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AN ANALYSIS OF TECHNICAL DEVICES IN TRANSLATION PROCEDURES APPLIED IN HARRY POTTER FIRST NOVEL

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Abstract There are four technical devices in the translation procedures which are commonly used by the translator; addition, subtraction, adaptation and elimination. Thus, the purpose of this study are to find the four technical devices in Listiana Srisanti's translation result in "Harry Potter and the Sorcerer's Stone". The method of collecting data is library research. The data in the novel which have been collected are analyzed by the four technical devices. According to the classification, it is found that there are 10 data of addition, 13 data of subtraction, 12 data of adaptation and 9 data of elimination. Those data presented are representative enough from all of the data in the novel, because the writer takes the data by its part among the translated sentences contained the technical devices. In conclusion, the result shows that the technical device of subtraction is the most dominant data (13) applied in the novel.

INTRODUCTION

Translation is an important thing that has been used in many aspects. It is one way to communicate the meaning of information to people of target language. The people have a different language with the source language. In translation, the richness of vocabulary, depth of culture, and vision of the translator could certainly have very conspicuous effects on his/her work. Another translator might produce a reasonably acceptable version of the same text, which, however, may very well reflect a completely different background, culture, sensitivity, and temperament (Ghadi, 2010:1).

In detail, one aspect that uses translation is translating a novel. If there are no translators try to translate novels especially novels written by a famous novelist, most of people around the world can never read the novels. On the other hand, it can be concluded that the famous novelist never be recognized in the world if there are no effort of translations into other languages. In this case, the role of a translator has a big contribution.

Furthermore, based on The New Lexicon Webster Dictionary of the English Language (2004:687), the meaning of novel itself is an imaginative prose narrative of some length, usually concerned with human experience and social behavior, and normally cast in the form of a connected story. Typically, the novel which is translated is a well-known novel so that many people are interested to read it in their language. Thus, a good translation must be used in this case in order to the readers of TL can have a similar interpretation with the readers of SL.

For this purpose, there is a term called technical devices in translation procedures. In detail, from Martono and Ngadiso's point of view (1995: 24), what is meant by translation procedures are the technical devices which are used to transfer the meaning of a text in SL into a text in TL. They might include: adding, subtracting, eliminating and adapting. Actually, the term of technical devices usually exist in every translation but not many people know about it. The reason is because only a few books or other sources explained this term.

Therefore, the writer tried to analyze the technical devices of translation procedures in one of seven famous novel series "Harry Potter and the Sorcerer's Stone" written by J.K. Rowling. Most of people around the world know about this great novel which has an awesome imagination.

Regarding to the background of the study, the proposed problem statement is as follows; What kinds of technical devices which are applied by Listiana Srisanti in translating the novel?

A. Objective of the Study

The main objectives of the study are to help the reader know and understand about the technical devices in translation procedures on "Harry Potter and the

Sorcerer's Stone" novel. Additionally, this study also provides the answer from the research problems of study. The objective of the study is to find and analyze the kinds of technical devices which are applied by Listiana Srisanti in translating the novel

B. Benefits of the Study

The writer expects that the result of the study gives beneficial for:

1. Theoretical Benefit
2. The result of the research expected to inspire others to hold further research. This study will give additional information to the readers; they will know the analysis of technical devices in translation procedures in written language.

Practical Benefit

a. The English Teachers

The result of the study might be useful for additional information in teaching translation concerning technical devices in translation procedures. The writer also hopes the teachers not only transfer their knowledge from books, especially about technical devices in translation procedures, but also give some exercises to enhance students' skills in analyzing the translation of English sources. The teacher can improve their capability through many ways to develop the new method of language learning to upgrade the knowledge about technical devices in translation procedures.

b. The English Students

The result of this research can be useful as additional information in technical devices in translation procedures. Furthermore, students are motivated to master technical devices in translation procedures so they can improve their translation skill.

c. The Writer

The writer can get many useful experiences in the future as an English teacher. In addition, the result of the study can be a reference in translating works dealing with technical devices in translation procedures.

C.   Limitation of the Study

In translations, there are so many kinds of impressive problems that can be analyzed and discussed. It is impossible to analyze all of them. Therefore, this research is limited on the problems by analyzing some words, phrases, clauses and sentences that are contained the technical devices in translation procedures which is existed in the "Harry Potter and the Sorcerer's Stone" novel.

D.   Theoretical Framework

1.   Translation

Martono and Ngadiso (1995:1) explain there are many definitions of translations. The writer only took the most updated one in defining "translation", as Mildred L. Larson (1998) says that translation is the replacement of meaning from a 'Source Language' (SL) into a 'Target Language'. The replacement is based on the structure of semantics. To conclude Larson's opinion, translation means:

a.   Learning lexicon, grammatical structure, situation of communication and cultural context of a source language text.

b.   Analyzing a source language text to find the meaning

c.   Retelling the same meaning using lexicon and grammatical structure in a target language and cultural context.

In Martono and Ngadiso's point of view (1995: 24-29), what is meant by translation procedures are the technical devices which are used to transfer the meaning of a text in one language into a text in another language. They might include: adding, subtracting, eliminating and adapting. In short, the change from SL into TL calls for addition, subtraction, adaptation, and untranslatableness. Translation in the very broad sense of the term can be listed in terms of different levels of complexity. The procedures can be in the form of:

a.   Transcription

This means rendering the sounds of a SL into a TL form. For example, the word *orang hutan* in Indonesian transcribes to *orangutan* in English.

b.   Transliteration

This is the process of rendering the letters of one alphabet into the letters of another, with a different alphabetical system. For example, from Arabic into Latin.

e.g.:

بـ سم الله الرحمن الرحـيم

Transliteration: *In the name of Allah the most gracious and merciful*

No transliteration takes place between Indonesian and English since both of them use the Latin alphabets.

c. Borrowing

Many types of borrowing are made from one language to another. The procedure often used when the TL has no equivalent for the SL units is to adopt them without change but sometimes with spelling or pronunciation adjustment.

2. Technical Devices in Translation Procedures

In Molina & Albir's article (2002: 507), Pozo y Postigo says that techniques describe the result obtained and can be used to classify different types of translation solutions.. The *technical procedures* affect the results and not the process. We propose they should be called translation techniques. Furthermore, based on New English Dictionary and Thesaurus Compact Edition (2004:70), "device" is (noun) a contrivance or an emblem**.**

To sum up the definition of technical device according to the explanations above, is something invented and adapted for a special use which is connected with a particular science. Additionally, which is meant by the technical devices in translation procedures, Martono and Ngadiso (1995: 24) states ... the technical devices are used to transfer the meaning of a text in Source Language into a text in Target Language. They might include: adding, subtracting, eliminating, and adapting. Equally important, Dr. Matthews and Dr. Orrantia (2007:2)

also says the translators uses resources and apply technical skills to render the text in the target language.

3.   The Four Meanings of Technical Devices in Translation Procedures.

Martono and Ngadiso's point of view (1995: 24), what is meant by translation procedures are the technical devices which are used to transfer the meaning of a text in SL into a text in TL. They might include:

a.   *Adding* structural or lexical elements to those present in the SL.

b.   *Subtraction*

c.   *Eliminating* elements (in the level of phrase, clause and sentence) which are necessary in the SL but unnecessary in the TL or with no counterpart there.

d.   *Adapting* the content of the message so that the TL text will come as close as possible to the concept of the SL text.

Hariyanto (2003:1) says in an article "The Implication of Culture on Translation Theory and Practice", as follow:

a.   *Reduction* (subtraction) is SL word or phrase, as a translation unit, is replaced with a TL word or phrase which does not embrace part of the SL word meaning.

Reduction is found to be useful to translate traditional address + proper name constructions as the terms of address are not found in the TL and an explanation is not possible. The examples are the translation of *Kang Glati* into *Glati* in Y.B. Mangunwijaya's novel entitled *Burung-Burung Manyar* (Indonesian Version, 1993) and the translation in English version, *The Weaverbirds* (1989). See the following excerpt:

SL: Pelpolisi Belanda dan resisir mantri polisi dengan cepat melacak Si Bajingan dan Kang Glati masuk bui. (1993:111)

TL: ... the Dutch detectives and constables had tracked him down and thrown Glati into Jail. (1989:141)

b.   ***Addition or note*** is added after the translation of the TL word or phrase.

c. ***Deletion or elimination* is** SL word or phrase, as a translation unit, is dropped in the TLT.

According to the classified list of translation techniques as defined by Molina and Albir (2002:509), they propose that the procedural offshoot of covert translation find the following ramifications of translation techniques, some of them are:

a. Adaptation is to replace a ST cultural element with one from the target culture, e.g. to change *baseball*, for *kasti* in a translation into Indonesian.

b. Amplification **(addition)** is to introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g. adding *bulan puasa kaum Muslim* when translating a noun *Ramadan,* so it becomes *...Ramadan, bulan puasa kaum Musli..* Footnotes are also a type of amplification. It is in opposition to reduction.

c. Reduction (subtraction) is to suppress an ST information item in the TT, e.g. to translate *the month of fasting* as *Ramadan*. It is in opposition to amplification

In the same article with Molina and Albir (2002:502), Nida introduces "techniques of adjustment", They have three types: *additions, subtractions and alterations*. They are used:

a. To adjust the form of the message to the characteristics of the structure of the target language
b. To produce semantically equivalent structures
c. To generate appropriate stylistic equivalences
d. To produce an equivalent communicative effect.

The explanations of the types, as follows:

a. *Additions*

Several of the SCFA (Stylistique comparée du français et de l'anglais-The Comparison of English and French's Style) procedures

are included in this category. Nida lists different circumstances that might oblige a translator to make an addition:

1)   To clarify an elliptic expression

2)   To avoid ambiguity in the target language

3)   To change a grammatical category (this corresponds to SCFA's transposition)

4)   To amplify implicit elements (this corresponds to SCFA's explicitation)

5)   To add connectors (this corresponds to SCFA's articulation required by characteristics of the TL, etc.).

b.   *Subtractions.* Nida lists four situations where the translator should use this procedure, in addition to when it is required by the TL;

1)   unnecessary repetition

2)   specified references

3)   conjunctions

4)   adverbs

c.   *Alterations (adaptations).*

These changes have to be made because of incompatibilities between the two languages. There are three main types.

1)   Changes due to problems caused by transliteration when a new word is introduced from the source language.

2)   Changes due to structural differences between the two languages, e.g., changes in word order, grammatical categories, etc.

3)   Changes due to semantic misfits, especially with idiomatic expressions. One of the suggestions to solve this kind of problem is the use of a *descriptive equivalent* i.e., a satisfactory equivalent for objects, events or attributes that do not have a standard term in the TL. It is used for objects that are unknown in the target culture

Nida includes footnotes as another adjustment technique and points out that they have two main functions:

a.   To correct linguistic and cultural differences.

e.g.:

1) To explain contradictory customs

2) To identify unknown geographical or physical items

3) To give equivalents for weights and measures

4) To explain word play

5) To add information about proper names, etc.

b.   To add additional information about the historical and cultural context of the text in question.

There are some additional information about the technical devices:

1)   Matthews and Orrantia (2007:29) explains *adaptation* is used when the limit to translation is been reached, i.e. when a simple translation would not work or it would produce a result that is shocking in the target language and culture. They also says that *adaptation* is adapting a source language situation when it does not exist in the target language or would be considered inappropriate in the target culture.

2)   Baker's approach (1992) to translation equivalence claims that different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator either to *add* or to *omit* information in the TT because of the lack of particular grammatical devices in the TL itself.

3)   Pulitzer (2009:1) defines *adaptation* occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural

environment. Should *Gulyás* be translated as the Hungarian stew in English or just simply adapt the word accordingly as *Goulash*? It involves changing the cultural reference when a situation in the source culture does not exist in the target culture.

4) The other categories, explained by Delisle in Molina & Albir's article (2002:504) introduces, are:

a) *Addition vs. Omission (elimination)*

He defines them as unjustified periphrasis and concision and considers them to be translation errors. *Addition* is to introduce unjustified stylistic elements and information that are not in the ST, *omission* is the unjustifiable suppression of elements in the ST.

b) *Reduction (subtraction)*

To suppress a ST information item in the TT, e.g., *the month of fasting* in opposition to *Ramadan* when translating into Arabic. This includes SCFA's, Delisle's implication, Delisle's concision, and Vázquez Ayora's omission. It is in opposition to amplification.

(This classification of translation techniques has been tested in Molina 1998, where it was used as an instrument to analyze translations)

In conclusion, the four meanings of the technical devices in translation procedure are:

1. *Addition* is adding elements or information in TL that are not in SL. The function is to make a closer meaning from SL to TL.

2. *Subtraction* is the opposition of addition, it is subtracting elements or information in TL that do not exist in SL, such as unnecessary repetition, specified references, conjunctions and adverbs.

3. *Elimination* is eliminating elements as a translation unit since they are not unnecessary in TL. Elimination usually happens in the level of higher than words, such as a clause or sentence.

4. *Adaptation* is adapting words from SL that culturally do not exist or have an appropriate word in TL. They usually express very differently with the SL, so adaptation can make the words relevant with the situation in TL.

METHOD

In analyzing the technical devices in translation procedures in the "Harry Potter and the Sorcerer's Stone" novel, the researcher took a certain procedures as follow:

1. Research Object

The research object in this study is sentence discourse. It includes observing words, phrases, clauses and sentences that are contained the technical devices in translation procedures which are existed in the "Harry Potter and the Sorcerer's Stone" novel. The part of the sentences can be the class of words such as noun, adjective, verb, adverb, etc.

2. Data Source

Data source is divided into primary and secondary source. First, primary source is the research data obtained directly from the original source (no intermediaries) that are specifically collected by the researchers to address issues in research (Ruslan, 2004:254). Primary source of this research is taken from the "Harry Potter and the Sorcerer's Stone" English and Indonesian novel. Second, secondary source is a data resource, which is used to support and complete the primary data. The data is taken from any kinds of publicized and relevant materials such as books of translation theories, procedures and literature theories.

The writer conducted the research within three months namely in February, March and June 2013. Besides, she only took the data from the

novel until chapter 7 in both English and Indonesian novel. For instance, it started from page 1 until page 124 in English book version and it started from page 1 until page 73 in Indonesian pdf version.

3.   Type of Research

   This is library research. Library research is a research which is conducted by collecting secondary data from books, regulations and academic writing (Sumanto, 1995:16).

4.   The Method of Collecting Data

   The researcher applied library research to collect the data. Library research is a general or specialized library that collects materials for use in intensive research projects. The library research in this case, is the "Harry Potter and the Sorcerer's Stone" novel. The researcher also searched other information that is relevant and appropriate with the research problem. The following steps show the process of collecting the data:

   a.   Reading the four meanings of technical devices in translation procedures

   b.   Selecting the "Harry Potter and the Sorcerer's Stone" novel in both English and Indonesian versions.

   c.   Reading both English and Indonesian of the "Harry Potter and the Sorcerer's Stone" novels to find part of the sentences contained the technical devices which are applied by Listiana Srisanti in translating the novel.

   d.   Finding the part of sentences

   e.   Collecting and taking note about the part of sentences found in the novel.

   f.   Finding the part of sentences contained most dominant technical devices which are applied by Listiana Srisanti in translating the novel.

   g.   Rearranging the data which are related with the problem of study.

   h.   Concluding the data

5.   The Method of Analyzing the Data

No.	Source Language (SL)	Target Language (TL)	P a g e	43 Part of Sentence Indicated

In analyzing the data, the researcher used descriptive analysis technique on the technical devices in the part of sentences in the novel. The steps are, as follows:

a. Presenting the data that is assumed as the technical devices.

b. Interpreting the data from each category of technical devices in translation procedures theory in Martono and Ngadiso's book (1995: 24).

c. Describing and discussing the finding related to the objectives of the study.

d. Making the general conclusion by relating to the theory and research findings about the technical devices in translation procedures.

FINDINGS AND DISCUSSIONS

There are some data obtained from the "Harry Potter's and the Sorcerer's Stone" novel:

Table 1**.** Addition

			Addition
1.	The Boy Who Lived (Ch. 1, p. 1)	*Anak Laki Laki Yang <u>Bertahan Hidup</u> (bab 1, hal. 1)*	Verb
2.	As he had expected, Mrs. Dursley looked shocked and angry. After all, they normally pretended she didn't have a sister. "No," she said sharply <u>"Why?"</u> (Ch. 1, p. 7)	*Seperti dugaannya, Mrs Dursley kelihatan kaget dan marah. Yah, biasanya kan mereka berpura-pura dia tidak punya adik. "Tidak ada," jawabnya ketus, "<u>Memangnya kenapa?"</u>* (bab 1, hal. 5)	Adverb
3.	Mr. Dursley wondered whether he dared tell her he'd heard the name "Potter." (Ch. 1, p. 7)	*Mr Dursley mempertimbangkan, beranikah dia memberitahu istrinya <u>bahwa</u> dia telah mendengar nama Potter <u>disebut-sebut.</u>* (bab 1, hal. 5)	Conjunction, passive verb
4.	"When you could have been celebrating?" (Ch. 1, p. 10)	*"<u>Padahal</u> seharusnya kau bisa merayakan <u>hari gembira ini</u>?"* (bab 1, hal. 6)	Conjunction, phrase
5.	..., made of yellowish <u>parchment</u>, - (Ch. 3, p. 34)	*..., terbuat dari perkamen—<u>kulit yang digunakan sebagai pengganti kertas.</u>* (bab 3, hal. 20)	Additional information in noun
6.	He'd screamed, whacked his father with his Smelting stick, been sick on purpose, kicked his mother, <u>and thrown his tortoise through the greenhouse roof,</u> and he still didn't have his room back. (Ch. 3, p. 38)	*Dia sudah menjerit-jerit, memukuli ayahnya dengan tongkat Smeltings-nya, pura-pura sakit, menendang ibunya, dan melempar kura-kuranya ke atap rumah kaca <u>sampai atap itu berlubang,</u> tapi tetap saja dia tidak memperoleh kembali*	Preposition, Noun phrase, Verb

		kamarnya. (bab 3, hal. 23)	
7.	..., but Harry leapt into the air trying to catch one. (Ch. 3, p. 41)	..., *tetapi Harry melompat mencoba menangkap satu <u>di antaranya</u>.* (bab 3, hal. 24)	Preposition
8.	"a very happy birthday to yeh." (Ch. 4, p. 47)	*"selamat ulang tahun untukmu, <u>selamat panjang umur</u>."* (bab 4, hal. 28)	Congratula-tion's expression
9.	Standing beside its burnished bronze doors, wearing a uniform of scarlet and gold, was ... – (Ch. 5, p. 72)	*Di sebelah pintu perunggu mengilap berdiri <u>tegak makhluk</u> berseragam merah dan emas.* (bab 5, hal. 42)	Adjective, noun
10.	..., while a second witch pinned up his long black robes. (Ch. 5, p. 77)	*..., sementara ada penyihir kedua yang <u>melipat</u> jubah hitam panjangnya dan menyematnya <u>dengan jarum pentul.</u>* (bab 5, hal. 45)	Verb, preposition, noun
	TOTAL	10	

In translating this sentence (Table 1, no. 1), Listiana used the technical devices "addition". She added a verb *bertahan* in TL that it is not necessary in the SL. Actually, she could use only *anak laki-laki yang hidup* but by adding the word *bertahan*, it made a stronger meaning to the sentence. Thus, the reader would understand the situation of the boy who was survived from the most powerful dark wizard.

In the second data (Table 1, no.2), Listiana combined an adverb *'memangnya'* with *'kenapa'* in TL meanwhile in SL only 'why'. She used "addition" to a question *'kenapa'* by giving an adverb *'memangnya'*, since in TL the word ' *memangnya'* usually added to the question *'kenapa'*. This addition normally shows feeling of protest, shocked or angry as in the novel.

The third data (Table 1, no.3), Listiana put a conjunction *'bahwa'* and a passive verb *'disebut-sebut'* in TL that it is none in the SL. She used "addition" to make the sense of the translation was clearer. If she only translated literally, like *'Mr Dursley mempertimbangkan, beranikah dia memberitahu istrinya dia telah mendengar nama Potter.*, the meaning looked weaker than adding *'bahwa'* and *'disebut-sebut'*.

Then, Listiana used adding a conjunction *'padahal'* and a phrase "*hari gembira ini''* in TL (Table 1, no.4). Actually, this sentence translation also contains adaptation, but the "addition" term is more dominant. It can be observed that a question 'When you could have been celebrating?' did not translate conceptually, then she added some words that make the meaning is more understandable.

In Hariyanto's opinion (2003:1), **addition or note** is added after the translation of the TL word or phrase. This addition is clearly not a part of the translation. Based on the explanation, Listiana "added" information after a noun *'parchment'* which is not the part of the SL (Table 1, no.5).

In Nida's point of view (in Molina & Albir, 2002:502), he lists different circumstances that might oblige a translator to make an addition, one of them is to avoid ambiguity in the target language. For that reason, Listiana added a preposition*'sampai'* noun phrase, *'atap itu'* and verb *'berlubang'* in TL that made clearer understanding (Table 1, no.6).

The other Nida's list about why the translator should use "addition" is to change a grammatical category (transposition). Listiana applied this reason by adding a preposition *'di antaranya'* that is included in translation procedure of transposition. She added *'di antaranya'* (in SL will be ... to catch one <u>of them</u>) which is one of the grammatical part (Table 1, no.7).

According to the classified list of translation techniques as defined by Molina and Albir (2002:510), one of them is about amplification/addition which introduce details that are not formulated in the ST. Thus, Listiana used "addition" in this case (Table 1, no.8). She added an expression of congratulation *'selamat panjang umur'* in TL that it is not necessary in the SL. This expression usually be used in TL along with an expression 'happy birthday'.

In the next data (Table 1, no. 9), Listiana "added" grammatical categories; an adjective *'tegak'* and a noun *'makhluk'* in TL that it made clearer to the readers. Additionally, in the last data (Table 1, no.10) Listiana "added" a verb *'melipat'* a preposition *'dengan'* and a noun *'jarum pentul'* in TL. She applied it, to avoid ambiguity in the target language that made the readers confused.

Table 2. Subtraction

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Subtraction
1.	..., <u>were</u> proud to say that they <u>were</u> <u>perfectly</u> normal, ... (Ch. 1, p. 1)	..., *bangga menyatakan diri mereka orang-orang yang normal,...* (bab 1, hal. 1)	To be, Adverb
2.	… although he <u>did have</u> a very large mustache. (Ch. 1, p. 2)	*... walaupun kumisnya besar sekali.* (bab 1, hal. 1)	Auxilary verb, Verb
3.	..., he <u>couldn't help</u> noticing that there seemed to be a lot of strangely dressed people about. (Ch. 1, p. 3)	*..., dia melihat banyak orang berpakaian aneh.* (bab 1, hal. 2)	Modal, Verb
4.	"Oh yes, everyone's celebrating, <u>all right</u>," she said impatiently. (Ch. 1, p. 10)	*"Oh ya, semua merayakan," katanya tak sabar. "* (bab 1, hal. 6)	Adverb
5.	"You can't blame them," said Dumbledore gently. "We've had precious little to celebrate for eleven years." "<u>I know that</u>," said Professor McGonagall irritably (Ch. 1, p. 10)	*"Kau tak bisa menyalahkan mereka," kata Dumbledore lembut. "Tak ada yang benar-benar bisa kita rayakan selama sebelas tahun ini." "<u>Aku tahu</u>," kata Profesor McGonagall jengkel.* (bab 1, hal. 7)	Demonstra-tive reference
6.	She <u>threw</u> a sharp, <u>sideways</u> glance at Dumbledore <u>here</u>, (Ch. 1, p. 10)	*Dia melirik tajam Dumbledore,* (bab 1, hal. 7)	Verb, Adverb, Noun.
7.	"Hagrid," said Dumbledore, <u>sounding</u> relieved. (Ch. 1, p. 14)	*"Hagrid," kata Dumbledore lega.* (bab 1, hal. 9)	Linking verb
8.	Every year on Dudley's birthday, his parents took him and a friend out for the day, to	*Setiap tahun, pada hari ulang tahun Dudley, orangtuanya mengajak Dudley dan seorang*	Phrase

	adventure parks, hamburger restaurants, or the movies. <u>Every year,</u> Harry was left behind with Mrs. Figg, a mad old lady who lived two streets away. (Ch. 2, p. 22)	*temannya jalan-jalan, ke taman hiburan, kios hamburger, atau menonton bioskop. (-), Harry ditinggal, dititipkan pada Mrs Figg, wanita tua aneh yang tinggal dua jalan dari Pivet Drive.* (bab 1, hal. 13)	
9.	..., now they knew what had been in the long, thin package he had brought <u>with them</u>. (Ch. 4, p. 46)	*..., sekarang mereka tahu apa yang ada dalam bungkusan kurus panjang yang tadi dibawanya.* (bab 4, hal. 28)	Specified reference (preposition, personal reference)
10.	<u>Please find</u> enclosed a list of all necessary books and equipment. (Ch. 4, p. 51)	*Terlampir daftar semua buku dan peralatan yang dibutuhkan.* (bab 4, hal. 31)	Expression, Verb
11.	... eating their way through <u>all Harry's</u> pasties, cakes, <u>and candies</u> ... (Ch. 6, p. 102) :	*... makan pastel dan bolu sepanjang jalan ...* (bab 6, hal. 60)	Adjective, Possessive proper name
12.	A tall, <u>black-haired</u> witch in emerald-green robes stood there. (Ch. 7, p. 113)	*Seorang penyihir wanita jangkung memakai jubah hijau zamrud berdiri disana.* (bab 7, hal. 67)	Noun phrase
13.	"I've never asked," said Nearly Headless Nick <u>delicately</u>. (Ch. 7, p. 124)	*"Aku tak pernah tanya," jawab Nick si Kepala Nyaris-Putus* (bab 7, hal. 73)	Adverb of manner
	TOTAL	13	

The first data, it is the title of chapter one in the novel (Table 2, no. 1). Listiana used "subtraction" in this case. She reduced a *to be* 'were' and an adverb 'perfectly' from SL, because they are not too important in TL. She considered that *to be* will not be translated, since there is no appropriate meaning in TL. She also omitted 'perfectly' that the basic meaning is *'secara sempurna'*. She did not use it, because it will make her translation become unfit in TL and not understandable to the readers.

The second, Listiana reduced the usage of 'did have' in TL (Table 1, no. 2), because if the meaning in TL is 'did = *sangat*, have = *mempunyai*' applied to TL, it will not be suitable. Thus, she used "subtraction" to reduce an auxiliary verb 'did' and a verb 'have' from SL, since they are not too important in TL.

The third, Listiana took away a modal 'couldn't' and a verb 'help' in TL (Table 1, no. 3). If she still included these words so the translation would be '*dia tidak dapat menolong melihat banyak orang berpakaian aneh'.* It is certainly not reasonable. It also made the reader confused. Thus, Listiana used "subtraction" to reduce that are not too important in TL.

Furthermore, Listiana deducted an adverb 'all right' (the meaning in TL is baiklah) which will not be appropriate if she still translates it (table 1, no. 4). It may be used *"Oh ya, semua merayakan, baiklah"* *katanya tak sabar."* In brief, she used "subtraction" to translate it. The next data, Listiana detracted a demonstrative reference 'that' used in SL (Table 1, no. 5). 'That' refers to the celebration. She may think that by translating 'that' in TL will not be efective so she did "subtraction" in this case.

Moreover, Listiana diminished a verb 'threw', and an adverb "sideways", and a noun "here" that they are important in SL but they are not too important in TL (Table 1, no. 6). It can be proved if she still involved the words, such as '*Dia melempar lirikan (mengerling ke samping) tajam Dumbledore di sini,',* it definetely would make the readers confused or even they did not enjoy their reading. In short, she would rather "subtract" rather than use it. The following data, Listiana removed a linking verb 'sounding' or in TL means '*terdengar'* (Table 1, no. 7). Although, she could involve it in SL but it is better to use "subtraction" in this sentence. She thought it would be more effective.

According to Nida who lists four situations where the translator should use the procedure of subtraction, in addition to when it is required by the TL: unnecessary repetition, specified references, conjunctions and adverbs. Thus, Listiana removed a phrase 'every year' in the sentence above (Table 1, no. 8). She did "subtraction" to the phrase because she reduced the repetition of 'every year' that had been appeared in the beginning of the previous sentence.

Listiana reduced a specified reference (Nida, 1964); a preposition 'with' and a personal reference 'them' which refers to people who did the trip (Table 1, no.

9). She "subtracted" it because she thought that it will be more acceptable rather than she had to translate it.

Molina and Albir (2002:501) say reduction (subtraction) is to suppress a ST information item in the TT. It is in opposition to amplification. Therefore, Listiana "subtracted" an expression 'please' and a verb 'find' from SL, because the information item is not too important in TL (Table 1, no. 10).

Furthermore, Listiana "reduced" an adjective 'all' and possessive proper name 'Harry' (specified references) from SL, because they are not too important in TL (Table 1, no. 11). In the next data, Listiana used "subtraction" by reducing a noun phrase 'black-haired' (in TL means *berambut hitam*) in order to suppress a SL information item in the TL (Table 1, no. 12). In the last data, Listiana used "subtraction" to an adverb of manner 'delicately' (in TL means dengan nyaman) from SL, because they are not too important in TL (Table 1, no. 13).

Table 3. Adaptation

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Adaptation
1.	..., thank you very much. (Ch. 1, p. 1)	*..., untunglah.* (bab 1, hal. 1)	Adverb
2.	..., because her sister and her <u>good-for-nothing</u> husband were <u>as unDursleyish as it was possible to be</u>. (Ch. 1, p. 2)	*..., karena adiknya dan suaminya yang <u>tak berguna</u> itu <u>tak layak sama sekali menjadi kerabat keluarga Dursley.</u>* (bab 1, hal. 1)	Idiom => Adjective, Clause => Clause
3.	What could he have been thinking of? (Ch. 1, p. 3)	*<u>Rupanya tadi cuma khayalannya</u>.* (bab 1, hal. 2)	Question => Sentence
4.	Mrs. Dursley came into the living room carrying two cups of tea. <u>It was no good</u>. He'd have to say something to her. (Ch. 1, p. 7)	*Mrs Dursley masuk ruang keluarga membawa dua cangkir teh. <u>Percuma</u>. Dia harus mengatakan sesuatu kepada istrinya.* (bab 1, hal. 3)	Sentence => Adjective
5.	<u>"Would you care for</u> a lemon <u>drop</u>?" (Ch. 1, p. 10)	*" <u>Kau mau</u> permen jeruk?"* (bab 1, hal. 7)	Request, Noun

6.	"It would be enough to turn any boy's head." (Ch. 1, p. 13)	"Semua itu bisa membuat sombong anak mana pun." (bab 1, hal. 9)	Sentence, Idiom
7.	"I want you to <u>look after</u> the bacon. And don't you dare let it burn, I want everything perfect on Duddy's birthday." (Ch. 2, p. 19)	"Aku mau kau yang <u>menggoreng</u> daging asap. Jangan sampai gosong. Aku ingin segalanya sempurna pada hari ulang tahun Dudley." (bab 2, hal. 11)	Verb
8.	his hair simply grew that way -- <u>all over the place</u> (Ch. 2, p. 21)	rambutnya tetap saja tumbuh begitu—<u>berantakan.</u> (bab 2, hal. 12)	Adverb of place => Adjective
9.	"Little tyke wants <u>his money's worth</u>," (Ch. 2, p. 22)	"Si kecil ini <u>tak mau rugi,</u> " (bab 2, hal. 13)	Phrase => Adjective
10.	Monday. This reminded Harry of something. If it was Monday -- and you could usually count on Dudley <u>to know the days of the week</u>, <u>because of</u> television. (Ch. 3, p. 43)	Senin. Harry jadi ingat sesuatu. Kalau hari ini Senin, dan Dudley bisa diandalkan <u>dalam hal ini</u>, <u>sehubungan dengan kegemarannya nonton</u> televisi. (bab 3, hal. 26)	To infinitive, Phrase, Conjunction => Adverbial clause
11.	"..., Keeper of Keys and Grounds at Hogwarts." (Ch. 4, p. 48)	"..., pemegang kunci dan <u>pengawas binatang liar</u> di Hogwarts." (bab 4, hal. 29)	Noun => Noun Phrase
12.	... or they'd have had it from him <u>faster than blinking</u>. (Ch. 5, p. 75)	... kalau tidak pasti sudah mereka rebut dalam <u>sekejap</u>. (bab 5, hal. 44)	Comparative Degree => Adverb
	TOTAL	12	

First of all, if Listiana used a literal translation procedure which means word for word translation (Martono and Ngadiso, 1996: 26), she would translate 'thank you very much' to *'terima kasih banyak'* (Table 3, no. 1). Definetely, this translation will not be appropriate in TL. Therefore, she used a modulation procedure (Martono and Ngadiso, 1996: 27) which entails a change in lexical elements and a shift in the point of view. Thus, she translated 'thank you very much' from SL into an adverb *'untunglah'* in TL. She used the technical device

"adaptation" in order to the TL word will come as close as possible to the concept of the SL words.

Second, Listiana used a procedure 'modulation' to translate the lexical elements of 'good-for-nothing' into '*tak berguna*' (Table 3, no. 2). In other words, she adapted an idiom 'good-for-nothing' from SL into an adjective '*tak berguna*' in TL. She also adapted 'as unDursleyish as it was possible to be' into *tak layak sama sekali menjadi kerabat keluarga Dursley*. This kind of translation procedure includes in 'transposition' (Martono and Ngadiso, 1996: 27) which replaces a grammatical structure in the TL in order to achieve the some effect. According to the explanation, it can be concluded that Listiana used "adaptation".

Third, Listiana selected the sentence '*Rupanya tadi cuma khayalannya*' as the translation of a question 'What could he have been thinking of?' (Table 3, no. 3). It naturally will be more suitable than she applied the translation structurally (literal translation) '*Apa yang baru saja dia dapat pikirkan?*'. Therefore, she tended to use "adaptation" so that the readers can enjoy their light reading without thinking hard to the meaning of the sentence.

Fourth, Listiana adapted a sentence 'It was no good' into an adjective '*percuma*' (Table 3, no. 4). It is possible because she thought that the meaning of the sentence can be 'there is no good' or it means 'nothing or useless.' To conclude, she did 'modulation' and "adaptation" in order to the meaning in SL will be as close as possible in TL.

Listiana changed a request 'Would you care for' into '*Kau mau*' and a noun 'drop' into '*permen*' (Table 3, no. 5). She did not select the basic meaning of 'Would you care for' in TL, '*Apakah kamu peduli dengan*'. It will be strange to be used for candies. The similar case comes from 'drop' which means '*jatuh*' in TL, will not be used here. So, she did "adaptation" to translate them in order to the meaning in SL will be almost same in TL. Next, Listiana adjusted a sentence 'It would be enough' (TL – *Itu akan cukup*) from SL into '*Semua itu*' , she did procedure of transposition in this case (Table 3, no. 6). She also did procedure of modulation in translating an idiom 'turn any boy's head' into '*membuat sombong anak mana pun*'. To sum up, she applied the technical device "adaptation".

Listiana adapted a verb 'look after' into '*menggoreng*', because if she gave the meaning with '*memelihara/merawat*', it would not match (Table 3, no. 7). Therefore, she translated contextually with 'the bacon', and other sentence 'And don't you dare let it burn'. It must be '*menggoreng/memanggang*'. In the other word, she used "adaptation" here.

Meanwhile, Listiana "adapted" adverb of place 'all over the place' into an adjective '*berantakan*' (Table 3, no. 8). It is probably because the meaning of 'all over the place' in TL is '*merata di semua tempat*', so she would rather adapt than use it. The reason is also supported by Molina and Albir (2002:509), propose the techniques of translation, one of them is adaptation which is used to replace a ST (Source Text) cultural element with one from the target culture.

In the meantime, Listiana adapted a phrase 'his money worth' into a contradictive meaning in Indonesian adjective '*tak mau rugi*' (Table 3, no. 9). If she did not replace it, it would be '*Si kecil ini ingin uangnya berharga*'. It looks strange and does not understandable. Nida also defines alterations (adaptations) that these changes have to be made because of incompatibilities between the two languages.

Subsequently, Listiana should adapt to infinitive 'to know' and phrase 'the days of the week' into '*dalam hal ini*' (Table 3, no. 10). Furthermore, she changed a conjunction 'because of' into an adverbial clause '*sehubungan dengan kegemarannya nonton*'. Both of them are used translation procedure of transposition that the translator has to change the grammatical style in order to get an equivalent meaning.

Listiana adapted a noun 'Grounds' from SL into a noun phrase '*pengawas binatang liar*' in TL (Table 3, no. 11). Meanwhile, Advanced Learner's Dictionary of Current English (1987:380) defines 'Grounds', solid surface of the earth or in TL, based on *Kamus Inggris Indonesia* (2007:281) it means '*tanah*'. Definitely, it will not be matched if it is translated in its basic meaning according to the dictionary. It should be adapted based on the context in the novel. Nida introduces "techniques of adjustment", They have three types, one of them is *alterations or adaptations*. It is used to adjust the form of the message to the characteristics of the structure of the target language.

Finally, Listiana used "adaptation" by changing a comparative degree 'faster than blinking' (TL – *lebih cepat dari kedipan mata*) into an adverb *'sekejap'* in TL (Table 3, no. 12). Nida stated alterations or adaptation that these changes have to be made because of incompatibilities between the two languages.

Table 4. Elimination

No.	Source Language (SL)	Target Language (TL)	Part of Sentence Indicated Elimination
1.	..., when he thought he'd stretch his legs and walk across the road to <u>buy himself a bun from</u> the bakery. (Ch. 1, p. 4)	..., *ketika dia memutuskan akan melemaskan kaki dan berjalan ke toko kue di seberang jalan.* (bab 1, hal. 3)	Predicate, complement, conjunction
2.	"A lemon drop. <u>They're a kind of</u> Muggle sweet I'm rather fond of" (Ch. 1, p. 10)	*"Permen Jeruk. Permen Muggle yang kusukai."* (bab 1, hal. 7)	Personal reference, To be, Prepositional phrase
3.	Dumbledore, "...I have never seen any reason to be frightened of saying Voldemort's name". "<u>I know you haven't,</u>" said Professor McGonagall, sounding half exasperated, half admiring. (Ch. 1, p. 11)	*Dumbledore, "... Aku tak melihat alasan kita harus takut menyebut nama Voldemort."* *"<u>Aku tahu,</u>" kata Profesor McGonagall, kedengarannya setengah putus asa, setengah kagum.* (bab 1, hal. 7)	Verbal ellipsis
4.	"but how <u>in the name of heaven</u> did Harry survive?" (Ch. 1, p. 12)	*"tetapi bagaimana mungkin Harry bisa bertahan?"* (bab 1, hal. 8)	Expression
5.	...; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. <u>Only the photographs on the mantelpiece really showed how much time had passed.</u> Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets -- ... (Ch. 2, p. 18)	*Sinar matahari merayap ke dalam ruang keluarga mereka, yang masih nyaris sama dengan pada malam Mr Dursley menonton berita penting tentang burung-burung hantu dahulu. (-). Sepuluh tahun yang lalu, ada banyak foto anak yang tampak seperti bola pantai besar merah jambu memakai topi yang warnanya berbeda-beda.* (bab 2, hal. 11)	Sentence

6.	..., as though he was something very nasty <u>that couldn't understand them,</u> like a slug. (Ch. 2, p. 22)	..., *seakan dia sesuatu yang sangat menjijikkan, seperti bekicot* (bab 1, hal. 13)	Noun clause
7.	"Best be Off, Harry, <u>lots ter do today</u>, gotta get up ter London an' buy all yer stuff fer school." (Ch. 5, p. 62)	*"Lebih baik berangkat sekarang, Harry, kita harus ke London dan beli semua keperluan sekolahmu."* (bab 5, hal. 37)	Plural noun, to infinitive, adverb of time
8.	"You saw what everyone in the Leaky Cauldron was like <u>when they saw yeh</u>." (Ch. 5, p. 79)	*"Kau sudah lihat sendiri di Leaky Cauldron."* (bab 5, hal. 47)	Adverbial clause
9.	"I don't think <u>I've in troduced myself? Sir Nicholas de Mimsy-Porpington at your service. Resident ghost of Gryffindor Tower.</u>" (Ch. 7, p. 123)	*" Kurasa aku belum"* (bab 7, hal. 73)	Sentences
TOTAL		9	

First, Listiana eliminated a clause 'buy himself a bun from' that the meaning in TL is *'membeli roti kismis untuk dirinya sendiri'* (Table 4, no. 1). She probably did "elimination" to the clause because she considered that it is necessary in the SL but unnecessary in the TL or with no counterpart there.

Second, Listiana got rid of personal reference 'They', to be 'are' prepositional phrase 'a kind of' in this dialog (Table 4, no. 2). She could include the TL meaning *'semacam'* in her TL translation, but she prefer "eliminating" to using it. According to her, she might hope that the reader would understand without putting the word *'semacam'*.

Third, Listiana took out verbal ellipsis 'you haven't' (in TL means *kamu belum*), so she only took 'I know' to be translated (Table 4, no. 3). She used "elimination" perhaps she considered that if she still used it, it would not be fit. Subsequently, Listiana did not consider expression 'in the name of heaven' (Table 4, no. 4), it showed that the speaker feels surprised so she uses the expression in SL (in TL means *atas nama surga*), but Listiana did not show it in TL. She "eliminated" it in order to make it shorter and clearer.

In the meantime, Listiana eliminated a whole word in the sentence above (Table 4, no. 5). She might consider that it is unnecessary in TL, so she "eliminated" it. Actually, it still has a concern with the previous and the next sentence. But she chose, she didn't translate it in TL. Meanwhile, Listiana omitted a noun clause 'that couldn't understand them' or in TL means '*yang tidak dapat mengerti mereka*' (Table 4, no. 6). It is necessary in the SL but no counterpart in the TL. If the noun clause is involved to the sentence, it will disturb the meaning of the sentence in TL. Hence, she used "elimination" in this case. She also did "elimination" by omitting a plural noun 'lots', to-infinitive 'to know' and adverb of time 'today' (Table 4, no. 7). She might make it shorter her translation by eliminating them, even if it didn't matter to include it too. Listiana used "elimination" in this case (Table 4, no. 8). She omitted an adverbial clause 'when they saw yeh' which is necessary in the SL but unnecessary in the TL. Eventually, Listiana used "elimination" in this case (Table 4, no. 9). She omitted some sentences 'introduced myself? Sir Nicholas de Mimsy-Porpington at your service. Resident ghost of Gryffindor Tower' which is necessary in the SL but unnecessary in the TL or with no counterpart there.

E. Discussion

After obtaining the data, the researcher needs to discuss the findings in order to clarify the answer of research problem. Based on the first problem "What kinds of technical devices which are applied by Listiana Srisanti in translating the novel?", the researcher found that the technical devices that Listiana used are all of them. They are; addition, subtraction, adaptation and elimination. These phenomenon come up in various parts of sentence whether they occurred in Source Language (SL) or in Target Language (TL), such as the sentence itself, clause (adverbial and noun clause), phrase (noun verb and prepotional phrase), idiom, verb (active, passive, auxiliary and linking verb), adverb (adverb of manner, place and time), conjunction, preposition, adjective, noun (singular, plural noun and possessive proper name), to be, modal, predicate, complement and to infinitive.

Besides, a different case comes from 'addition'. It really gives the readers an additional information in a noun. For example, a word 'parchment' is

unfamiliar in TL, so Listiana tried to explain what it is by giving additional information, as follow *perkamen—kulit yang digunakan sebagai pengganti kertas.* It is in one way with Molina and Albir's (2002: 509) opinion that **addition** is to introduce details that are not formulated in the ST such as information. Furthermore, Listiana also used 'addition' in the term of expression in congratulation, especially in happy birthday. She added a cultural sentence *'selamat panjang umur'* that usually be said in Indonesian people (in TL) when they congratulate to their friends who celebrate their birthday, meanwhile in SL only written 'Happy Birthday'. It is clearly not a part of of the translation (Hariyanto, 2003:1).

Additionally, the other technical device 'subtraction' is used to reduce a demonstrative reference 'that' in a dialog "I know <u>that,</u>" ("You can't blame them," said Dumbledore gently. "We've had precious little to celebrate for eleven years. I know <u>that,</u>" said Professor McGonagall irritably.), 'that' here refers to Dumbledore's statement about the celebration. According to Nunan (1993: 23), demonstrative reference is expressed through determiners and adverbs. These items can represent a single word or phrase, or much longer chunks of text – ranging across several paragraphs or even several pages.

Meanwhile, 'adaptation', one of the technical devices has made two different types in translating the sentences, one is in SL and the other one is in TL. First, Listiana translated an idiom 'good-for-nothing' in SL into an adjective *'tak berguna'* in TL. Second, a question 'What could he have been thinking of?' into a sentence *'Rupanya tadi cuma khayalannya'*. Third, a sentence 'It was no good' into an adjective *'Percuma'*. Fourth, an adverb of place 'all over the place' an adjective *'berantakan'*. Fifth, a phrase "his money's worth" into an adjective *'tak mau* rugi'. Sixth, a conjunction 'because of' into an adverbial clause *'sehubungan dengan kegemarannya nonton'*. Seventh, a noun 'Grounds' into *'pengawas binatang liar'*. The last is a comparative degree 'faster than blinking' into *'sekejap'*. Naturally, Listiana in adapting those types should observe the context of the words among the other words in a sentence.

The last technical devices that should also be discussed is elimination. The researcher found that there are three unique types which be eliminated. First,

personal reference in a dialog "A lemon drop. <u>"They're a kind of</u> Muggle sweet I'm rather fond of", the underlined words are deleted in TL. They refer to 'a lemon drop'. Nunan's point of view (1993: 23) explains personal reference items are expressed through pronouns and determiners. Second, verbal ellipsis in a dialog "I know <u>you haven't,"</u> (Dumbledore, "... I have never <u>seen any reason to be frightened of saying Voldemort's name</u>". "<u>I know you haven't,</u>" said Professor McGonagall ...). The ellipsis after 'you haven't' can be '<u>seen any reason to be frightened of saying Voldemort's name'</u>, but it is omitted in TL and also eliminated in SL. Those ellipses are based on Nunan's (1993: 25) statement; *ellipsis* occurs when some essential structural element is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. Furthermore, the researcher also found that Listiana omitted a kind of expression to show surprise, namely 'in the name of heaven', she did not include it in her translation.

Eventually, based on the Table 1 until 4, the researcher had summed up the number of each data of the technical devices and the result shows that 'subtraction' has the most dominant data (13) among of the technical devices. Those data presented are representative enough from the technical devices' data in the novel. The researcher did not involve it all of it, because it will be more excessive. So, she only took the representative part of the translated sentence to be presented. Therefore, in this case, the translator seems use subtraction more often than other technical devices.

Furthermore, after conducting this research, the researcher also found some strategies that might be useful to bring them into practices in language education especially in the term of translation. First, when a translator should use 'additions'? The answer are in line with Nida statements in Molina & Albir's article (2002: 502), namely;

1. To clarify an elliptic expression

    E.g.: Source Language (SL) : Andy : "I like the blue raincoat"

    Mary : "I like the red"

    Target Language (TL) : Andy : *"Aku suka jas hujan yang warna biru."*

Mary *"Aku suka <u>jas hujan</u> yang warna*

merah."

2. To avoid ambiguity in the target language

    E.g.: SL : they tell him of her

    TL : *orang-orang yang tinggal di sana bercerita kepada Robert*

    tentang seorang wanita

3. To change a grammatical category

    E.g.: SL : "When you could have been celebrating?"

    TL : "*<u>Padahal</u> seharusnya kau bisa merayakan <u>hari gembira</u>*

    <u>ini</u>?"

4. To amplify implicit elements. Nida also explains;

    E.g.: SL : ..., while a second witch pinned up his long black robes.

    TL : *sementara ada penyihir kedua yang <u>melipat</u> jubah hitam*

    panjangnya dan menyematnya <u>dengan jarum pentul.</u>

In addition, according to Molina and Albir (2002:509), Amplification (**addition**) is to introduce details that are not formulated in the ST such as information, explicative paraphrasing.

E.g.: SL: Ramadan

    TL : *Ramadan, bulan puasa kaum Muslim*

Second, when a translator use 'subtraction'? the answer is based on Hariyanto's opinion (2003:1) that reduction is found to be useful to translate traditional address + proper name constructions as the terms of address are not found in the TL and an explanation is not possible.

E.g.: SL: *Kang Syahdan memiliki 4 anak*

    TL: Syahdan has 4 children

Nida (Molina & Albir, 2002: 502) also lists four situations where the translator should use this procedure (subtraction), in addition to when it is required by the TL;

1. Unnecessary repetition

    E.g.: SL: … although he <u>did have</u> a very large mustache.

TL: *... walaupun kumisnya besar sekali.*

2. Specified references

    E.g.: SL: "<u>I know **that**,</u>" said her

    TL: *"Aku tahu." katanya*

3. Conjunctions

    E.g: SL: ... and then she went to bed.

    TL: *... kemudian dia pergi tidur.*

4. Adverbs

    E.g.: SL: ..., were proud to say that they were <u>perfectly</u> normal, ...

    TL: *..., bangga menyatakan diri mereka orang-orang yang normal,...*

The last is alterations or adaptations explained by Nida (Molina & Albir, 2002: 502). These changes have to be made because of incompatibilities between the two languages. There are three main types.

1. Changes due to problems caused by transliteration when a new word is introduced from the source language

    E.g.: transliteration of *Messiah* in the Loma language, means *death's hand* so it was altered to *Mezaya*.

2. Changes due to structural differences between the two languages, such as; changes in word order, grammatical categories, etc. (similar to transposition).

    E.g.:

    SL: *Perlu diketahui bahwa mengajar anak-anak kecil itu tidak mudah* (passive)

    TL: You should know that teaching little children is not easy (active)

3. Changes due to semantic misfits, especially with idiomatic expressions. One of the suggestions to solve this kind of problem is the use of a *descriptive equivalent* i.e., a satisfactory equivalent for objects, events or attributes that do not have a standard term in the TL. It is used for objects that are unknown in the target culture.

    E.g.: in Maya *the house where the law* was read for *Synagogue*

    Additionally, for actions that do not have a lexical equivalent

E.g.: in Maya *desire what another man* has for covetousness, etc

CONCLUSIONS AND SUGGESTIONS

After obtaining and analyzing the data in the pevious chapter, the researcher presents the conclusion at the last part of this paper. The conclusion is drawn based on formulated research question, as follows:

The findings show that in translating the novel, Listiana Srisanti applies four kinds of technical devices, they are addition, subtraction, adaptation and elimination. After analyzing and classifying the data, researcher discovered that there are 10 data of addition, 13 data of subtraction, 12 data of adaptation and 9 data of elimination. It also means that subtraction indicated the most dominant technical device among others, which is applied by the translator. All of those data presented are representative enough for all of the data in the novel, hence the researcher only took the sample of the sentence's part contains the technical devices.

Furthermore, after conducting this research, the researcher also found some strategies that might be useful to bring them into practices in language education especially in the term of translation. First, when a translator should use 'additions'? The answer are to clarify an elliptic expression, to avoid ambiguity in the target language, to change a grammatical category and to amplify implicit elements. In addition, amplification or **addition** is to introduce details that are not formulated in the ST such as information, explicative paraphrasing.

Second, when a translator use reduction or subtraction is found to be useful to translate traditional address + proper name constructions as the terms of address are not found in the TL and an explanation is not possible. There are also lists four situations where the translator should use this procedure (subtraction), in addition to when it is required by the TL; unnecessary repetition, specified references, conjunctions , and adverbs

The last is alterations or adaptations. These changes have to be made because of incompatibilities between the two languages. There are three main types; changes due to problems caused by transliteration when a new word is introduced from the source language, changes due to structural differences

between the two languages, such as; changes in word order, grammatical categories, etc. (similar to transposition) and changes due to semantic misfits, especially with idiomatic expressions.

F. Suggestion

According to the findings of this research, the researcher suggests that the findings will be additional references in the field of discourse. It is also recommended that the next researchers can use the technical devices in translation procedures to conduct the research on the other areas. In addition, the researcher also suggests to the next researchers to use other relevance theory to investigate different topics in the same area of the research. Eventually, the findings of technical devices'

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