

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Proper Noun

a. The Terminology of Proper Noun

Proper noun holds an essential role in the literary works especially novel because without the existence of proper noun the works will be meaningless. Proper noun contains the names of characters, places, the geographical, time, etc. In general, the proper noun has different characteristics with the common nouns. Many scholars have different perspectives on the definition and understanding of proper noun in translation studies. Proper nouns are recognized in some cultures as an indication that the proper nouns could be introduced as "Cultural markers," that is, they implicitly point to which culture owned characters (Nord, 2003: 184).

The statement indicates that from the name of something, there will be known where the names come from. Names have cultural values that are will become an identity. For example, if a man called *Sirgudsson* or *Larsson* appears in Indonesian plot story of novel, the reader as a native of Indonesia, they will be directly assumed that name as foreigners or Iceland people. It shows that the proper noun has an essential and important role in literary works. Even though the proper nouns are not only talk about the name of people but it is more than those things. Then, the detail explanation of proper noun will be explained in the paragraphs below.

As simply according to The Oxford Concise English Dictionary (2001) in Ester (2016: 12) states that proper noun is "a name for someone, place, or organization that has an initial capital letter". Then, according to Hartmann and Stork as cited in Valentine, Brennen, Bredart, (2002: 2) that proper noun is any nouns that could be the name of an individual person, place or object, as opposed to a common noun which refers to any one of all things denoted by the noun. For instance, Lisa, Taj Mahal, Knight, Yogyakarta are categorized as proper nouns. In English, proper nouns are always written with an initial capital letter in each word.

In line with it, according to Frank (1972: 6) states that proper noun is begun with a capital letter in writing Furthermore, Based on Webster's Third New International Dictionary of the English Language by Webster (1976: 17), defines proper noun is a noun that designates a particular being or thing, does not take a limiting modifier, and is usually capitalized in English.

Furthermore, the difference between proper nouns and common nouns is that proper nouns are always written by capital letter in each word (Crystal, 2008: 392). According to Quirk et al as cited in Valentine, Brennen, Bredart, (2002: 2) states that proper nouns are basically certain or specific people names (Shakespeare), places (Slovenia), months (December), days (Saturday), festivals (Christmas), magazines (Hypebeast) and so forth. Then, proper nouns do not generally share the formal characteristics of common nouns. In particular, they lack articles, or rather article contrast.

After that, according to Valentine, Brennen, Bredart, (2002: 4) mention specifically the example of proper noun such as personal names (surnames, first

names, nicknames and pseudonyms), geographical names (names of cities, countries, islands, lakes, mountains, rivers and so forth), names of unique objects (monuments, buildings, ships or any other unique object, e.g. Excalibur-the sword), names of unique animals (e.g. Benji or Bugs Bunny), names of institutions and facilities (cinemas, hospitals, hotels, libraries, museums or restaurants), names of newspapers and magazines, titles of books, musical pieces, paintings or sculptures, names of events (e.g. The Fallas of Valencia, La Tomatina). Hereafter, Proper nouns generally have a unique denotation and are usually written with initial capital letters. Furthermore, according to Bull (2008: 352) in Oxford Learner's Pocket Dictionary, Proper noun (also proper name) is the name of a particular person, place, etc, written with the capital letter.

Sometimes term of Proper Noun is also called by Proper name (Ghanea & Zeraatpisheh, 2014: 27335). So don't be surprised that some people use the term proper noun or proper name. But researcher uses the term proper noun because it does not only contain the conventional name because the use of the term proper name is more likely to be the conventional name only.

From several expert explanations above about the definition of the proper noun, it could be concluded that the proper nouns are any nouns which could be the specific name of the person, day, any objects and other which usually writing with capital letters in each word. All at once it clearly becomes characteristics to differentiate between a proper noun and a common noun.

b. The Characteristics of Proper Noun

The definition of the proper noun from various experts and literature explains that the most basic characteristic of the proper noun is always written by capital letters on each word that becoming one of characteristic the proper noun itself and shows that proper noun has unique properties. It means that the noun has a specific entity which makes it different from other nouns.

There are not many theories that explain the characteristics of Proper noun in detail but one of experts offers valuable detail explanation about it, according to Quirk et al (1985: 288) in his book *A Comprehensive Grammar of the English Language* explains in detail about proper nouns which generally have a unique denotation, and it is usually written with initial capital letters. Proper nouns are often combined with descriptive words or it could be called as Descriptor and descriptive words are sometimes also begun with a capital letter to make composite names like *General Harry*, *Juvenile Road*. Furthermore, Proper nouns are possible to consist of more than one word. Most of the proper nouns are singular, and do not have a plural form, for example, *Indonesia* - *Indonesias* and otherwise, sometimes have a plural form and it does not have a singular form (e.g. *the West Indies* - *a West Indy*).

Furthermore, another characteristic of proper noun is when a surname or any name of something or noun, is made plural and preceded by the definite article, for instance, *the Hamburgers*, *the Knights*. Some types of proper nouns are customarily preceded by the definite article. Proper nouns can have their meaning varied by articles and other determiners such as *a Shakespeare*, *a Mary Roberts*,

the Chinese Gorki. Furthermore, when they have the normal unique denotation, proper nouns can only be modified by nonrestrictive modifiers. Nonrestrictive pre-modifiers are limited to adjectives with emotive colorings, such as *old Mrs. Fletcher, beautiful Spain, pretty House, poor Charly, dear little Johny, historic Jogjakarta*. In a more formal and rather stereotyped style, the adjective is placed between *them* and *a personal name*, for example, *the beautiful Princess Diana*.

c. The Functions of Proper Noun

Proper noun is usually found in sentences of the novel texts. To form good sentences, several elements are needed to build it such as subject, verb, direct object, indirect object, complement and modifier. Proper Noun is also a part of forming a good sentence. When we review the function of a proper noun itself in a sentence that builds the text, it certainly becomes a very important thing. There are two proper noun functions which are seen from two points of view. The first, proper noun functions as an element that complements the story of a novel.

Proper Noun consists of names of people, places, festivals, times, etc. can be described as having functions as an element that builds the storyline of a novel because if there is no proper noun it will not be possible for a storyline to form. The proper noun is the explanation about whom and what the things that the writer tells to the readers. The proper noun also functions to confirm that there is a specific entity of something in a sentence. Second, the proper noun has the functions as subject and object in the sentences.

d. The Categories of Proper Noun

Several scholars draw different categorizations about the proper noun. According to Newmark (1998:114) states that there are three major categories about proper noun which are people's name, names of objects, and geographical terms. The first classes which are people name cover up several forms of names ranging from names of real (no-fictional) characters and names of fictitious characters. The second class which is object names covers two groups of objects which are brand names and eponyms (something which is or believed to be named). The third class which is geographical names such as Mongolia, Oslo, Morocco, Jakarta, Berlin, Zaragoza, Balkam, Lima, Celtic, Tomsk, Dagestan, Herzegovina, etc.

Furthermore, according to Frank, in *Modern English* (1972: 6), he divides categorizes proper nouns into that six categories which are personal names (Mr. John Smith); names of geographic units such as countries, cities, rivers, etc. names of nationalities and religions (a Balcan, Christianity); names of holidays (Easter, Thanksgiving Day); names of time units (Wednesday, March); words used for personification (a thing or abstraction treated as a person) (Nature, Liberty). From two categorizations have been explained above, the researcher takes Frank's categorization to be the most suitable categorization due to it covers various categorization of proper nouns in the text which will be analyzed. Most of categories in proper nouns above are real things categories.

On the other hand, according to Vermes as cited in Marković (2018: 29) there are several categories of proper nouns which especially appear in either fantasy or

fiction literatures such as names of humans and other sentient beings, geographical names, titles of paintings, books, periodicals, newspapers, etc., names of nationalities, names of temporal units and festivals, names of animals and other names. The researcher chooses the categories that is proposed by Vermees as cited in Marković (2018) as the theoretical to determine the proper nouns categorization because the source of this research data is fantasy novels.

2. Translation

a. The History of Translation Study

The scientific discipline which concerns itself with the study of translation has been known by different names at different times. Some scholars have proposed to refer to it as the “science of translation” (Nida & Taber, 1969: 2). According to Bassnett as cited in Garcia, (2015: 395) Translation Studies as an independent discipline with its own object of study aims and methods cannot be said to have been fully established before the 1970s and 1980s. However, Holmes as cited in Munday (2016:10) states that the establishment of the term "Translation Studies" as the standard term was carried out in early 1972 in Germany through a seminar presentation of the article with entitled *the Name and Nature of Translation Studies*. It held at the Third International Congress of Applied Linguistics.

b. The Definition of Translation

Along with the development of the science of translation, there is various resolutions translation using multiple references. Based on Oxford Dictionary, Translation is the process of translating by the translator in the form of a written

or spoken expression of the meaning of the word, speech, book, etc. in another language.

According to Catford (1965: 20) translation is the replacement of text material from one language to another language or the source language to the target language by the equality of textual material. Furthermore, translation consists of reproducing source language into the receptor language with the closest equivalent and natural to the message or content of the source language, in both terms meaning and style (Nida & Taber, 1969: 12).

After that, According to Brislin (1976: 1) states that translation is a major term that leading to the process transferring of contents and ideas from source language to target language, whether the language is in written or oral form, whether language has formed orthography or not; or whether one or both languages are based on signs, such as signs of deafness.

Then, translation is the substitution of text representation in semantic and stylistic equivalent through representation source language text into the target language text. Translation is usually used to express the messages or meaning in oral and writing (Bell, 1991: 6).

In line with them, another expert, Wilss (1982: 3), states that Translation is a process of equivalency the source language text (SLT) to the target language text (TLT) through syntactic, semantic, and pragmatic understanding as well as good analytical text resources to produce an optimal translation. A syntactic aspect has a close relationship with style and meaning. After that, the semantic aspect has a tight relationship with the associated meaning. Furthermore, pragmatic is related

to the meaning or implication that is in a sentence. Wills prefers the term process rather than transfer in the definition of translation itself.

Furthermore, according to Larson (1984: 3) defines the process translation as transferring the meaning of the source language into the receptor language. Translation is a change of form from the source language into the target language where the meaning must be maintained to remain the same. To achieve good translation, the lexicon, the grammatical structure, the communication situation, and the SL cultural context must be learned by a translator to be able to produce a good translation. After that, mastering all three aspects, a translator analyzes and determines the meaning of the source language and then reconstructs the meaning into the target language through the lexicon and grammatical structure which is appropriate in the receptor language and cultural context. Finally, a translator must have the ability to master every aspect of grammar and culture from both the source language and the target language.

Then, according to Koller (1995: 191) defines that translation is a form of the process where the text in the source language is transferred into the target language text through transposition in order to produce equivalence in three aspects, there are syntactic, semantic, and pragmatic. These three aspects have a quite tight relationship in the process of translation. Then, Larson believes that in order to produce a good translation, the translator should pay full attention to these three aspects seriously.

From some definitions of translation that have been defined by some experts, it can be concluded that translation is the process of reproducing source language

into the target language as closely as possible in terms of meaning and its grammar.

c. The Process of Translation

Translation is conducted by some processes to become a good result. It is not simple processing tasks by translator due to consider a lot aspect starting mastering two languages in surface and deep structure. After that, understanding cultures both languages (Sabzalipour, Pishkar, 2015: 74). Transferring text from one language to another needs a certain treatment and consideration in order to make it natural to the target reader or audience without decreasing its level of accuracy. Another aspect is good translation could convey the content or message of the text to the target language. Thereby certain steps or processes are needed. These steps may be different from one to another translator since the different person may different consideration and taste.

Translation processes are given by many translation experts. First, according to Nida as cited in Bassnett (2005: 25) describes that the processing of translation is divided into three major steps. There are analyzing, transferring, and restructuring. Three major steps explanation is given in the description below.

1) Analyzing

Analyzing is one of the important things to understand the inner and surface structures of the source text to be translated and reading the text and understanding the context accurately. This is the main first action since transferring the text. In this process, the translator should try to convey the meaning to the target reader..

2) Transferring

Transferring is a process that is closely related to the strategies, techniques, methods or procedures used by a translator in the activity of translating the source text into the target text. At this stage, the translator usually chooses and applies certain techniques so that it makes a special change in the text which is being transferred. The considerations of aspects in the transfer process are the selecting of techniques and also providing of the changes. The translator should produce equivalent in translation texts in terms of message or meaning.

Besides, the translation process is always related to two different cultures, there are the source language culture and the target language culture. In this case, the translator is required not only to have the sufficient knowledge to make equivalent the message or meaning from the source language to the target language but also the translator should master and has a good understanding both the source culture and the target culture. After the translator has mastered these two things, a good translation result will be obtained.

3) Restructuring

Restructuring is the last process in a translation process. Restructuring is used to ensure that the result of translating text has been properly built. Paraphrasing or restructuring text or sentences is allowed as long as the meaning does not change. The translation process can be illustrated in the following diagram below.

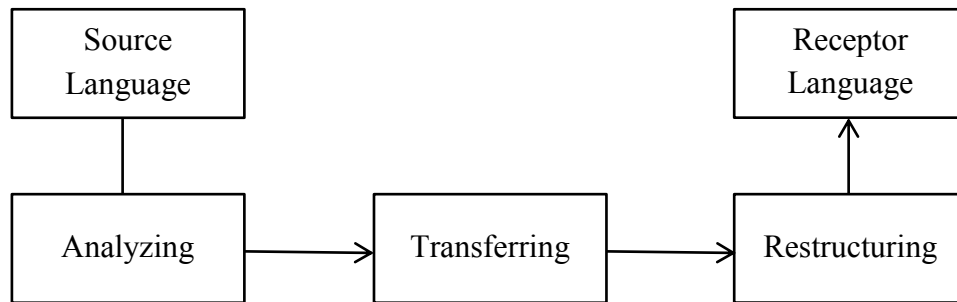


Figure 1. The processes of translation by Nida as cited in Bassnett (2005:25)

Second, there are four major stages level of processing in translation. There are the SL text level, the referential level, the cohesive level, and the level of naturalness (Newmark, 1988: 19). Four major stages level explanation is given as follows:

1) The SL Text Level

This first stage is intended to recognize and analyze the text thoroughly in terms of language style, text type, syntax, and grammatical so that the overall meaning of the text can be well identified (Newmark, 1988: 22).

2) The Referential Level

The translator seeks to determine and match the terms associated with the translated field as well as the cultural equivalent in the appropriate and appropriate target language with the term referred to in the source language.

3) The Cohesive Level

In Target language text, and target language norm, Represents the stage of re-expression what has been done in the previous stages. At this stage, it is possible

for the translator to re-do the previous stages if it finds an anomaly in the translation (Newmark, 1988: 24).

4) The Level of Naturalness

Translators have to bear in mind that the level of naturalness of natural usage is grammatical as well as lexical (Newmark, 1988: 25). It is used in observing the equivalent and non-equivalent in translation. The translation itself concerns the selection of the most effective equivalent approach for the source language unit in the target language.

Third, according to Halliday as cited in Newmark (1991: 65), suggests 3 stages relating to translation, which are as follows:

- 1) The equivalence each item in both source text and the target text.
- 2) Reconsideration in the light of the linguistic environment and beyond to a consideration of the situation
- 3) A review in terms of grammatical and lexical features in the target text.

Fourth, according to Larson (1984: 3) in his book meaning-based translation the translation is done by discovering the meaning from the source language first and after that the translator transferring the meaning into the receptor language by going from the form of the first language to the form of the second language by the way of semantic structure.

After that, the translator re-expresses the meaning of the source language into the receptor language by the form. The last is the translation will be a product of this process of translating in the text. To clarify the flow of this translation process based on Larson, then, it could be seen in the figure below.

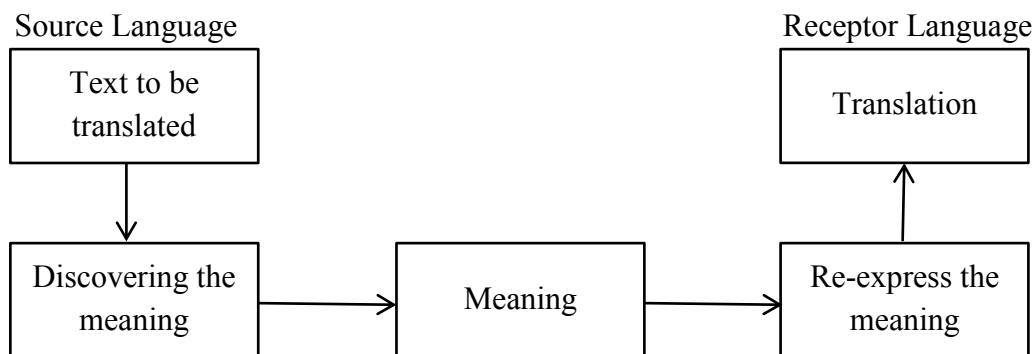


Figure 2. The processes of translation by Larson (1984:4)

According to the four expert opinions about the translation process, there are similarities and differences. The similarity of these translation processes is that there are several steps or processes that are carried out to aim at producing good translation results. The differences are the first step of translation processes the translator must understand or analyze in advance about the inner and surface structure that has included meaning and grammar in the source language text (Nida as cited in Bassnett, 2005: 25). Although, according to Larson (1984: 4) states that he emphasizes more on finding meaning first. Whereas, Newmark (1988: 19) in detail mentions that the first step in translation is to analyze language style, type of text, syntax, and grammar as a whole. Then, according to Halliday as cited in Newmark (1991: 65), it is more simplified by finding its equivalence between both source language texts and the target language text.

The second step based on Nida is about transferring which means determining the strategies, techniques, methods or procedures used by a translator. While Newmark states that the second step is to determine and match the terms associated with the translated field as well as the cultural equivalent. Halliday is a

little bit different because briefly explain about reconsideration in the light of the linguistic environment and beyond. After that, Larson explains the second step into transferring the meaning into the receptor language by going from the form of the first language to the form of the second language by the way of semantic structure.

The third step of the translation process by Nida is restructuring to ensure that the result of translating text has been properly built. While based on Newmark is checking the cohesive of the previous work process. On the other hand, Halliday states that the last step is about reviewing in terms of grammatical and lexical features in the target text. According to Larson is about re-expresses the meaning of the source language into the receptor language by the form. The only fourth step by Newmark is observing the equivalent and non-equivalent in translation.

d. The Types of Translation

Translation studies also recognize several types of translations. These types of translation can help translators understand one of the basic knowledge of translation studies. According to Jacobson in Munday (2016: 9) divides that the type of translation into three categories which are intra-lingual, inter-lingual, and inter-semiotics translation. Further explanation will be described below.

1) Intra-lingual Translation

Converting text into another text based on the interpreter interpretation. And these two texts are written in the same language. For instance, paraphrasing a phrase or text in the same language to explain or clarify things that have been spoken or

written. This translation is also called rewording. Example: translation of a dialect to another dialect in the same language. (Bessnett 2005: 23).

2) Inter-lingual Translation

Inter-lingual translation is the translation in the real sense. In this type, the translator rewrites the meaning or idea of the source language text into the target language text, for example, translation of English text into Bahasa Indonesia or vice versa. This type of translation is often referred to as the center of translation activity because it is the most common translation.

3) Inter-semiotics Translation

Inter-semiotics translation is the interpretation of a text into another form or sign system. It diverts two different sign systems. For example, the written text is translated into music, film, or painting.

From the explanation above, it can be concluded that there are three types of translations from Jacobson in Munday (2016: 9). It could be called by Intra-lingual, Inter-lingual, and Inter-semiotics translation. Intra-lingual is a type of translation that having the aim to convert text into other texts based on interpreters and it uses the same language.

Then, Inter-lingual is the translator reproducing the meaning or idea of the source language text into the target language text. This translation is very popular because the need to translate text from one language to another is very high. Finally, Inter-semiotics is interpretations of text into other forms or other sign systems such as interpretation into a painting, music or film.

e. The Translation of Proper Noun in Fiction Literature

Translating proper noun in the translation studies is still a polemic because some experts have two different opinions from each other. First, proper nouns do not need to be translated and second, proper nouns should be translated (Zarei & Norouzi, 2014: 152; Dweik & Al-Sayyed, 2016: 182). If we look at the first statement, the expert believes that proper noun should not be translated because it is only a label and there is no meaning in it (Newmark, 1988, Vermes, 2009). Another perspective according to Sato (2016: 2) that it is very commonly believed that names do not have to be translated.

Moreover, the proper noun which found in many fictions and literary works such as novel that genre actually full of fictional and fantasy characters and of course those proper nouns will not be found in the dictionary. So how could translators find the equivalence and proper meaning to be translated into the target language?. Then, function of dictionary is questioned in helping the translators to translate proper nouns (Jaleniauskiene & Čičelytė, 2009: 31). It means that translators must be more creative and resourceful in translating proper nouns than when translating of common nouns. In this case, the tendency of the translator will translate proper nouns through copy or transference techniques without any changes in terms of form or meaning (Markovic, 2018: 29).

Whereas many other theorists say that proper nouns could, should and sometimes even must be translated (Fornalczyk, 2007: 95, Aguilera, 2008: 4). This perspective actually could be accepted because not all of proper noun just a name but sometimes it is followed by word which actually could translate into the

target language. In this case, the translators tend to use modification technique or some other techniques such as omission and addition. There is no definite answer that can be given to this question, because the proper noun category varies greatly, and because the translators from different fictional genres take a different approach to translating appropriate nouns.

So what does the translator actually consider when deciding whether to modify the noun proper?. According to Hermans in Fernandes (2006: 49) distinguishes between two types of proper nouns - "Conventional Names" and "Loaded Names". "Conventional names are those that appear to be 'unmotivated' for translation, because they don't seem to carry semantic content". While "loaded names, which are considered to have literal meaning in translation, although sometimes vaguely can be translated until openly more expressive. On the basis of these differences, we can conclude that conventional names tend to be copied or transcribed from source text to target text, while loaded names tend to be modified or translated in certain ways.

f. The Translation Techniques of Proper Noun

Many translators consider that names have no semantic meaning in language. In other words, they usually only transfer the original form of names instead of translated it. The translator will borrow the original word of a source language into the target language. However, some translators argue that names have to be transferred in equivalence word in target language, because some of the names represent the description of the characters in the story, especially in a fiction story. In the fictional story, proper nouns often do not represent the factual characters in

the real world. For example in the children storybook, various names are created from the imagination of the writer that cannot be found in the reality.

According to Newmark (1988: 215) suggest that in translating proper noun the first thing that translator do is translate the proper noun word of the source language (SL) into the target language (TL) correctly. Second, naturalize the translated word back into a new SL proper noun but normally only when the character's name is not yet current amongst an educated TL readership. Furthermore, some techniques like direct and oblique, borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation (Vinay & Darbelnet, 1995: 31-39).

a) Techniques of translating Proper Nouns by Hermans

After that, according Hermans as cited in Fernandes (2006: 50-54) suggests nine procedures which are rendition, copy, transcription, substitution, recreation, deletion, addition, transposition, and phonological replacement. Nine procedures explanation as following;

1) Rendition

This technique is the same as a direct translation because this technique is used when the name text source is transparent so that it can be translated literally in the name target text. The example will be shown below as follow;

(1) ST: *White Ghost* is a legend of among those.

TT: *Hantu Putih* adalah sebuah legenda diantara danau-danau itu.

2) Copy

A copy is a technique used to translate a name that is in the source text into the target text without any change in meaning and orthographic. The example will be shown below as follow;

(2) ST: *Aqua Saver* never regrets to fight with you.

TT: *Aqua Saver* tidak pernah menyesal untuk bertarung denganmu.

3) Transcription

This is a method in which a name is transcribed in the equivalent characters of the target language. This technique attempts to transcribe a name in the closest-sounding letters of a different target alphabet and occurs when a name is transliterated or adapted at the level of morphology, phonology, grammar to confirm the target language system (Fernandes, 2006: 51). In this technique, the translator may add and changes the position of letters. The example will be shown below as follow;

(3) ST: The one and only a person who protects this shield are *Heroximus*.

TT: Satu-satunya seseorang yang menjaga perisai ini adalah *Heroksimus*.

4) Substitution

TL name replaces the SL name, although they are formally and/or semantically unrelated. The example will be shown below as follow as cited in Fernandes (2006: 52).

(4) ST: “This is your initiation, not a day out in the country! Silence or you'll be lunching on *Lugworms* for the rest of your lives!”

TT: “Ini hari penerimaan kalian, bukan hari tamasya di hutan! Diam, atau kalian akan makan *Cacing Layar* seumur hidup kalian!”

5) Recreation

This technique recreates a newly invented name from the source language text into the target language text, in order to reproduce the similar effects referent in another target cultural setting. Recreation differs from substitution in the sense that in recreation the lexical item does not exist in the source language or in the target language. The example will be shown below as follow;

(5) ST: Most of the *Nadders* snapped crossly at each other before settling back down to sleep.

TT: Kebanyakan *Naga Cerewet* itu memaki satu sama lain dengan galak sebelum kembali mencari posisi nyaman untuk tidur.

Nadders does not have literal meaning both in ST and TT so that translator used the word “*Naga Cerewet*” to represent the name in TT that means goal in ST.

6) Deletion

Deletion is a technique that removes part of a source text name or proper noun due to it only has no significant effect in the development of narrative and commonly it is not relevant in the case to understand for the readers. The example will be shown below as follow;

(6) ST: Don't forget to close the door *Sophie the Morning*.

TT: Jangan lupa untuk menutup pintu *Sophie*.

7) Addition

Adding the information is the technique to make the reader comprehend about a particular name or things that exist in the translation text due to not all of the readers could understand about the particular proper noun which might be they never heard before. It solves ambiguities that appear in the translation texts. The example will be shown below as follow;

(7) ST: Five old men, including *Smellie*.

TT: Lima manula, termasuk *Smellei* (*baca: smelei, dia mendapatkan nama itu karena sangat peka terhadap wangi-wangian*).

8) Transposition

Translation technique is applied where the translator changes the one-word class with another without changing the meaning of the original message. This technique is the same as the category shift techniques, structures, and units. As words become phrases without changing their meaning. The example will be shown below as follow;

(8) ST: They throw the stones to *Javier Ortega* because they believe that he is a thief.

TT: Mereka melempar batu ke *Ortega Javier* karena mereka yakin jika dia seorang pencuri.

9) Phonological replacement

Phonological replacement is a procedure in which the name TT tries to replicate the phonological features of the ST name by replacing the latter with the name in the target language that somehow calls the sound image of the replaced SL name.

(9) ST: *King Salomon II* tries to attack this region without warning.

TT: *Raja Sulaeman II* mencoba menyerang wilayah ini tanpa peringatan.

b) Techniques of translating Proper Nouns by Davies

However, based on Davies (2003: 72-89) there are seven different techniques to translate proper noun.

1) Preservation

Preservation is a technique used when translating the terms in the source language text into the target language text is maintained the same. The term in the source language text is translated without any change at all. Actually, this technique can also be called Copy which proposed by Hermans as cited in Fernandes (2006: 52). However, Preservation also translates the term as literally. The following is an example of this technique;

(10) ST: Please *Mr. Brown*, help me out from this cage.

TT: Tolong *Mr. Brown*, bantu saya keluar dari kurungan ini.

2) Addition

Addition is a technique used by translators to translate the terms from source language text through maintaining the term text of the source language into the target language text and adding additional information through description. The aim is to help the target language text readers understand the terms from the source language text that may not be understood by them.

The following is an example of this technique;

(11) ST: *Kamikaze* is the scariest soldier in World War II.

TT: *Kamikaze-Pasukan bunuh diri yang menabrakkan pesawatnya ke musuh berasal dari Jepang pada perang dunia melawan Amerika Serikat* adalah tentara yang paling menakutkan di Perang Dunia ke 2.

3) Omission

Omission is a technique that used when the term or cultural specific item of the source language text could not be translated or the translator is really difficult to find an equivalent of the term in the target language text. Intentionally, the translator removes it from the target language text. Omission aims that translation results can still be understood by the target language text reader.

The following is an example of this technique;

(12) ST: *Olalah*, you do a great job!!!

TT: Kerja kamu bagus!!!

4) Globalization

Globalization is a translation technique by replacing cultural specific item or term into more general or widely known term from the source language text into the target language text. Globalization has the aim of making it easier for target language readers to know cultural vocabulary or terms widely because sometimes the terms or vocabulary between two language texts is very different. The following is an example of this technique;

(13) ST: *Water Buffalo* is common prey for tiger in India.

TT: *Kerbau* adalah mangsa umum untuk harimau di India.

5) Localization

Localization is almost the same as globalization but localization is more emphasized to help the translator in translating cultural vocabulary or terms closer to the reader culture. The following is an example of this technique;

(14) ST: People argue who is the first arriving in America land. *Native American* or white people.

TT: Orang-orang berdebat siapa yang pertama tiba di tanah Amerika. *Orang Indian* atau orang kulit putih.

6) Transformation

Transformation is a translation technique that might cause some changes in the meaning of the source language text into the target language text. The translator uses this technique to get the equivalent of the term or cultural specific item that is closer to the target language text readers. This is made through the consideration and assessment of translators and editors based on the ability and capacity of the readers they are aiming at. the following is an example of this technique;

(15) ST: *The Bernes* are always paying attention to this comedy.

TT: *Keluarga Berne* selalu memperhatikan komedi ini.

7) Creation

Creation is a translation technique in which the translating of a term or cultural specific item from source language text differs greatly into the target language text in terms of meaning and orthography. The example of the employment of creation technique is seen in English - Lithuanian translation of the name Long bottom which loses its original meaning because it is translated into Neveksla

(sclob, scruff, Butterfinger, translated). the following is an example of this technique;

(16) ST: *The Heart and the Helm* → TT: *Kendali Juru Mudi*

c) **Techniques of translating Proper Nouns by Vermes**

The researcher considers the procedures to translate proper nouns proposed by Hermans as cited in Fernandes (2006: 54) do not have a clear border to each other and the technique which offered by Davies (2003: 72-89) has some ambiguity in determine the technique such as generalization and localization. since one procedure may have almost the same treatment in conveying the names to the target language while based on Vermes as cited in Shirinzadeh, Mahadi (2014: 10-11) there are eight different techniques to translate proper noun.

1) Transference

The technique is applied by the translator to translate proper noun which from the source text without any changes in the target languages. In line with it, Newmark in Shirinzadeh, Mahadi (2014:11) explains that transference is the process of transferring an SL word to a TL text as a translation procedure. This technique is the same with technique that proposed by Fernandes, (2006: 52) Copy but it is only different in terminology. The following is an example of this technique;

(17) ST: *The Buffalo Boys* is the rebel of this town.

TT: *The Buffalo Boys* adalah pemberontak di kota ini.

2) Substitution

This technique is used by uses the conventional correspondent of the proper nouns in source language to the target language. This technique is very often used to translate geographical units. Usually the use of this technique refers to the subconscious of the translators themselves because the translator already has sufficient knowledge in translating these names into the target language. The following is an example of this technique;

(18) ST: the local people accuse *Japan* because of some tragedy.

TT: masyarakat menuduh *Jepang* karena beberapa kejadian.

3) Translation

This translation technique is used when the text especially noun and specific name is literally translated in the target text by the translator (Vermes, 2003: 94). Accordingly, Newmark, as cited in Shirinzadeh, Mahadi (2014:11), states that rendering is the meaning of a text into another language in the way that the author intended the text is called translation. The following is an example of this technique;

(19) ST: *Black Rose* can reveal your dream.

TT: *Mawar Hitam* dapat mengungkapkan impian Anda.

4) Modification

This translation technique is used by translators when there is no equality in translating terms in the source language into the target language so that the term is replaced by the closest term from the target language which may differ greatly from the source language term (Vermes, 2003: 94). Vermes considers

modification as a part of omission, addition, and generalization. However, in this study, omission, addition, and generalization were not considered part of the modification but they become a separate translation technique. (Shirinzadeh, Mahadi, 2014:11).

(20) ST: on this island, there is a giant creature called *Lugworm*.

TT: di pulau ini, terdapat makhluk raksasa yang disebut *Cacing Dingin*.

5) Omission

Omission is the technique of translation a term from the source language to the target language by removing it because the term is not found in the target language. This technique is carried out by the translator to avoid misunderstanding of the target language readers in understanding the text. The following is an example of this technique;

(21) ST: *Cappello the Knight* runs toward fire castle.

TT: *Cappello* berlari menuju fire castle.

6) Addition

Addition is a translation technique using extensions. The expansion used through information insertion and marginal notes. This technique is also used to add information to the target text reader and to prevent ambiguity in understanding the meaning or content of the text. The following is an example of this technique;

(22) ST: *Jaguar* is symbol inland tribes.

TT: *Jaguar (sejenis kucing besar dihutan belantara amazon)* adalah simbol suku pedalaman.

7) Generalization

Generalization is a technique used by translators when a term or noun in the source language is translated through a super-ordinate noun or the noun which is more commonly known to the reader. The following is an example of this technique;

(23) ST: *Palm Civet* faced extinction in Southeast Asia.

TT: *Musang* menghadapi kepunahan di Asia Tenggara.

8) Transference plus phonetic adaptation

Transference plus phonetic adaptation is a proper noun translation technique used by translators to transfer the name of the source text into the target text with phonetic adaptation and adjustment so that it matches the target language text. For example, English name *Smith* is transferred into Persian as [*esmit*] with a different phonetic pattern (Shirinzadeh, Mahadi, 2014:11).

After all, there are three theories that each expert explain above. There are several similarities and differences in translation techniques including the three experts having the same technique namely addition and omission even though one of them is called deletion which has only different terms. Two of the three experts Hermans as cited in Fernandes and Vermes also have the same technique namely substitution, then also phonological replacement and transference plus phonetic

which are actually the same but only differ in the use of the term technique's name.

Furthermore, the different terms also exist in all three techniques such as copy, transference, and preservation which actually have the same procedure. Thus, the researcher looks up other translation techniques specialized to translate cultural specific items including proper nouns and ended up with the translation techniques proposed by Vermes as cited in Shirinzadeh, Mahadi (2014: 10-11). He distinguishes eight techniques that are used in the translation of proper nouns. These procedures, besides suit to translate cultural terms, they are also fit to deal with the translation of proper nouns and this is the newest techniques in translating proper noun and the techniques are clearly explainable and no ambiguity.

g. The Ideology in Translation Study

Before conducting the process of translation, the translators should know for whom and for what purpose they translate. These purposes are processes that could not be ignored in translating a text. The ideology in translation is one of the elements that support the process of translation. The term ideology has many definitions in different scientific study. Here, ideology differs from the ideology in the social subject. It does not mean an orientation that characterizes the thinking of a group or nation but ideology in translation study is translation product orientation either to source culture or to the target culture. According to Tymoczko as cited in Lopez & Caro (2014: 251) Ideology has been since one of the key concerns of modern translation studies for the last two decades.

The concept of domestication and foreignization has developed to the work of 18th and 19th century by European translators when there was an increase in the demand for translated literature, especially The Bible. After that, There is one of famous German scholar and translator Friedrich Schleiermacher (1768-1834) who has famous lectures entitled 'On the Different Ways of Translation' (1813) that having two maxims in translation. first, one requires that the author of a foreign nation be brought across to us in such a way that we can look on him as ours and the other requires that we should go across to what is foreign and adapt ourselves to its conditions, its use of language, its peculiarities (Watson, 2016: 131). Venuti supports Schleiermacher's theory by concluding two translation tendencies.

The ideology used by the translator is a tug-of-war between the two opposite poles, between the SL oriented and the TL oriented Venuti as cited in Hoed (2006: 84), which Venuti puts it in terms of foreignizing translation and domesticating translation. Foreignizing translation (Foreignization) is an ideology of translation which oriented to the source language or culture. It is believed that true, acceptable, and good translation is appropriate to the tastes and expectations of readers, publishers, who desire the presence of a culture of source language or who assume the presence of a foreign culture is beneficial to society. The translator is completely under the control of the source text writer.

Domesticating translation (Domestication) is an ideology of translation which oriented to the target language or culture. This ideology believes that true, acceptable, and good translation is appropriate to the tastes and expectations of readers who want translations of text fit to the culture of the target language

community. In essence, a translation is not expected to feel like a translation. Therefore, the translator determines what is necessary for translators' translation not to be perceived as a foreign work for their readers.

Actually, Text has no ideology which in absolute but it could be having a tendency where the text is. The ideology in certain text can be traced from the techniques employed by the translator. Furthermore, there is another different term of ideology translation such as Overt and Covert strategies. Overt translation strategies can be considered as the tendency of translators to maintain a source culture or source of cultural features in text translation (House, 2014: 54).

The translator is minimizing to use the target culture in interpreting the source culture in the translation text, whereas the translator will explain more about information related to the source culture (House, 2014: 55). If the translator wants to maintain the source culture in the translation results, the overt strategy is very suitable to be applied. However, translators who use the overt translation strategy must be very careful about cultural gaps, so translators must maintain original features for target language readers (House, 2014: 55).

By contrast, covert translation strategies lead to how various terms and cultures that exist in the source text match the translation text which includes the meaning of lexical meaning and functional meaning (Yang, Tzu-yen, 2013: 26). The Covert translation strategy really helps the readers to understand indigenous cultures, by using their own understanding of target culture and terms of reference to describe and explain the source culture (House, 2014: 56). When adopting covert translation strategies, translators modify cultural elements in their

translation (House, 2014: 56). In simple terms, it could be stated that the translator will translate the source culture text as close as possible through the target culture with the aim of making the readers better understanding the source culture through the images given by the target culture.

From the explanation above, the four ideologies in the translation described by Venuti and House namely Domestication, Foreignization, Overt and Covert are actually the same. However, the difference lies only in the term of usage. Venuti comes with the terms "*Domestication*" and "*Foreignization*" while House offers the terms "*Overt*" and "*Covert*".

In this case, the researcher prefers ideology in translation based on Venuti because it is easier to understand and also has a close connection in the theory of translation techniques described earlier.

3. Culture-Specific Item

Translation could not be separated from the name of culture. In the process of translation, the translators are always faced with a minimum of two different cultures from the source language and target language. According to Hervey and Higgins as cited in Daghighi, Hashemian (2016: 171) states that translators who carry out a good translation process will be a bridge to introduce cultural gaps between two source language cultures (SL) and target languages (TL).

Many scholars provide their perspective in defining the term of culture. According to Larson as cited in Zare-Behtash (2010: 1) defines that culture as a very complex belief, values, attitudes and rules which owned by a group of people in society. Furthermore, culture is a way of life and manifesto in a society through

the use of certain languages as a tool of expression. Each language has its own certain cultural features (Newmark 1998: 94).

If we look at the definition or term of culture specific items, many scholars have differences. according to Baker (2001: 21) more refers to the use of the term "culture-specific concept", whereas according to Newmark (2010: 173) more uses the term "cultural words", then, the term "culture-specific references", which is used by Antonini (2004: 154) and the term "realia" used by Robinson (2005: 171). The first step in analyzing the translations of CSIs is to divide them into categories which will help to provide systematic analysis. Same as the proper noun, the culture specific items also have several categories. The concept of culture specific items (CSIs) covers various aspects of human life.

There are quite a number of classifications of cultural words. One can distinguish the following: names, dialects, flora and fauna, names of geographical, proper names, food ingredients, measurement systems, currencies, historic dates and events, traditional festivals, architecture and, political institutions (Janaviciene, 2016: 4835).

A number of experts have attempted to categorize CSIs. According to Baker (2001) introduced that there two main CSI categories, it is called by abstract or concrete. However, this categorization is inadequate because Baker does not provide more detailed classifications and examples for these two categories. Whereas Newmark as cited in Janaviciene (2016: 4835) distinguishes culture specific items into five main categories namely ecology, social culture, material culture, activities, organization, customs, concepts, procedures, and habits and

gestures. Furthermore, according to Vlachov, Florin (1980: 6) has four different categories of culture specific items, namely geography, ethnography, politics and religious. The culture specific items in general are almost the same as the proper noun, but not all CSIs are proper noun even though the proper noun is a sub category of culture specific items. The following is an example of culture specific items in translation.

(1) ST : He wants to eat a **shish kabob** every single day.

TT : Dia ingin makan **sate** setiap hari.

In the example above, it could be seen that the word "*shish kabob*" is a kind of food and it is categorized as cultural vocabulary. In this phrase, there are no proper noun characteristics because it does not have a capital letter for each word. *Shish kabob* is a food that comes from Turkey with meat being stabbed and grilled and served with vegetables. In the target text, it could be analyzed that the translator uses generalization techniques. The translator translates the word in general meaning. Although, the shish kabob is actually a specific meal originating from Turkey but shaped like *sate* in Indonesia.

4. Semantic

The linguistic aspect can provide a strong foundation for a linguist to be a good translator. Likewise, with students who are learning to translate, linguistic aspects will provide a critical foundation in conducting translation activities. One of linguistic aspect must be learned is semantics because Semantics are closely related to the translation of proper noun (Pelawi, 2009:147). Semantics is a branch of linguistics that studies the meaning contained in language. According to

Griffiths (2006: 15), semantics is the study of the meaning of words and the meaning of sentences whose meaning can be seen from the context of usage. On the other hand, according to Saeed (1997: 3) states that semantics is the study of the words meaning and a study of the communication meaning in language. Furthermore, according to Palmer (1981: 1) semantics is a technical term that refers to the study of meaning and if assuming that meaning becomes part of the language, then it is part of linguistics.

a. Meanings and References

In the translation of proper noun, the meaning is one of parts which becoming serious intention when the translator starts to translate proper noun. The relationship between one word and the reference object is most clearly seen in the proper noun. Here is a one-on-one relationship between names and things. For example, the name of things such as Istanbul refers to the name of place especially big city in the country of Turkey, another example is the name of person Barrack Obama who refers to the person who leads United States of America (USA). The relationship between words and objects is called a reference/reference relationship. The meaning of one word can be explained in the boundaries of the relationship between the word and the object itself (Wahab, 1995: 10).

b. The Extended and Narrowed Meanings

There are two meaning based on Bloomfield theory such as Extended and Narrowed Meanings. The extended meaning is the meaning which contained in a word that having broad meaning than expected. Words that have extended meaning are used to express thoughts or common ideas, while narrow meanings

are words that have special meaning or words that have broad meaning with limiting elements. a narrow meaningful word is used to express details or general details of ideas (ideas).

The broader meaning could narrow because it is limited. Bloomfield suggests the existence of narrow meanings (specialized meaning) and broad meaning (widened meaning, extended meaning) in the changing meaning of the word. The change in the meaning of a form of utterance in a semantic way is related, but there are also those who suspect that change occurs and as if the form of speech is only a relatively permanent object and meaning only sticks like a changing satellite.

The broad meaning can be narrowed, or one word whose origin has broad meaning (generic) can become narrow (specific) meaning. Broadly meaningful words in Indonesian are also called general meanings (generic) used to express general ideas or ideas. (Djajasudarma, 2009: 8-10). The following is an example of extended and narrowed meanings; (1) Author; the extended meaning of the author is every person who writes anything while in narrowing meaning is an author as a profession. (2) Bachelor; the extended meaning of the Bachelor is smart people or intellectuals, while in narrowing meaning is a person who graduated from college, such as seen in literary scholars, economics scholars, and law graduates.

c. The Denotative and Connotative meanings

Language is a compilation of words, a word in language refers to at least one meaning. In examining the meaning of words, it usually will be distinguished by denotative and connotative meanings. Denotative meaning is referred to a meaning which found in the dictionary, or the meaning is general, objective and has not been carried by the content, value, or certain sense or reference to something extra-lingual according to the meaning of the word in question. Conversely, the connotative meaning is subjective, in the sense that there is another meaning behind the general meaning or denotative meaning. Because of its independence and subjectivity, everyone will look at another word or group of words (Suhendra, 1994: 93). Denotative and connotative meanings are very much, especially in Indonesia. The following are examples of denotative and connotative meanings; (1) Black Goat (*Kambing Hitam*), according to the denotative meaning of a black goat meaning is a goat that has a black color whereas according to connotative meaning, a black goat is interpreted as a person who is considered guilty.

d. The Socio-cultural meaning

The socio-cultural meaning is closely related to cultural culture and social relations in society. According to Soemarno as cited in Setyaji (2014: 99) explains that If a translator encounters a socio-cultural related word or term in the source language text, and the word or term is not contained in the target language culture context, then he/she must determine whether to find an equivalent the closest or using the original term with annotation. For instance, the general cultural term

which also included into proper noun referred to all kinds of terminology related to culture. The word “*Thanks-Giving*” cannot be compared with “*Hari Ucapan Selamat*”, perhaps more appropriate if it is compared to “*Hari Pengucapan Syukur*”. Then, the term “*Happy Halloween*” cannot be found in Indonesian culture. This is because Indonesian does not have that cultural concept so it is more appropriate if the word “*Happy*” is still translated as “*Selamat*” but the word “*Halloween*” is still remaining (Setyaji, 2014:100).

5. About the Novel

The Chronicles of Narnia is a series of fantasy novels by C.S. Lewis, which consists of seven novel series. More than 95 million copies have been sold in 41 languages. According to Smith (2016) in *Investors.com* reported that C.S Lewis wrote Christian novels that became global best-sellers through that one of his novels is the Narnia.

The series was written by Lewis in 1950 to 1956 and contained by Christian elements, Greek and Roman mythology, and English and Irish fables. These books have been adapted for radio, television, and film. The illustration in the book was made by Pauline Baynes. There are seven series novel of Narnia such as The Chronicles of Narnia: Magician's Nephew, The Lion, the Witch, and the Wardrobe, Prince Caspian, Voyage of Dawn Treader, Silver Chair, The Horse and His Boy, and The Last Battle.

a. The Chronicles of Narnia: Magician's Nephew

This story began in London around 1885, when two children, Digory Kirke, and Polly Plummer met. One day, while exploring the attic of the house, they

accidentally entered the room that was wrong and shocking Digory's uncle, Andrew Ketterley. Uncle Andrew, a self-taught magician, deceived Polly to touch a yellow magic ring. The result is that Polly suddenly vanished. Then Uncle Andrew deceived Digory to follow Polly by wearing another ring, with the promise that Digory could bring Polly back using a green magic ring. The rings move Polly and Digory to a forest with lots of springs. In the forest, Forests between the Worlds, they find that when the right ring is used, by jumping into a different spring, they can enter another world.

Digory convinces Polly to join and explore several springs with him. After marking the spring that will return them to the earth, the children jump into another spring. They arrived at a palace that had been destroyed in the ancient capital of the world, the world of Charn. They found a large hall full of wax statues of all the former leaders of Charn from the first to lead. The first faces are good, happy and strong faces. But later faces are arrogant and evil faces. They also found some empty places that indicated Charn ended prematurely.

b. The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe

Peter Pevensie, Susan Pevensie, Edmund Pevensie, and Lucy Pevensie were evacuated to the home of Professor Diggory Kirke because of World War. One day, when they played hide and seek in the house, Lucy found a wardrobe, and she decided to hide there. Lucy was very surprised to see inside there was a country called Narnia, and there she met a faun named Mr. Tumnus who said that Narnia was being condemned by a white witch named Jadis for hundreds of years

with a long winter. Finally, after Lucy managed to bring her brothers to Narnia, they traveled there.

Edmund has ever been to Narnia before (as Lucy) turned out to be in cahoots with Jadis with promises to be King of Narnia, but with the condition that he must bring his three brothers as servants. In fact, Edmund was just a lure so that all the children were caught and Jadis wanted to kill them all. Because there is a prophecy saying that there will come two sons of Adam and two daughters of Eve who will free Narnia from this long winter and defeat Jadis.

To free Edmund, Peter and his two siblings had to meet Aslan to ask for help. They were helped by Mr. and Mrs. Otter to meet Aslan. In the middle of the journey, a miracle happened, the strength of Jadis weakened and this winter changed to a beautiful spring. When they finally met Aslan, it turned out that Aslan was willing to help. Finally, Edmund managed to be free. But suddenly Jadis came and asked Edmund to return, Aslan intervened. They made an undisclosed agreement, that is, that Aslan had to surrender to Jadis. And Aslan kept his promise at night, he was finally killed by Jadis on a stone table (Stone Table) witnessed by all Jadis followers. Susan and Lucy who saw the incident were very sad.

c. The Chronicles of Narnia: Prince Caspian

Prince Caspian (the 10th Caspian) lived with his uncle, a Narnian Lord Protector, Miraz and his red-haired wife, Prunaprismia. They Are The Telmar Nation, who came from the Telmar River near Shuddering Wood. They (Caspian I; Caspian the Conqueror) conquered Narnia, fought against talking animals,

lulled fairies, and drove out the original Narnians and built a new Narnia without miracles, more like our boring world, full of schools, prison, children hit by their parents, and others.

The ninth descendant was named Caspian IX. He had a son whom he named Caspian X. But his throne was captured by his younger brother (Uncle Caspian X) named Miraz. He with his red-haired wife, Prunaprismia raised Caspian X and banned the rest of the royal members and their people from echoing Old Narnia. One day Caspian (who was still a child) spoke to Miraz, how nice Old Narnia was. Shocked, he angrily asked where he knew it, Caspian innocently said from his nurse, (who turned out to be a half-human Dwarf who had infiltrated the palace) and a few days later, the nurse he loved so much was expelled without the opportunity to say goodbye to Caspian.

d. The Chronicles of Narnia: Voyage of Dawn Treader

Edmund and Lucy Pevensie sent to the home of their naughty cousin, Eustace Clarence Scrubb, for a vacation. However, unexpectedly, they were drawn into the world of Narnia, through the image of a ship on the wall of the room came alive. The three of them fell into the sea and were helped by the crew of a ship called the Dawn Treader. When they were helped, they were welcomed by King Caspian X, a friend of Edmund and Lucy in their previous adventure (told in the book "Prince Caspian").

Apparently, in the third year of his reign, King Caspian traveled by using the Dawn Treader to search for the seven missing Lords. The Lords were friends of Caspian's father whom King Miraz, king before Caspian, had removed. Lucy and

Edmund were very happy to be able to return to Narnia, but that was not the case with Eustace who was not eager and annoying. King Caspian was accompanied by his captain, Lord Drinian, the second officer of Rhince, the crew where one of them was named Rynelf and the brave mouse, Reepicheep, on his way to reach the eastern sea. Before rescuing Lucy, Edmund and Eustace, the Dawn Treader trip already passed Galma, Terebinthia and Seven Isles.

e. The Chronicles of Narnia: Silver Chair

Eustace was talking about Narnia with her friend, Jill Pole behind the school gymnasium. Suddenly they were pursued by children and teachers (because Jill had cried before and it confused them). Eustace and Jill ran down the cliff and looked for the door to exit the school. After entering the door, they instead found themselves in Narnia. Because of Jill's carelessness, Eustace fell into a ravine. Jill was so confused that she finally met Aslan.

Ill was given the task by Aslan to save Prince Rilian, son of King Caspian who was being held captive. Aslan gives four clues to save Rilian. After Jill understood, Jill has reunited with Eustace again. There, they saw a king who was very old, for sure it was King Caspian. Eustace got goosebumps, when he was in Narnia, Caspian wasn't that old. Then they meet an owl, Glimfeather. That night, they were invited to a meeting of the owls.

The owls tell the story of Prince Rilian: at that time Rilian was young, she was walking with her mother, Queen Ramandu. At rest, suddenly came a green snake killing Queen Ramandu. Rilian was very sad, since that time, she often went looking for the green snake, so Rilian never returned. That's the story, then

Glimfeather brought Eustace and Jill to a marsh-wiggle-type creature named Puddlegum.

f. The Chronicles of Narnia: The Horse and His Boy

Sastha is a child who lives in the Calormen coast. He was cared for by a rude and money-hungry man named Arsheesh. Sastha always dreamed of traveling to the north that she never knew of. One day, a Calormen commander with his warhorse intended to buy Sastha. Arsheesh invited the commander to stay in his hut while bidding on the price, and Sastha was forced to stay at the stable. At the Install, Sastha was shocked when the warlord of the commander could speak. The horse is named Bree, the Talking Horse who is kidnapped from Narnia and becomes a Calormene slave.

The horse invited Sastha to travel together to the North, Bree gave additional motivation for Sastha: Sastha was white, in contrast to most Calormene skins, meaning that Sastha came from the North. Sastha and Bree finally traveled with Sastha getting a free horse riding tutor by Bree. Finally, they escaped the pursuit and both of them, got acquainted with Aravis Tarkheena and Kuda yang Bisa speaking, Hwin.

g. The Chronicles of Narnia: The Last Battle

The story begins with the power of the last king of the land of Narnia, King Tirian. Narnia has experienced a long period of peace and prosperity, taking place from the reign of King Caspian X. Tirian, who is a direct descendant of Caspian X, was informed by a Centaurus named Roonwit that strange and unpleasant events were happening in the country and planetary conjugations The planet

shows very dangerous signs. An ape named Shift managed to persuade Puzzle, a good but stupid donkey, to wear lion skin and disguise himself as Aslan. Puzzle, though reluctant, was tricked by Shift who said that this was Aslan's will. After the Narnian creatures were deceived, Shift ordered them to work for the Calormenes. Tree creatures are cut down and sold as ordinary pieces of wood. The money will be put into Aslan's treasury, which Shift will use for the sake of Narnia's interests.

King Tirian with his friend Jewel, a Unicorn speaking at first was also deceived by the news of Aslan's arrival. But when they heard Shift telling the Narnian creatures that Aslan and the Calormene god, Tash was the same, under the name "Tashlan", they realized that all the news they heard was a lie. When Tirian accused Shift of lying, the Calormene soldiers came and tied the king to a tree. Then, Tirian called out to Aslan for help and got a vision of Digory Kirke, Polly Plummer, Peter Pevensie, Edmund Pevensie, Lucy Pevensie, Eustace Scrubb and Jill Pole, although Tirian did not recognize who they were.

At a glance from the synopsis, each chapter of the novel contains many proper nouns which it could be explored starting from the names of characters that appear in novels, for example, the all major characters of this novel such as Peter Pevensie, Susan Pevensie, Edmund Pevensie, and Lucy Pevensie. Then, it could be found names of places, objects, and others which included in the Proper Nouns.

B. Previous Related Studies

There are several relevant studies to this research which are among others as following below;

1. Majcher (2017) the research entitled Proper Names: Translation Analysis on the Example of Prince Caspian. The objective of this paper is to present translation strategies applied by the translator in the process of literary translation of proper names. The analysis is carried out on the example of the translation of the novel "Prince Caspian" by Clive Staples Lewis: into Polish by Andrzej Polkowski and into German by Lena Lademann-Wildhagen. The similarity between the research that has been conducted by Majcher and this research is to find out what strategies are used to translate the proper noun while the difference between both researches are Majcher's research does not conduct two objectives such as categorizing the existing proper noun and try to find out the ideology in the translation of proper noun but my research conducts it. The source both types of research are also different. The previous one uses one novel while this research conducts with seven series novel Narnia.
2. Juzeleniene, Petroniene, Kopylova (2016) the research entitled The Translation of Proper Names from English to Lithuanian in "Steve Jobs" by W. Isaacson. The purpose of this research is to focus on what are the proper name translation strategy translator use in S. Jobs' biography by Isaacson (2011) and its translation into Lithuanian by Ambrazevieius (2012). This paper provides two concepts. First, it is about the proper name concept and

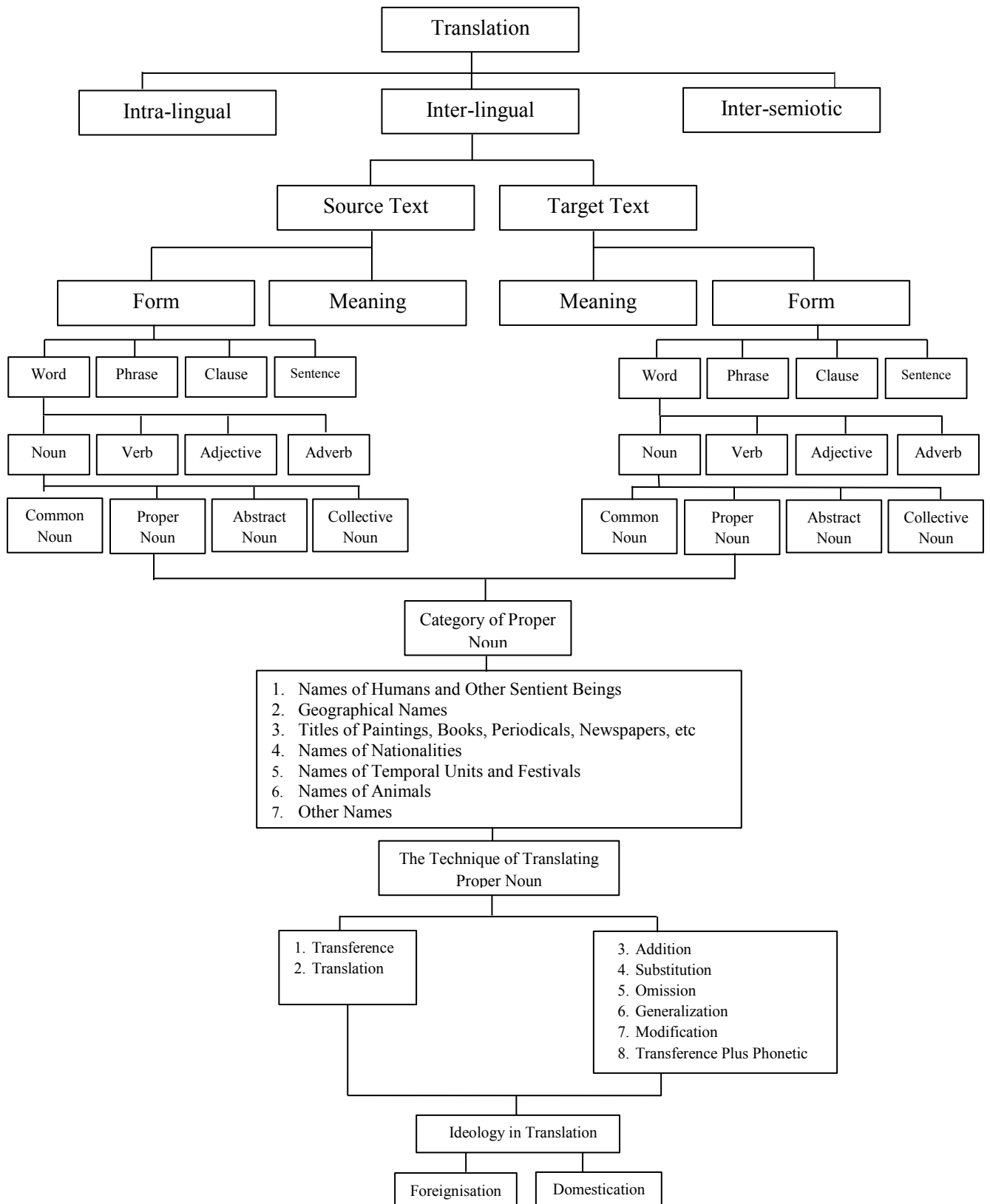
what strategy is used by the translator. Second, to see the concept given by the translation theory from Davies (2003). The similarity between the research that has been conducted by Juzeleniene, Petroniene, and Kopylova and this research is still to find out what strategies are used to translate the proper noun while the difference between both types of research is there are two other research objectives in this present research such as categorizing the existing proper noun and try to find out the ideology in the translation of proper noun. The source both types of research are also different. The previous one uses biography from English to Lithuanian while this research conducts with seven series novel Narnia English to Indonesian.

3. Abdelbaki (2016) conducted the research entitled Translating Proper Nouns in Alice in Wonderland according to Davies' strategies. There are three main objectives of this research which are first, to investigate the problem of translating proper nouns that hinders the translator when translating children literature texts. Second, to list some recommendable solutions suggested by some translation scholars that can help the translator in translating proper nouns. The last is to see to what extent are Davies' strategies applicable in this field. This previous research that has been conducted by Abdelbaki has differences between this research in purposes such as previous one tend to find out recommendable solutions which are suggested by some translation scholars to help translator in translating proper nouns. But both types of research have similarity in using Davies' strategies in theoretical analysis.

4. Juzbašić (2015) conducted the research entitled Translation of Proper Nouns: Strategies and Implications. This study has the aim to find out what strategies the translator uses in translating the proper noun. After that, it explained what implications there were when the translator chose a particular strategy in translating the proper noun. Anthroponomy, toponyms, and proper names are the data focused in this study. The research is a literature review. The similarity of both types of research is trying to find out strategies in translating of a proper noun but the previous one explains more about the implication too while this research has different objectives such as categorizing the proper noun first and ideology in the translation of proper noun.
5. Jonikaitė (2014) conducted the research entitled Translation of Characters' Names and Geographical Names from English into Lithuanian in J.R.R. Tolkien's The Lord of The Rings: The Fellowship of The Ring. There are four main objectives of this research which are to provide a theoretical overview concerning non-equivalence and translation of proper names, To analyses the translation strategies for culture-specific items proposed by several linguists, To determine and investigate translation strategies of geographical and characters' names applied in Lithuanian translation of J.R.R. Tolkien's The Lord of the Rings: The Fellowship of the Ring (1975), To find out which translation strategies were more frequently/rarely used while translating characters' and geographical names in J.R.R. Tolkien's The Lord of the Rings: The Fellowship of the Ring (1975) into Lithuanian. Previous research focused on particular proper noun in geographical and characters' names and also tried

to find out what strategies that applied in the Lithuanian translation of J.R.R. Tolkien's *The Lord of the Rings: The Fellowship of the Ring* (1975) while present research focuses on all proper nouns in any category based on Frank, in *Modern English* (1972).

C. Theoretical Construct



D. Research Questions

Based on the problems to be studied and the possibility of solving problems in theoretical studies, some research questions are formulated as follows.

1. What is the most proper nouns category which appears in the novel?
2. What are the most techniques of translating proper noun which applied by the translator in novel translation??
3. What is the tendency of ideology which appears as a whole in the novel translation?
4. What are the recommended solutions to translating proper nouns in the novel translation?
5. What are the changes meaning of translating proper noun in the novel translation?