												√		√				
		“Setelah ibunya meninggal.”																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence					
						Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq				
		TL Text	G E O	H I S	S O C																	C U L	P R	A D
						IM	DM																	
176.	176/P.272 /P.408/S OC-5/PR-LT/F/FE Q	She’s changed into a halter-neck evening dress... Dia sudah berganti pakaian dengan gaun malam berleher halter...			√ 5		√			√	√									√				
177.	177/P.275 /P.414/G EO-3/AD -NT/F/IM	...Willow is fixated on me, like a cobra. ...Willow memusatkan seluruh perhatiannya padaku, seperti seekor ular kobra.	√ 3					√	√		√										√			
178.	178/P.279 /P.419/G EO-4/PR /F/ FEQ	...interview with a family trying to move to Thaxted... ...wawancara dengan keluarga yang pindah ke Thaxted...	√ 4				√													√				
179.	179/P.287 /P.431/G EO-3/EQ/ D /FEQ	...listening to an owl hooting above me... ...mendengarkan suara burung hantu di suatu tempat di atas...	√ 3														√			√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence					
							Foreignization					Domestication					Foreign ization - Domest ication	Eq		Non Eq				
		TL Text	G E O	H I S	S O C	C U L																P R	A D	N T
							IM	DM																
		CHAPTER THIRTEEN																						
180.	180/P.298 /P.446/C UL-3/PR /F/ FEQ	...pictures of Ed Exton, even a picture of Vicks in the <u>Mail</u> .				√ 3	√													√				
		...foto Ed Exton, bahkan foto Vicks di <u>Mail</u> .																						
181.	181/P.300 /P.449/S OC-5/EQ/ D/ FEQ	‘Is that your <u>swimwear</u> for the honeymoon?’			√ 5												√		√					
		“Itu <u>pakaian renang</u> untuk bulan madu, ya?”																						
182.	182/P.300 /P.450/S OC-5/PR/ F/ FEQ	...online one lunchtime, picking out <u>bikinis</u> and wraps.			√ 5		√												√					
		...di internet pada jam makan siang, memilih <u>bikini</u> dan sarung.																						
183.	183/P.303 /P.453/S OC-5/EQ/ D/ FEQ	‘Slap-up <u>breakfast</u> !’ exclaims Ruby.			√ 5												√		√					
		“ <u>Sarapan</u> besar!” seru Ruby.																						

No	Code	SL Text	CST Classification				Translation Strategies													Degree of Meaning Equivalence						
							Foreignization					Domestication						Foreignization - Domestication	Eq			Non Eq				
		TL Text				GEO																		HIS	SOC	CUL
		IM	DM																							
184.	184/P.303 /P.454/S OC-5/NT/ F/ FEQ	‘Well that qualifies you for a latte and a doughnut ... “ <i>Well</i> , kalau begitu kau pantas mendapatkan <i>latte</i> dan donat ...			√ 5				√												√					
185.	185/P.303 /P.454/S OC-5/PR-EQ/F-D/ FEQ	‘I’d like three lattes, three doughnuts, three plain croissants ... “Aku mau tiga <i>latte</i> , tiga donat, tiga croissant biasa ...			√ 5		√											√	√	√						
186.	186/P.303 /P.454/S OC-5/PR/ F/FEQ	...doughnuts, three plain croissants, three almond croissants ...’ ...donat, tiga <i>croissant</i> biasa, tiga croissant almond ...”			√ 5		√													√						
187.	187/P.303 /P.455/S OC-5/PR/ F/ FEQ	‘Three pains au chocolat – we’ll give them... “Tiga pain au chocolat – <i>well</i> , nanti bisa kita berikan...			√ 5		√													√						

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
188.	188/P.303 /P.455/S OC-5/PR- NT/F/FE Q	...we'll give them to the patients if we can't finish them – three apple muffins ...			√ 5		√		√		√								√				
		...nanti bisa kita berikan ke pasien kalau tidak habis – tiga muffin apel ...																					
189.	189/P.304 /P.455/S OC-5/GL/ D/ DM	'Three tins of breath mints ...			√ 5									√							√		
		"Tiga kaleng permen mint ," ...																					
190.	190/P.304 /P.455/S OC-5/GL/ D/ DM	'And some cinnamon swirls , Annalise adds...			√ 5									√							√		
		"Dan beberapa roti kayu manis ," tambah Annalise...																					
191.	191/P.304 /P.455/S OC-5/EQ/ D/ FEQ	...about what kind of cookies they should buy.			√ 5												√		√				
		...tentang kue kering apa yang sebaiknya mereka pilih.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
192.	192/P.305 /P.457/S OC-5/EQ/ D/ FEQ	...clad in frayed denim shorts ...			√ 5												√		√				
		...berbalut celana pendek denim sobek-sobek...																					
193.	193/P.305 /P.457/G EO-3/EQ/ D /FEQ	She looks like cross between a giraffe ...	√ 3														√		√				
		Dia seperti gabungan antara jerapah ...																					
194.	194/P.306 /P.457/S OC-5/GL /D/ DM	...in Costa, chomping on a chicken wrap and swigging...			√ 5									√							√		
		...di Costa, mengunyah sandwich ayam dan menenggak...																					
		CHAPTER FOURTEEN																					
195.	195/P.322 /P.482/S OC-5/GL/ D/ DM	...knees firmly apart, dirndl skirt draping around her legs...			√ 5									√							√		
		...lutut sedikit terpisah, rok lebar nya tergerak di sekeliling tungkai...																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
							Foreignization					Domestication						Foreign ization - Domestic ication	Eq		Non Eq		
		TL Text	G E O	H I S	S O C	C U L																	P R
							IM	DM	Dif	NM													
196.	196/P.327 /P.491/G EO-3/PR-AD/F/IM	...I push my way through the overgrown rhododendrons ...	√ 3				√	√			√									√			
		...aku melangkah dia antara semakan rhododendron yang tumbuh liar...																					
		CHAPTER FIFTEEN																					
197.	197/P.335 /P.502/C UL-1/PR-NT/F/FE Q	From Sam’s office I wander as far as St Paul’s Cathedral . Dari kantor Sam aku berkeliaran sejauh Katedral St. Paul .				√ 1	√		√		√								√				
198.	198/P.343 /P.515/S OC-5/PR-NT/F/FE Q	...in life that the white chocolate Magnum ice-cream was invented for... ...dalam hidup yang diciptakan khusus untuk es krim Magnum white chocolate ...			√ 5		√		√		√								√				

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
199.	199/P.343 /P.515/S OC-5/PR- AD/F/IM	...comfort-DVDs, eat Magnums ...			√ 5		√	√			√									√			
		...DVD yang menyenangkan, makan es krim Magnum ...																					
200.	200/P.343 /P.516/S OC-5/NT /F/ FEQ	I curled up on the sofa in my ancient pyjamas ...			√ 5				√										√				
		Aku meringkuk di sofa dengan piamaku yang paling lawas...																					
201.	201/P.344 /P.517/S OC-5/PR/ F/ FEQ	...dispose of the Magnum wrappers...			√ 5		√												√				
		...membuang semua bungkus Magnum itu...																					
202.	202/P.344 /P.517/S OC-5/EQ /D/ FEQ	...shove on some eyeliner and find some attractive matching lounge wear .			√ 5												√		√				
		...mengenakan <i>eyeliner</i> , dan menemukan baju santai yang menarik.																					

No	Code	SL Text	CST Classification				Translation Strategies												Degree of Meaning Equivalence				
																			Eq			Non Eq	
		TL Text	G E O	H I S	S O C	C U L	P R	A D	N T	L T	M S	C E	O M	G L	C W	C R	E Q	M S	FEq (CM)	PEq		Dif	NM
		CHAPTER SIXTEEN																					
203.	203/P.354 /P.531/S OC-5/GL /D/ DM	Tom and Toby are standing either side of me, so handsome in their <u>morning coats</u> ...			√ 5									√							√		
		Tom dan Toby berdiri mengapitku, begitu ganteng dengan <u>jas resmi</u> mereka...																					
204.	204/P.354 /P.531/G EO-3/AD -NT/F/IM	...I've got a beaded headdress and a gorgeous posy of <u>lilies</u> .	√ 3				√	√			√									√			
		...rambutku diberi hiasan manik-manik, aku membawa buket <u>bunga lili</u> .																					
205.	205/P.355 /P.532/C UL-3/PR/ F/ FEQ	Having said that, I can't help flicking through the <u>Guardian</u> ...				√ 3	√												√				
		Setelah berkata begitu, mau tak mau aku membuka-buka <u>Guardian</u> ...																					

No	Code	SL Text	CST Classification			Translation Strategies													Degree of Meaning Equivalence				
						Foreignization					Domestication					Foreign ization - Domestic ication	Eq		Non Eq				
		TL Text	G E O	H I S	S O C																C U L	P R	A D
						IM	DM																
206.	206/P.355 /P.533/G EO-4/PR/ F/ FEQ	...because as we're driving along Buckingham Palace Road , Tom leans forward...	√ 4				√												√				
		...karena ketika kami melewati Buckingham Palace Road , Tom mencondongkan tubuh...																					
207.	207/P.356 /P.534/G EO-4/PR/ F/ FEQ	Don't go up Park Lane !	√ 4				√												√				
		Jangan lewat Park Lane !																					
208.	208/P.377 /P/566/G EO-3/EQ /D /FEQ	...under her hat, which looks like a massive, death moth .	√ 3														√		√				
		...bawah topinya, yang mirip ngengat mati yang besar.																					
209.	209/P.379 /P.569/S OC-5/GL /D/ DM	I don't need the champagne or the canapés or the three-course dinner or the first dance.			√ 5									√							√		
		Aku tidak membutuhkan sampanye atau makan malam resmi atau dansa pertama.																					

No	Code	SL Text	CST Classification				Translation Strategies											Degree of Meaning Equivalence					
							Foreignization					Domestication					Foreign ization - Domest ication	Eq		Non Eq			
		TL Text	G E O	H I S	S O C	C U L												P R	A D			N T	L T
IM	DM						Dif	NM															
210.	210/P.380 /P.570/S OC-5/PR -LT/F/ FEQ	‘And <u>sugared almonds.</u> ’			√ 5		√										√	√	√				
		“Ada <u>almond bersalut gula.</u> ”																					
TOTAL			40	1	134	35	66	-	21	1	23	-	1	26	-	-	66	10	165	15	29	-	1
							111					93					10	209		1			
			210				210											210					

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Yogyakarta, 14 Juni 2014

Triangulator

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