# THE TRANSLATION OF ENGLISH ADVERBIAL CLAUSES IN HARRY POTTER AND THE CHAMBER OF SECRETS INTO HARRY POTTER DAN KAMAR RAHASIA: A STUDY ON THE ACCURACY, READABILITY, AND STRATEGIES APPLIED

#### AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* in English Letters



By

#### CHATARINA DINI DWI ASTUTI

Student Number: 044214120

ENGLISH LETTERS STUDY PROGRAMME
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
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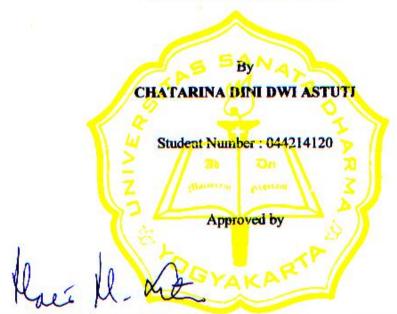
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Harris Hermansyah Setiajid, S.S., M.Hum.

August 12, 2010

Advisor

Adventina Putranti, S.S., M.Hum.

Co-Advisor

August 12, 2010

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#### By CHATARINA DINI DWI ASTUTI

Student Number: 044214120

Defended before the Board of Examiners
On August 24, 2010
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And now abideth faith, hope, charity, these three; but the greatest of these is charity (1 The Letter of Paul to the Corinthians 13:13)

This Undergraduate Thesis is dedicated to:
My Dear Parents,
Grandmother,
and My Future Husband

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Nomor Mahasiswa : 044214120

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This Thesis entitled "The Translation of English Adverbial Clauses in Harry Potter and the Chamber of Secrets into Harry Potter dan Kamar Rahasia: A Study on the Accuracy, Readability, and Strategies Applied" is purely made by the thesis writer. In other words, all ideas, all phrases, and all sentences, unless otherwise stated, are ideas, phrases, and sentences of the thesis writer. The writer understands the full consequences including degree cancelation if he took somebody else's ideas, phrases, or sentences without proper references.

Yogyakarta, September 21, 2010

Chatarina Dini Dwi Astuti

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#### ABSTRACT

CHATARINA DINI DWI ASTUTI. The Translation of English Adverbial Clauses in *Harry Potter and The Chamber of Secrets* into *Harry Potter dan Kamar Rahasia*: A Study on the Accuracy, Readability, and Strategies Applied. Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University, 2010.

This undergraduate thesis is about adverbial clauses found in Rowling's Harry Potter and the Chamber of Secrets and its translation version Harry Potter dan Kamar Rahasia. In this literary work, there are many adverbial clauses that are translated to allow the target readers from all background s understand the whole context of the story as the source text do. According to Murcia and Freeman (1999), since adverbial clause has wider range of roles, of meanings, of forms, and of grammatical functions than any four elements (subject, verb, object, complement) of a sentence, thus, it must be difficult to translate it into the most accepted equivalence. Therefore, the translation quality in the terms of accuracy and readability is the important aspect how adverbial clauses are translated. The translator has to find a way to translate each adverbial clause so that the messages of the clause or the whole context in the original can be delivered. In this case, translation strategies help translator in his duty.

There are three problems that are going to be analyzed. The first problem is how accurate the adverbial clauses in *Harry Potter and the Chamber of Secrets* are translated in *Harry Potter dan kamar Rahasia*. The second problem is how readable the translations of adverbial clauses to the target readers. The third problem is what strategies applied by the translator and how they influence the accuracy and readability of the translations.

The method used in this study is the qualitative method with combination of field and library research. The field research is applied to find out the accuracy and readability of the translation by distributing questionnaires to the respondents, while the library research is used to find out the applied translation strategies by collecting theories and concept to support the study.

There are three findings found out in the research as there are three problem formulations. The first finding is the translations of adverbial clause as very accurate as it reaches the average score 1.7. It found that 76% of the translations are in high accuracy. According to Nababan's accuracy-rating instrument, that point indicates that most translations accurately convey the ST content clearly and no need of rewriting. The second finding is that the translations of adverbial clause are readable with the readability score reaches 2.0, which indicates the translations are easy to read, though some terms are not fully understood by the readers. The last finding is the application of 11 translation strategies in translating the adverbial clauses, notably transposition, literal, word-for-word, addition, modulation, omission, indirect, descriptive equivalent, cultural equivalent, direct, and transliteration. Among those strategies, the study finds that the use of 5 strategies, notably literal, addition, omission, indirect, and descriptive equivalent results in inaccurate and unreadable translations. This is because of the inappropriate strategies usage in translating adverbial clauses. Meanwhile, the use of the rest strategies has resulted in accurate and readable translations.

#### ABSTRAK

CHATARINA DINI DWI ASTUTI. The Translation of English Adverbial Clauses in *Harry Potter and The Chamber of Secrets* into *Harry Potter dan Kamar Rahasia*: A Study on the Accuracy, Readability, and Strategies Applied. Yogyakarta: Program Studi Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma, 2010

Skripsi ini membahas tentang adverbial clause (klausa adverbial) yang ditemukan dalam Harry Potter and the Chamber of Secrets karya J.K. Rowling dan versi terjemahannya, Harry Potter dan Kamar Rahasia. Dalam karya sastra ini, terdapat banyak adverbial clause yang diterjemahkan supaya pembaca sasaran dapat memahami keseluruhan konteks di dalam cerita. Berdasarkan teori yang dikemukakan Murcia dan Freeman (1999), adverbial clause memiliki cakupan peranan, bentuk, dan fungsi gramatikal yang lebih beragam daripada keempat elemen kalimat lainnya (subyek, predikat, obyek, pelengkap), sehingga cukup sulit untuk menemukan padanannya dalam proses menterjemahkan. Oleh karena itu, kualitas terjemahan dalam hal keakuratan dan keterbacaan merupakan aspek penting dari penterjemahan adverbial clause. Seorang penterjemah harus menemukan cara untuk menterjemahkan klausa tersebut supaya pesan yang disampaikan teks asli sampai ke pembaca. Dalam hal ini, strategi penerjemahan dapat membantu penterjemah dalam melakukan tugasnya.

Dalam skripsi ini, terdapat tiga masalah yang akan dibahas. Masalah pertama adalah seberapa akurat *adverbial clause* yang ditemukan dalam *Harry Potter and the Chamber of Secrets* diterjemahkan dalam *Harry Potter dan Kamar Rahasia*. Masalah kedua adalah seberapa terbaca terjemahan *adverbial clause* oleh pembaca sasaran. Masalah ketiga adalah strategi yang diterapkan penterjemah dan bagaimana strategi itu berpengaruh terhadap keakuratan dan keterbacaan.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif yang merupakan gabungan dari penelitian lapangan dan tinjauan pustaka. Penelitian lapangan dilakukan untuk mengetahui tingkat keakuratan dan keterbacaan terjemahan dengan menyebarkan kuisioner. Sedangkan tinjauan pustaka digunakan untuk mengetahui strategi penterjemahan yang diterapkan dengan mengumpulkan teori dan konsep untuk mendukung penelitian.

Ditemukan tiga hasil penemuan atas tiga pokok masalah dalam penelitian ini. Hasil pertama menunjukkan bahwa hasil terjemahan *adverbial clause* sangat akurat berdasarkan angka keakuratan yang mencapai 1.7 atau 76% dalam persen. Berdasarkan skala dan indikator kualitas terjemahan versi Nababan, hasil ini mengindikasikan bahwa isi kalimat BSu secara akurat tersampaikan dan tidak memerlukan perbaikan. Hasil kedua menunjukkan bahwa hasil terjemahan secara umum terbaca dengan skor keterbacaan mencapai 2.0. Poin ini mengindikasikan bahwa pada dasarnya terjemahan cukup terbaca oleh pembaca sasaran meskipun masih terdapat istilah-istilah yang kurang dimengerti. Hasil ketiga adalah terdapat penerapan strategi dalam proses penterjemahan *adverbial clause*, yaitu transposisi, harafiah, kata-demi-kata, penambahan, modulasi, penghapusan, tak

langsung, padanan deskriptif, padanan budaya, langsung, dan transliterasi. Dari penerapan strategi tersebut, ditemukan 5 strategi yang justru membuat hasil terjemahan tidak akurat dan tidak terbaca. kelima strategi tersebut adalah harafiah, penambahan, penghapusan, tak langsung, dan padanan deskriptif. Hal ini disebabkan strategi tersebut tidak tepat diterapkan untuk menterjemahkan *adverbial clause*. Sementara penerapan strategi yang lain sudah tepat.

#### **CHAPTER I**

#### INTRODUCTION

#### A. Background of the Study

Human beings need to associate with one another so that they can communicate information about this world. Human beings need to talk, and they talk with a language. Human language is different from animal language in the way it is culturally transmitted, while animal language is genetically inbuilt. It means that when a child acquires a language he needs a very long learning process. Thus, in learning language, human beings are not only memorizing all stock words provided in a dictionary, but in fact, they have to know the set of rules in a language in order to use it well and correctly. Those rules are called the grammar.

English language, as one of languages spoken in the world also has its own rules. It can be seen through the clause structure that composes a sentence. It consists of five major elements constructing a complete sentence, namely subject (S), verb (V), object (O), complement (C), and adverb (A). Among these main structuring sentence compositions, the study takes the adverbial element as the focus because it is morphologically and syntactically the most diverse grammatical structure in English (Celce-Murcia, 1999: 491). In other words, adverbial clause has a wider range of roles than the other four elements. This is reflected in its having a wider range of meanings, of forms, of positions, and of

grammatical functions, as a matter of fact that there are possibilities to include several adverbial elements within a single sentence.

The adverbial element, moreover, can be realized by a broad scope of linguistic structures:

A noun phrase

[1] James answered this afternoon.

A prepositional phrase

[2] Sarah put the flowers into the basket.

An adverb phrase with an open-class adverb as head

[3] You should have read the book a thoroughly.

An adverb phrase with a closed-class adverb as head

[4] *Just then*, the bell rang.

A verb-less clause

[5] When in doubt, she would go to the library.

A non-finite clause

[6] She realized, *lying there*, what she must do.

A finite clause

[7] I used to read a lot although I don't get much time for books now.

Some of these realization types occur more frequently than others, prepositional phrase are very common while non-finite clauses relatively rare, for example. Briefly stated that adverbials have variety in the forms, this study, however, limits its case on the adverbial clauses as in [6] and [7] as its focus. Further specific explanation including adverbial clauses is covered in the next chapter.

Since adverbial clause has a wider scope in terms of meanings, forms, positions, and grammatical functions to be analyzed than other parts of speech, it surely contributes difficulties in the translation process. What is translation, anyway? According in *The Science of Translation: Problems and Methods*, Will (1982) defines translation as follows:

Translation is a transfer process which aims at the transformation of a written source language (SL) text into an optimally equivalent target language (TL) text, and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL (Wills in Noss, 1982: 3)

Thus, this process of transferring a written text from the source language to the target language concerns not only on the physical element such as words or sentences or idioms, but also on the socio-cultural context of the target language readers. Further, Wills emphasizes on the transference of a written materials into the most equivalent materials in another language. The 'most equivalent', here, is not always same, but as close as possible.

Accordingly, the researcher of this study believes that in the second book of Harry Potter series 'The Chamber of Secrets', the process of translating the adverbial clauses from the source text into the target text may undergo so much difficulties because, as being noted before, adverbial clauses have the most diverse grammatical structures in English. In addition, as adverbial clauses have their own characteristics in some ways, especially in the form, and meaning that really influence the translation process, the researcher believes that adverbial clause is a worthy object to be analyzed related to its accuracy and readability toward the readers.

4

To make it clear what kinds of difficulties faced in the translation of

adverbial clauses in the novel, some samples are presented in the following.

[ST.10/Finite/Time]

It was half past seven in the evening when at last, he heard Aunt Petunia calling

*him*. (p.10)

The sentence is translated into as follows.

[TT.10/Finite/Time]

Sudah pukul setengah delapan malam ketika akhirnya, kelelahan, dia

mendengar bibi Petunia memanggilnya. (p.18)

Here, the highlighted clauses are the adverbial clauses that will be analyzed in this

study. In researcher's opinion, the adverbial clause in [ST.10/Finite/Time] has

been translated very accurately into [TT.10/Finite/Time]. This is based on

Nababan's accuracy categories that the content of the SL sentence is accurately

conveyed in the TL sentence. The sentence as the result of translation is felt clear

by assessor and there is no need of rewriting, as cited in Setiajid (2007:10).

However, seeing the word 'kelelahan' in [TT.10/Finite/Time] which actually does

not exist in the [ST.10/Finite/Time] may raise questions like How come does the

word occur? And then, what translation strategy is worked out?

Another sample is presented below.

[ST.597/Finite/Comparison]

Snape looked <u>as though Christmas had been canceled</u>. (p.81)

It is transferred into:

#### [TT.597/Finite/Comparison]

#### Snape tampak kecewa sekali. (p.103)

In [ST.597/Finite/Comparison], the researcher feels unsatisfactory when the adverbial clause as though Christmas had been cancelled is translated into kecewa sekali. There seems to be no correlation between someone is being disappointed with Christmas though it may happen to be a reason like why one is disappointed, the answer is because Christmas is cancelled. However, the way the adverbial clause above is translated is irrational, cannot be accepted and does not fulfill the accuracy. Instead, the researcher feels that [TT.597//Finite/Comparison] does not accurately convey the meaning implied in the [ST.597/Finite/Comparison].

Seeing the above examples, the translation of literary work, in this case, a prose, should attempt to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical 'abnormality' in the translation. Besides, it also generally preserves the themes, characters, plots, and converts the SL culture to the TL culture. The study, therefore, is going to analyze whether the transferred products, in this case is the translation of adverbial clauses are accurate and can maintain their readability or not for the sake of readers' comprehension.

Henceforth, the study considers that it is worthy also to focus on the strategies applied by the translator in the translating process of adverbial clauses since that translating a prose as one of literary works, should make replacement as little as possible to maintain its literary style.

#### **B.** Problem Formulation

Based on the above explanation, the problems of this study can be formulated as follows:

- 1. How is the accuracy of the translation of adverbial clauses in the second Harry Potter 'The Chamber of Secrets' to Harry Potter's Kamar Rahasia?
- 2. How is the readability of the translation of the adverbial clauses?
- 3. What strategies are implemented by the translator in translating the adverbial clauses related to their accuracy and readability?

#### C. Objectives of the Study

This study aims to find out the translation's accuracy of the adverbial clauses found in the novel. This aim is to answer the problem one. To answer problem two, the goal is to find out whether the translated results are readable to be the best outputs. Further, as to answer the third problem, this study is going to find out the ways or procedures adopted by the translator of the novel to translate the adverbial clauses so that the translation results can fulfill naturalness requirements.

#### **D.** Definition of Terms

To avoid misinterpretation and misunderstanding, the writer feels it necessary to give definition of terms used in this study. The terms include:

#### 1. Accuracy

Larson in *Meaning-Based Translation* defines the term 'accuracy' in translation means to communicate the same meaning as the source language (Larson, 1984: 49). It means to say that the words or phrases or clauses of the target language should convey the best closest meaning in order that target readers are getting the same essences.

#### 2. Readability

Richard (1985: 238) in Nababan (1999: 62) defines readability is how easily written materials can be read and understood. Another definition proposed by Sakri is as follows:

Readability represents the degree of easiness of a writing to comprehend. Writings with high readability are far easier to comprehend rather than the low ones. In constrast, writings with low readability are more difficult to read (Sakri, 1994: 165, translated)

In other words, readability in translation is how communicative or easy to understand a particular transferred text is, both in term of its contents and forms so that the target readers can get the same meaning to those of the source readers.

#### 3. Translation strategy

In *Translation into the Second Language*, Campbell (1998:7) mentions about translation strategies which are written in Lorscher (1986: 279-281) as tricks in translation including realizing a translational problem, monitoring of SL or TL text segments, rephrasing of TL text segments, and others.

#### 4. Adverbial clauses

It is also important to give clear and thoroughly definition on 'Adverbial clauses'. An adverbial clause is a clause that functions as an adverb. In other words, it contains subject (explicit or implied) and predicate, and it modifies a verb (Greenbaum and Quirk, 1990: 158). Adverbial clauses have three forms; they are verb-less clause, finite clause, and non-finite clause whose deep, clear explanation will be discussed in Chapter Two.

#### **CHAPTER II**

#### THEORETICAL REVIEW

The writer of the study divides this chapter into four parts. The first part contains related studies done by other researchers under the same topic or work with the study. The following part deals with theories which are surely necessary and applicable to the study. The theories involve translation theory which covers definitions, general principles in translation process, translating a prose, and translation strategies and theory of adverbial clauses and its counter parts including definition, classification, structural characteristics, and adverbial patterns. The next part is the theoretical framework which explains the contribution of those theories above in solving the problems of the study. The last part is the research framework of the study.

#### A. Review of Related Studies

Wulansari in her undergraduate study tries to figure out the strategies used in the translation of *Burung-Burung Manyar*, a novel by Y.B. Mangunwijaya, into its English version *The Weaverbirds*. Since the original book was written under the background of Javanese culture, she finds that there are many Javanese expressions which do not have English equivalence. (Wulansari, 2007: ix). The study results in two findings; the first result is the finding of Javanese expressions that are problematic to translate because of their absences in the target language (in this case is English). The total expressions found are 48; consist of concrete and abstract things. The concrete expressions include the names of food, location,

tools, and traditional clothes while those which refer to abstract things include Javanese calendar system, nobility title, traditional game, traditional art, Javanese language level, believe, superstition, names of puppet shadow, folklore character, government officials, traditional health treatment, and skin colour. The second result is the finding of the application translation strategies upon the translating process of those problematic expressions. They are translation by a more general word which is called super-ordinate, a cultural substitution, a loan word plus explanation, a paraphrase using a related word, a paraphrase using unrelated word, translation by omission (Wulansari. 2007: ix).

Ordudari has the same interest, too, in discussing the strategies in translation. He noted in "Translation Procedures, Strategies, and Methods (July 2007), that translating culture-specific concepts (CSCs) in general and allusions in particular seem to be one of the most challenging tasks to be performed by a translator; in other words, allusions are potential problems of the translation process due to the fact that allusions have particular connotations and implications in the source language (SL) and the foreign culture (FC) but not necessarily in the TL and the domestic culture. There are some procedures and strategies for rendering CSCs and allusions respectively. Therefore, his paper aims at scrutinizing any point of similarity between these procedures and strategies and to identify which of these procedures and strategies seem to be more effective than the others (www.translationjournal.net)

From his study, Ordudari may conclude that although some stylists consider translation "sprinkled with footnotes" undesirable, their uses can assist

the TT readers to make better judgment of the ST contents. He notes that in general, it seems that the procedures 'functional equivalent' and 'notes' would have a higher potential for conveying the concepts underlying the CSCs embedded in a text; moreover, it can be claimed that a combination of these strategies would result in a more accurate understanding of the CSCs than other procedures. Various strategies opted for by translators in rendering allusions seem to play a crucial role in recognition and perception of connotations carried by them. If a novice translator renders a literary text without paying adequate attention to the allusions, the connotations are likely not to be transferred as a result of the translator's failure to acknowledge them. They will be entirely lost to the majority of the TL readers; consequently, the translation will be ineffective. Moreover, it seems necessary for an acceptable translation to produce the same (or at least similar) effects on the TT readers as those created by the original work on its readers (www.translation journal.net).

This paper may show that a translator does not appear to be successful in his challenging task of efficiently rendering the CSCs and PNs when he sacrifices, or at least minimizes, the effect of allusions in favor of preserving graphical or lexical forms of source language PNs. In other words, a competent translator is wll-advised not to deprive the TL reader of enjoying, or even recognizing, the allusions either in the name of fidelity or brevity. It can be claimed that the best translation method seem to be the one which allows translator to utilize 'notes.' Furthermore, employing 'notes' in the translation, both as a translation strategy and a translation procedure, seems to be indispensable so that the foreign language

readership could benefit from the text as much as the ST readers do (www.translationjournal.com).

Ardiansah writes in his undergraduate thesis about translation strategies used in translation words related to tools in *Bumi Manusia* by Pramoedya Ananta Toer into *This Earth of Mankind* translated by Max Lane. Besides, he also studies the effects in using those strategies (Ardiansah, 2008: xii).

In his study, he proposes two findings. The first one is that there are four kind of strategies; the first strategy is cultural substitution happened in the translation of *clurit* into *giant sickle*, *belati* into *dagger*, *pincuk* into *plate*, and *bedug* into *drum*. The second one is superordinate used in translating *takir* into *container*, *bakul* into *dish*, *galar* into *mat*, *sloki* into *glass*, *teplok* into *oil lamp*, and *tikar* into *mats*. The third strategy is called paraphrase using a related word applied in the translation of *caping* into *farmer's hat*, and *cangklong* into *bamboo pipe*; while the fourth one is a loan word with explanation used in translating *keris* into *ceremonial sheathed short sword*, *a keris*. (Ardiansah, 2008: p.57).

The second finding is that there are effects after using those strategies. The effects are gained after comparing the data through their semantic properties, and the meaning built by contextual influence. There are four kinds of effects gained; the first effect is loss of meaning (in *clurit*, *caping*, *teplok*), the second one is loss and gain of meaning in *keris*. The characteristic of the shape of *keris* is lost. Gain meaning happens where there is an additional explanation through the modifier ceremonial that leads to the addition in meaning lexically. This comes from this concept is introduced in ceremonial moment of the narrator. However, it is

important to have a deeper understanding about the cultural value behind this concept before using modifier in the explanation), the third effect found is wrong translation like in *parang* translated into *giant sickle*, *pincuk*, *bedug*; and the fourth is accurate translation for the translation of *parang* into *machete*. The consideration lies in the similarities of properties the concepts shared (Ardiansah, 2008: p.57).

Indah in her undergraduate thesis has the same interest too in testing the accuracy and acceptability of the translation products. She conducts field research combined with library research in her study to find out whether the Chinese terms written in the original book, *The Joy Luck Club* have been being translated into *Perkumpulan Kebahagiaan dan Keberuntungan* as accurate as possible or not. Not only that, she also questions how the acceptability of these terms in the target language is. Furthermore, she tries to find out what kinds of strategies are applied in the translation process as well. (Indah, 2008: 3)

In her study, Indah, finally, figures out that the rate of accuracy based on the quality assessment set by Nababan is 80% accurate. This finding both means that the message being conveyed in SL sentences is well transferred into TL sentences and that the grade of translation acceptability given by respondents with Chinese cultural background is lower than the one given by respondents with non-Chinese cultural background. This phenomenon is represented by 67.5% and 70% grade of acceptability given by Chinese and non-Chinese cultural background respondents in sequence. Another finding in this study is that in translating the cultural untranslatability, some strategies are applied, notably

borrowing, cultural equivalent, the combination of descriptive equivalent and transliteration, synonym and addition. From these, the most frequent strategies applied are borrowing and addition that, in fact, really influence the rate of translation acceptability and are result in 70% grade of translation acceptability from applying addition strategy is higher than 67.5% grade from applying borrowing strategy.

From the given information above, it is known that previous studies focus on either application of translation strategies or influence of the strategies application upon the untranslability. Contrasted to others studies, Nur Indah's can be rather different because she combines three focuses in her study notably translation strategies applied in untranslability, how acceptable are the translations to the target readers and how accurate the translations are according to the expert. It can be noted that this study will somehow develop other studies, especially the one done by Nur Indah. The difference lies on the subject discussed. If other studies discuss the subject of cultural untranslability or cultural problematic expressions or culture-specific concepts, this study, however, emphasizes on the subject of how adverbial clauses with their various forms (finite and non-finite) and categories (time, reason, condition, etc) are translated using certain kinds of translation strategies so that the translation results gain the translation accuracy and readability. Moreover, the study also tries to test how accurate and readable the translation products are.

#### **B.** Review of Related Theories

#### 1. Definitions of Translation

As many other disciplines of science, translation is found to be having some various definitions. These definitions reflect the experts' view on the basic meaning of what are called translation and translation process. There are some definitions that are often used in many translation books. The first definition comes from Catford. In *Linguistic Theory of Translation* (1965: 20), he wrote that translation is the replacement of textual material in one language by equivalence textual material in another language.

As the definition only reveals about equivalence textual material, it is to be less satisfying because equivalence of a text itself can be based on several different points. Suryawinata in *Terjemahan: Pengantar Teori dan Praktik* noted that a textual material may be equivalent in meaning, the length of the text, writing style, or even, printing quality (1989: 3). Furthermore, Catford's definition leaves anything about meaning far behind, but, in fact; translation is not a separable matter from meaning. Those, translation and meaning, are closely related to each other. In addition, what is meant by textual material above is not always a written text. Therefore, Suryawinata considers that translation can actually be derived from either oral or written form (2003: 12).

Since the first definition cannot bring to deeper understanding of what translation mean, Nida and Taber (1969) in Suryawinata (2003) revealed about translation process better as follows.

Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of

meaning and secondly in terms of style. (Nida and Taber in Suryawinata, 2003: 12)

Nida and Taber, here, are far more interested in the translating process itself, which is to find the natural equivalence as closely as possible so that the source language message can be well accepted in the target language recipients, than in troubling of what languages involve in the translation.

In his book, Translation: Application and Research, Brislin wrote:

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the language are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf (1976: 1).

In the definition above, Brislin gives the term of translation a wider scope. According to him, translation is the transferring process of thoughts or idea from one language to any languages as the target language. Both languages can be either family languages, like Malay and Indonesian for instance, or different family languages such as English and Indonesia, and even, they can be the same language used in different periods of time like Javanese used in Majapahit reign and Javanese at present. Nevertheless, Brislin's definition is considered to be lack information of the translation process and good translation principles.

In 1980s, there are some definitions appear and redevelop the old ideas.

McGuire wrote:

Translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structure will be seriously distorted (1980:2).

Unfortunately, this definition is not satisfying yet since firstly, it is still involving the discussion of source and target language generally, so that it does not particularly discuss on a translation, and secondly, in the definition part (2) there is a controversial point, that is the phrase 'as closely as possible, but not so closely'. This is somehow confusing because there is no further explanation on what is intended by the closest boundary. In other side, Newmark tried to give more definition. He said that:

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (1981: 7).

There are two different focuses in Newmark's definition. The first, he points that translation is only related to written text, and the second, he uses the term *same message and/or statement* instead of *equivalence*.

Wolfram Wills proposes three definitions all at once; each of them is oriented in translator, text, and computer in sequence. All of the three definitions noted that translation is a process. In his second definition oriented in the translated text, Wills wrote:

Translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL. (Wills in Noss, 1982: 3)

In above definition, Wills considers translation is a process, a transfer. Further, he limits the material on the written text as well as Newmark, though he uses the term *transformation process* instead of Newmark's *replacement process*. Wills is still mentioning the term *equivalent*, but however, the main stress here lies in the process.

According to *Meaning-Based Translation: A Guide to Cross-language Equivalence*, Larson (1984) barely defines the word 'translation'. He, in fact, shortly wrote:

Translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. ... In translation the form of the source language is replaced by the form of the receptor (target) language. (Larson in Suryawinata, 2003: 18)

After reading the definition above, one question, then, appears in mind: why does Larson refer to a form instead of a meaning? We know that his book is actually about meaning-based translation.

All definitions presented above can give clue that in former argumentations of translation definition, experts take a focus on the equivalence meaning. While in 1980s onward, the main streams move on the translation process.

#### 2. General Principles in Translation Process

What is meant by 'general principles' here are sequence of basic rules generally used by translators when translating textual material (Suryawinata, 2003: 57). Considering these principles, there are many translation methods existed and applied by many translators. Suryawinata (2003) in *Translation:* Bahasan Teori dan Penuntun Praktis Menerjemahkan divided the general principles into two categories based on the emphasis, namely principles with SL emphasis and principles with TL emphasis.

Principles which are faithful to the SL are:

1. A translation should use literal words exactly from the SL text

- 2. A translation ought to be a translation.
- 3. A translation should consider the SL text style.
- 4. A translation should reflect the contemporary of the author.
- 5. A translator should not add or omit anything in the SL text.
- 6. A translator should maintain the genre of the SL. (Suryawinata, 2003: 59) Principles which are faithful to the TL notably:
- 1. Translation should deliver the idea of SL text rather than the literal words.
- 2. The translation should reflect the original text (SL).
- 3. Translation can have its own style.
- 4. Translation should reflect the time when the text is being translated, not the the time of the author.
- 5. A translator might add or omit something in the SL.
- 6. A translation does not have to maintain its genre. (Suryawinata, 2003: 61)

A translator might be faithful either to the SL or to the TL because there is no particular rule for choosing the principles. Though, a translator should notice some types of texts which consider the author's position to his writings, for example, literature that place the role of the author is important, so that a translator will tend to use the principles with SL emphasis. While to translate some kinds of newspaper, a translator may tend to use the principles with TL emphasis because the author's position is considered less important.

#### 3. Translation of Prose

A fiction is an imaginative writing; it is a story, which usually has a plot and setting. Novel, if it is a long story, and short story, which is much shorter to be finished in a short-reading; both belong to fictions. Both of them, generally, have similar characteristics: an imaginative content, plot, character, and unadorned and simple language; so that the way to translate both is relatively same.

Newmark (1988) notes that there are problems that may exist in the translating process of fiction prose; they are cultural influence in which source language comes from and moral message intended by the author.

Belloc in Basnett's book, *Translation Studies*, presented six basic rules for translator of prose texts (1991: 117-118) notably:

- The translator should consider the work as an integral unit and translate it in sections.
- 2. The translator should render idiom by idiom. Idioms of their nature require translation into another form from the original.
- 3. The translation should render 'intention' by 'intention'. A given expression in the ST maybe disproportionate if it is translated literally into the TL.
- Some words structures may appear to correspond in both SL and TL, but actually do not.
- 5. The translator is suggested to 'transmute boldly'. The essence of translating is 'the resurrection of an alien thing in a native body'.
- 6. The translator should never embellish.

It is clear that through these six basic rules of translating a prose, Belloc tries to emphasize that translators of prose have to consider the work as the whole structured part, not trying to reduce the importance of style and the sentence structure. In other words, translating a prose (short story or novel) needs emphasis on the meaning, message, and then, style.

Like what Simatupang has stated in his book *Pengantar Teori Terjemahan* that translating is transferring the meaning existing in the source language (SL) to the target language (TL), and makes it as natural as possible along with the rules of the TL (2000: 3). In this case, meaning is more considered thing than the form the language (exactly literal words) for the sake of maintaining naturalness of the translation. Since that translation of prose places meaning, message, and style on the top three importances, the accuracy of the translation should be the parameter.

### 4. Translation Accuracy

Knowing that the translation of a prose should maintain both meaning and style at once in order that the readers can get the same essence what is being conveyed. In order to get a satisfying translation the accuracy should be high and reliable. Brophy-Phillips noted that getting the highest accuracy of a translation requires a combination of both a translator of the highest quality and the systematic application of methodical checking system. Only a translator which has a full and compatible understanding of the subject matter can produce a high accurate translation. To measure the accuracy of translating product, Nababan in Setiajid (2007: 61-62) proposes two instruments, the accuracy-rating and readability-rating to assess translation quality. The study, however, applies the

first instrument with accuracy-rating. The instrument involves 4 (four) scales in which each scale has the category. In these categories, Nababan placed meaning as the focus of the translation.

Table 1. Nababan's Accuracy Rating Instrument (in Setiajid, 2007: 10, translated)

Scale	Indicator
1	The content of the SL sentence is accurately conveyed in the TL
	sentence. The sentence as the result of translation is felt clear by
	assessor and there is no need of rewriting.
2	The content of the SL sentence is accurately conveyed in the TL
	sentence. The sentence as the result of translation is felt clear by
	assessor but there are needs of rewriting and word rearranging.
3	The content of the SL sentence is not accurately conveyed in the TL
	sentence. There are some problems in choosing words and its
	relation with phrase, clause, and sentence elements.
4	The SL sentence is not completely translated in the TL sentence,
	omitted in purpose.

# 5. Translation Readability

A part from accuracy, a transferred material text has to fulfill the clarity so that what is written can be easily comprehended. A translation product which is highly readable makes the readers feel that it is the original one, not a translation. Therefore, to conduct a test for the readability, the study asks some respondents of

the target readers to read the translation products and decide whether they are easy or hard to be understood.

In testing the readability, the study uses the 'readability-rating instrument' that is a modification of Nababan's accuracy-rating instrument. The instrument is as follows.

Table 2. Readability Rating Instrument (from Nababan's accuracy-rating instrument, modified)

Scale	Indicator
1	The TT adverbial clause is easy to read. The whole terms of
	the translation products can be fully understood by the TL
	readers.
2	The TT adverbial clause is easy to read. However, there are
	some terms that cannot be fully understood by the TL readers.
3	The TT adverbial clause is hard to read. Most of the terms
	cannot be understood by the TL readers.
4	The TT adverbial clause is completely hard to read. All terms
	cannot be understood or are not translated at all.

# **6. Translation Strategies**

Newmark (A Textbook of Translation, 1988: 81) noted that the use of translation methods is related to the whole text while the use of translation procedures is related to relate sentences and smaller units. The researcher, then, tends to use term 'strategies' to analyze the data.

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Jaaskelainen (1999:71) in Ordudari (www.translationjournal.net) considers

strategy as 'a series of steps or processes that favor the acquisition, storage, and/or

utilization of information. Translators have applied some strategies when

translating texts, whether they are aware or not.

Suryawinata (2003: 67-76) has divided the strategies into two; they are

structural and semantic strategies. The structural strategies cover as follows.

a. Addition, this strategy is applied not because of optional matter but instead

obligation matter. This is done when the target language structure requires a kind

of addition. Example:

SL: Dia dokter.

TL: He is a doctor.

'Is' should be added because the TL structure requires it, if it is not, the translation

would be incorrect based on the TL structure.

**b. Subtraction**, this strategy occurs when there is an element omission in the

structure of TL. Example:

SL: My father is fat.

TL: Ayahku gemuk.

The word 'is' is omitted because the target language readers cannot accept such

structure.

c. Transposition, is applied for clause or sentence extent. This is a strategy

involving a change in grammar from source language to target language, for

instance, change from singular to plural, adjective into noun, passive into active

form, and vise versa. The strategy may become an obligation if the SL meaning is

not transferred correctly. However, it may become an optional choice when it adopts to maintain naturalness. Furthermore, the strategy also includes separating one SL sentence into two or more TL sentences. It is because, in TL, one long sentence consisted of two or more clauses will become subtle in meaning (Newmark, 1988: 87 in Suryawinata, 2003: 69), thus it needs to break.

The complete explanation of the semantic strategy and its counterparts is given as follows.

**a. Borrowing**, is a strategy which a word/phrase of SL is borrowed and rewritten in the TL. There are two reasons in which a translator applies this strategy. The first is because the translator wants to be respect to the SL words and maintain them in the TL, and the second is because none of the equivalence of SL words/phrases exists in the TL. There are two kinds of borrowing, *transliteration* and *naturalization*. **Transliteration** is when the SL word is kept as the way it is in the TL. **Naturalization** is a strategy when SL word is adapted in TL, resulting in the change of word's sound and spelling. Here are some examples.

words transliteration naturalization

phenomena phenomena fenomena (spelling and pronunciation)

effective effective effective efektif (spelling and pronunciation)

hanger hanger (pronunciation)

**b.** Cultural equivalent, in this strategy, a certain particular word or phrase existed in TL culture is used to replace a particular word or phrase existed in SL

culture so that the TL is well-read and has the same effect to the receptors as the source readers. See the example below.

SL : "God heaven! I never think she can do such embarrassing thing"

TL: "Masya Allah! Aku tak pernah menduga dia mampu melakukan hal memalukan seperti itu.

**c. Descriptive equivalent**, this strategy aims to describe meaning or function of the SL. Take a look at the following example.

SL : Western people usually like *salad*.

TL: Orang-orang Barat biasanya menyukai campuran sayuran mentah dengan saus mayonaise.

Since the word 'salad' does not have its equivalence in the TL, it can be describe as 'campuran sayuran mentah dengan saus mayonaise'.

**d. Formal translation**, the strategy of translating certain words or phrases based on the already-formalized words or phrases by the ruling government. Here are the examples of computer terms.

SL : to upload, to download, to copy

TL : meng-unggah, meng-unduh, menyalin (derived from 'salin)

e. Reduction and expansion, means reducing the word component of SL words. For example the word 'automobile' in the SL becomes 'mobil' in TL. Meanwhile, expansion is contrastive to reduction. In fact, expansion widens the word element of the SL. For example, the word 'whale' in SL is translated into 'ikan paus'. The element 'ikan' is added here because if it is translated into 'paus' will be worse. In Indonesian, 'Paus' is equal to 'Pope' in English.

**f. Synonym**, this strategy allows a translation to use TL words which has the same equivalence meaning with the SL word in general instead of using componential analysis.

SL : Lusy is in the *bathroom*.

TL: Lusi sedang di *kamar mandi*.

In above example, 'bathroom' is being translated into 'kamar mandi'. Although the two items have different cultural concept, both can be synonymous.

- **g. Addition**, in this strategy, additional information can be added in the translation to clarify certain words or phrases. This procedure is usually applied to help translate words related to culture, technical term, and et cetera.
- SL: "Snape was looking as though the first person to ask him for a Love Potion would be forced-fed poison." (Rowling, 1999: 237)
- TL: "Tampang Snape seperti *mau mengatakan* orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun." (Rowling, 2000: 294)

In the example given, a phrase which is italicized is added to clarify the TL.

- **h. Omission (zero translation)**, this strategy omits certain element in the SL text because of cultural difficulties or other reasons. The omission should not change the meaning of the SL text. In the following example, a metaphor is converted into sense according Newmark's procedures of translating metaphor in *Approaches to Translation* (1981: 88-91).
- SL: Snape looked as though Christmas had been canceled. (Rowling, 1999:81)

- Tl : Snape tampak *kecewa sekali*. (Rowling, 2000:103)
- i. Modulation, this strategy is translating SL text by taking a different point of view from the writer of the SL text.
- SL : *I cut my finger* when I was hurriedly slicing the onion.
- TL: Jariku teriris pisau saat mengiris bawang.

There are many types of translation proposed by many different linguistic experts with particular emphasis or tendency, for example, based on the types of the material texts (according to Savory) or the translation process it self (according to Nida & Taber, Larson, and Newmark). The study uses the concept of Newmark (1988: 10-12) that notes there two kinds of translation based on its emphasis: with the SL emphasis and with the TL emphasis. The study applies the Newmark's concept of types of translation with the SL emphasis as follows.

#### a. Word-for-word Translation

In word-for-word translation , the SL word order is preserved and the words are translated singly by their most common meanings, out of context. Cultural words are translated literally.

# b. Literal Translation

The literal translation converts the SL grammatical construction to the nearest TL equivalents, but the lexical words are again translated singly, out of context.

#### c. Faithful Translation

The faithful translation attempts to reproduce the exact contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers'

cultural words and preserves the degree of grammatical 'abnormality' in the translation.

# d. Semantic Translation

Semantic translation is different from faithful one in that it must take more account of the aesthetic value (the beauty and naturalness) of the SL text, compromising on 'meaning' where appropriate so that no assonances, word-play or repetition jars in the finished version.

The study also involves the strategies of translating simile as there are adverbial clauses in the form of simile found in the data. According to Suryawinata (2003: 113), simile is a kind of figurative language, just like metaphor or personification that compares two things explicitly. Sentences tha contain simile are marked by such conjunction, *as, like, as though,* and *as if.* There are two strategies usually used to translate the simile, namely direct and indirect translations (Suryawinata, 2003: 114).

#### a. Direct translation

The strategy translates the SL simile or figurative language directly to its implied meaning. This is usually applied as there is no equivalence found in the TL.

### b. Indirect translation

Using the strategy, the translator translates the SL simile into another simile that suits the TL. In other words, the translator wants to keep equivalence of SL text style.

#### 7. Definition of Adverbial Clause

In grammar, an adverbial is a word (an adverb) or a group of words (an adverbial phrase or an adverbial clause) that modifies or tells us something about the sentence or the verb. The word *adverbial* is also used as an adjective, meaning 'having the same function as an adverb'. Jackson in *Grammar and Meaning: A Semantic Approach to English Grammar* noted that adverbial clauses, with adverb-like functions as adjunct and disjunct (1990: 199).

[ST.10/822/Finite/Time]

It was half past seven in the evening when at last, he heard Aunt Petunia calling him. (p.10)

[ST.817/822/Non-finite/Time]

When, sitting right behind Malfoy, Harry overheard him gloating to Crabbe and Goyle. (p.266)

In the sentence at [ST.10], the adverbial clause (included preposition), when at last, he heard Aunt Petunia calling him, functions as a temporal adjunct, providing the circumstantial information 'when or at the time'. The adverbial clause is a finite clause 'heard', introduced by a subordinating conjunction 'when', which signals both that it is an embedded adverbial clause and the type that it is temporal. The sentence at [ST.817] also has a when-clause as a temporal adjunct, though here the adverbial clause is a non-finite –ing clause. The two sentences, though share the same function as temporal adjuncts, they have different types, notably included preposition and embedded clause.

## 8. The Syntactic Status of Adverbial Clauses in Grammatical Theory

An adverbial clause is a clause that functions as an adverb. In other words, it contains subject (explicit or implied) and predicate, and it modifies a verb (Celce-Murcia, 1999: 491). In English, adverbials most commonly take the form of adverbs, adverb phrases, temporal noun phrases or prepositional phrases. Many types of adverbials, for instance reason and condition are often expressed by clauses. Take a look at the examples below:

- [8] Linda spoke loudly. (adverb)
- [9] Linda spoke in Spanish. (prepositional phrase)
- [10] Linda spoke this morning. (noun phrase)
- [11] Linda spoke in Spanish because he had a foreign visitor. (adverbial clause)

An adverbial is a construction that modifies, or describes, verbs. When an adverbial modifies a verb, it changes the meaning of that verb. Word groups that are also considered to be adverbials can also modify verbs: for example, a prepositional phrase, a noun phrase, a finite clause or a non-finite clause.

In every sentence pattern, the adverbial is a clause element that tells where, when, why, or how. There can be more than one adverbial in a sentence. In addition, the same adverbial can be moved to different positions in a sentence. One way to analyze sentence structure is to think in terms of form and function. Form refers to a word class--such as noun, verb, adjective, adverb, and preposition--as well as types of phrases, such as prepositional phrase, nominal clause, and adverbial clause. Function refers to the function of the form in a

sentence. For example, the function of a prepositional phrase in a sentence may be adverbial; that is, it modifies a verb.

# 9. Classification of Adverbial Clauses

Jackson noted that adverbial clauses may be finite or non-finite, though they most frequently have a finite form. As finite clauses, the adverbial clauses are introduced by a subordinating conjunction which, together with the context, indicates the 'meaning' of the adverbial clause (1990: 214). Further, Jackson .has classified finite adverbial clauses into 14 categories based on the circumstantial meanings. They are as follow.

Circumstantial meaning typical subordinators

Time - before before, until, till

- same as long as, so long as, while

- after after, when, since, as soon as

Place where

Contingency whenever, wherever

Condition if, unless, provided that

Concession (al) though, whereas, while

Contrast whereas, while

Reason because, since, as

Purpose in order, that, so that

Result so that, and so

Comment I believe, think; you know, see

Sentence relative which, in which case

Similarity

just as, exactly as

Comparison

as if, as though

Non-finite adverbial clauses also usually occur with a subordinator, though they are only three circumstantial meaning that can occur by non-finite form notably time, purpose, and comparison. Examples are presented as follow.

[ST.816/Non-finite/Time] *Pulling their robes up over their face*, *Harry and Ron knocked softly on the door*. (p.215)

The present participle clause in [ST.816] ('Pulling...') is a non-finite clause which implies simultaneity of the events in the two proportions. It can actually be changed into a finite clause by adding a subordinator conjunction of time resulting 'After they pulled their robes up over their face, Harry and Ron knocked softly on the door'.

[ST.809/Non-finite/Purpose] As the castle loomed nearer Harry twitched the cloak to make sure their feet were hidden, then, pushed the creaking front doors ajar. (p.281)

The purpose proportion in [ST.809] begins with 'to make ...'; this opening can be paraphrased by 'in order to make', as may all to-infinitive purpose clause.

Comparison proportion introduced by as if and as though need not be in the form of finite clauses. In fact, all three types of non-finite clause occur with the comparison subordinators: infinitive [14], present participle [ST.821], and past participle [ST.822].

[14] They donated all they have to the poor beggars as if to show their sympathies.

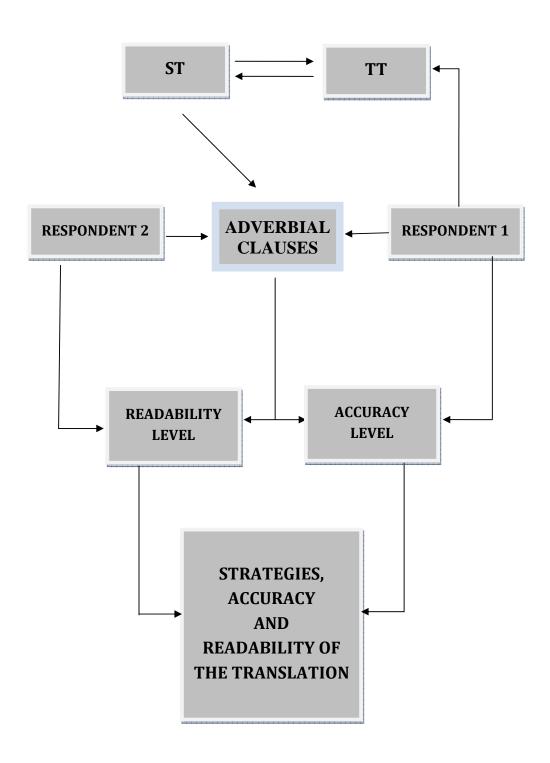
[ST.821/Non-finite/Comparison] Several large spiders were scuttling over the ground on the other side of the glass, moving in an unnaturally straight line as though taking the shortest route to a prearranged meeting. (p.268)

[ST.822/Non-finite/Comparison] "Okay", Ron sighed as though resigned to the worst. (p.272)

### C. Theoretical Framework

The definitions of translation from Catford up to Larson and the definitions of adverbial clauses by Jackson are presented here as the basic understanding of the topics being discussed. The theory of syntactic status of adverbial clause can provide better view of adverbial position in grammar; meanwhile, the theory of adverbial classifications also can help the study to classify the subjects of the study, those are adverbial clauses. General principles of translating proposed by Suryawinata (2003) provides a clear point about what principles a translator should follow in order to make a good translation. The theory of translating prose by Newmark (1988) gives obvious understanding on what difficulties will a translation face in the process of translating prose text, notably culture influence and moral message implied in the text. Furthermore, Belloc in Bassnett (1991) notes that translating a prose text will somehow follow kinds of different rules than the general principles. Since that in translating prose, transferring meaning is the main focus; the theory of translation accuracy by Nababan cited in Setiajid (2007) is needed to help the study answer the first problem formulation. The study also presents the theory of readability and the readability-rating instrument by Nababan with modification in the purpose of answering the second problem formulation. As to answer the third problem formulation, the theory of translation strategies by Suryawinata and Hariyanto (2003) are presented. Meanwhile, the types of translation proposed by Newmark (1988) are used to decide the strategy when the translation products do not meet the strategies proposed by Suryawinata and Hariyanto. In other word, Newmark concept can help solve difficulty in deciding what strategy a translation products applies. The indication of translation strategies suggested by the experts will be discovered in analyzing the object of the study.

# **D.** Research Framework



#### **CHAPTER III**

#### **METHODOLOGY**

## A. Object of The Study

The study is using two useful works. The first work is the *Harry Potter* and the Chamber of Secrets by J.K. Rowling. This is the second book of the Harry Potter series. It was published by Scholastic Inc in 1999 in New York. The book was awarded as the 1<sup>st</sup> New York Times Bestseller Booklist by Editor's choice, the Winner of the 1999 National Book Award in United Kingdom, an ALA Notable Book, an ALA Best Book for Young Adults in 1999, the Winner of the Gold Medal Smarties Prize School Library Journal and as 1999 Best Book of the Year. Harry Potter and the Chamber of Secrets mainly talks about Harry Potter's exploits during his second year at Hogwarts. There are many adverbial clauses both finite and non-finite found in this work. The second work is *Harry Potter dan Kamar Rahasia*. It was the translated version of the first work, and was translated by Listiana Srisanti. It was published by PT. Gramedia Pustaka Utama Jakarta in 2000.

Since the study is to analyze the translation results of English adverbial clauses translated into Indonesian, there are many kinds of adverbial clauses found in the original book. Those are divided into two forms notably finite and non-finite adverbial clauses. The difference of the two forms lies on that a finite adverbial clause always uses a finite verb in the clause after the subordinating

conjunction, while a non-finite clause, instead, uses verbs in either active participle (-ing form), past participle (-ed form) or to-infinitive form.

## B. Method of the Study

### 1. Research Orientation

The research is oriented on the product of translation. It is the translation result of adverbial clauses. Therefore, the main concern of the research lies upon how accurate and readable are these products of translation so that they can carry meaning as close as the original text toward the target reader circumstances.

### 2. Data Collection

In the study, data are collected in two methods, notably document analysis and field survey via questionnaire.

## a. Document Analysis

To analyze the translation strategies applied by the translator in translating adverbial clauses the researcher conducts document analysis. It involves quoting the adverbial clauses found in the object text, finding their equivalent translation results and classifying them into finite or non-finite forms and then, categorizing them into twelve categories. After that, analysis is done by observing the adverbial clauses one by one and deciding the translation strategies used to translate them.

### b. Questionnaire

Field survey is done using instruments notably questionnaires to find the responses of the readers toward the translation of adverbial clauses in the *Harry Potter and the Chamber of Secrets*, in case of its accuracy and the readability.

There are two kinds of questionnaire namely translation accuracy and translation readability questionnaires. In both questionnaires, scale options 1 up to 4 is given to score the translation products. Scale 1 refers to the very accurate for accuracy-rating and highly readable for readability-rating. The scale 2, 3, and 4, each refers to accurate and readable translation, inaccurate or unreadable translation, and very inaccurate or highly unreadable translation. Before distributing the questionnaires, what have been done in document analysis is repeated except for observing the strategies. After that, the researcher distributes the questionnaires to chosen respondents. The distribution involves several respondents with particular criteria. After the questionnaires have been distributed, the researcher gives a two week time for the respondents to fill the questionnaires. Two weeks later, the researcher collects the questionnaires and then begins to analyze and process it through calculating and documenting.

## 3. Kinds of Data

The kinds of data are divided into two, the objective and affirmative data.

# a. Objective

The objective data used in this study are adverbial clauses found in *Harry Potter and the Chamber of Secrets* and their translated versions found in *Harry Potter dan Kamar Rahasia*. Harry Potter and the Chamber of Secrets was written by J.K. Rowling and published by Scholastic Inc in 1999. The work has 341 pages. The work tells about Harry Potter's second year at Hogwarts School for Witchcraft and Wizardry. Harry received a warning from a strange creature who said if Harry had returned to Hogwarts, disasters would have stroke. And they did

happened. For Harry's second year, fresh torments and horrors rose. But then, the real trouble began—someone was turning Hogwarts students to stone; and Harry Potter himself was the one everyone at Hogwarts most suspected. The amazing part of this novel is the magical foundation mixed with imaginative, funny, and above all, suspenseful yarn found in every chapter that make the work is a refreshing break from all-too-familiar settings of today's novels.

Harry Potter and the Chamber of Secrets was translated into Indonesian by Listiana Srisanti and published by PT. Gramedia Pustaka Utama in 2000. The work consists of 424 pages.

The data are quotations of adverbial clauses found in the original work that are classified to both finite and non-finite clauses. The data, such as we must build you up while we've got the chance. (p.2), is quoted. Then, the adverbial clause is highlighted to make the analysis easier. The total amounts of adverbial clauses found are eight hundreds and twenty one (821) data. They are divided into finite eight hundreds and four (804) and non-finite seventeen (17) data. Yet, the finite adverbial clauses data are divided again to twelve categories. They are four hundreds and fifty two (452) adverbial clauses of time, one hundred and thirty three (133) adverbial clauses of condition, fifty nine (59) adverbial clauses of place, sixty two (62) adverbial clauses of comparison, seven (7) adverbial clauses of contingency, seven (7) adverbial clauses of concession, four (4) adverbial clauses of contrast, fifty nine (59) adverbial clauses of reason, three (3) adverbial clauses of similarity and four (4) adverbial clauses of comment. While for the non-finite

clauses are divided to three categories, notably eleven (11) adverbial clauses of time, four (4) adverbial clauses of purpose and two (2) adverbial clauses of comparison.

The page number of the original text is given to make the rechecking easier. For example, the given data above originally can be found on page 2 in the English version book, but in Indonesian version it is on page 8. After all the data in the ST are collected, the next step is to note the translation version (TT) in the target text.

The next step is to present the ST data and TT data in order. Since there are finite and non-finite and then, each of them some categories, the study will present them using code. The example below will explain the code system.

[ST.10/Finite/Time] It was half past seven in the evening when at last, he heard

Aunt Petunia calling him. (p.10)

[TT.10/Finite/Time] Sudah pukul setengah delapan malam ketika akhirnya, kelelahan, dia mendengar bibi Petunia memanggilnya. (p.18)

The above code means ST or TT number 10 taken from the total data classified as a finite adverbial clause and categorized as an adverbial clause of time.

#### b. Affective

Affective data are collected by conducting field survey to find the responses of the readers toward the translation version of the *Harry Potter and the Chamber of Secrets*, in this case are the accuracy and the readability. Questionnaires are distributed to the respondents with some particular criteria.

The criteria are needed because measuring the translation accuracy will be different from that of the translation acceptability measurement. For evaluating the translation's accuracy, the study involves four respondents that are considered expert for their abilities in analyzing English text. They are not chosen randomly, instead, the study strictly takes those four respondents with a minimum requirement of bachelor degree in English field. Two of the four respondents are English lecturers of a reputable university, the third one is an English teacher of a reputable Junior High School, and the last one is an editor of a reputable publishing house. This is to make the evaluation as effective as possible and trustworthy because without any background knowledge of English the evaluation would be either impossible or unfaithful.

Moreover, in dealing with the translation's readability, the study limits the respondents of ten people. They are taken from university students studying in English department field. Meanwhile, the reason why the study takes limited expert respondents of four for evaluating translation's accuracy and ten respondents for translation's readability is because taking many more respondents will be time consuming and not effective enough. Therefore, the study wants to present efficiency and quality of the research rather than quantity of the data.

## 4. Sample Selection

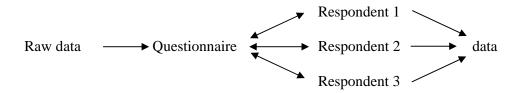
The researcher takes 10 data from each category of adverbial clauses that have more than ten data. For example, for finite adverbial clause of time, there are about 452 data; thus 10 of 452 data are selected randomly to be analyzed. While for the data that are less than 10 will be all analyzed. The sample selection is

called internal sampling (Sutopo, 2002: 55). This is done because qualitative research tends to emphasizes more on deep and complete information rather than on the amount of the data. This kind of sampling, later, will show a probability of theoretical generalization.

## 5. Triangulation

All data that have been noted, collected, and recorded do not mean anything if the researcher does not test their credibility. Therefore, this study uses triangulation technique to meet the face validity of the data. According to *Metodologi Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian* proposed by Sutopo, There are four kinds of triangulation; those are methodological triangulation, data source triangulation, investigator triangulation, and theoretical triangulation (Sutopo, 2002: 80).

This study, however, applies the data source triangulation. It is a method that is having two or more different respondents to analyze the same qualitative data. The researcher, next, can compare the findings. The fact that data analyzed by different respondents produce different results, thus later, the researcher might attempt to understand the reasons for the differences. Consistency in overall patterns of data from different analysts can contribute significantly to the overall credibility of findings. The following anagram will explain the application of source triangulation.



It is done by presenting the data taken from the data source in questionnaires and distributing them to four respondents assessing the data accuracy and ten respondents assessing the data readability. The study involves participants from different background knowledge, but still under the same field, that is English field. Some respondents are coming from English teaching and editor backgrounds, while some others from college students majoring in English department. When the questionnaires have been evaluated, the researcher's next task is to compare the findings.

### 6. Research Procedure

# 1. Preparation

- a. Determining the adverbial clauses in *Harry Potter and the Chamber or Secrets* and their translation versions as the subject matter.
- b. Proposing the research.

# 2. Collecting the raw data

- a. Listing all adverbial clauses found and their translations, later, they are called the raw data.
- b. Classifying the raw data based on the form (finite/non-finite) and category (time, reason, etc)
- c. Selecting the raw data that are going to be assessed apart from the unused data, later, this is called data reduction.

# 3. Processing the raw data

 a. Making the questionnaires as the instruments to get the validity of translation accuracy and readability.

- b. Distributing the questionnaires to the respondents
- 4. Analyzing the fix data and concluding the findings
  - a. Comparing the fix data gained from the respondents
  - b. Analyzing the data, especially the one related to translation strategy by document analysis
  - c. Concluding the final findings

#### **CHAPTER IV**

#### **ANALYSIS**

This chapter consists of three main parts. The first part concerns about the translation accuracy of the adverbial clauses in *Harry Potter and the Chamber of Secrets*. The sentences which hold adverbial clauses found in the ST would be compared to those found in the TT and assessed based on Nababan's accuracy rating instrument (Setiajid, 2007: 10). To meet the accuracy, the study involves the researcher and the other 4 respondents to read and assess about 105 data of adverbial clauses. The second part explains the readability of the adverbial clause translations. To find out whether the TT sentences which hold adverbial clauses are understood, 10 respondents are involved based on their answers in the questionnaires. The third part is about the strategies applied to translate the adverbial clauses and analyzes what strategies are used based on the theory of translation strategies reviewed in the theoretical review.

## A. The Translation Accuracy

The study presents the total score of data assessment done by researcher and other four respondents to observe whether there is (a) significant difference(s) or not between them during the analysis. This is done by summing all scores given by the researcher and each respondent and dividing the score by the amount of sentences with adverbial clauses analyzed.

To see the accuracy rate of every single data, moreover, the researcher also calculates the average score of each data it by totaling the scores given by all respondents, then, dividing them by the amount of the assessors. For example, the scores given are 3, 2, 1, 4, and 2 for TT 10. The average score would be the total of 3, 2, 1, 4, 2 divided by 5 as there are five assessors. The result would be 2.4 as the accuracy rate for TT 10.

As there are about 4 scales given to assess the translations through the accuracy-rating instrument, the study will present four categories of the translations. The study finds that there are 80 translations which are very accurate, 19 translations which are accurate, 3 translations which are inaccurate and 3 translations which are very inaccurate. The whole analysis is presented as follows.

## 1. Very Accurate

ST.11/Finite/ As he passed the door to the living room, Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets.

(p.11)

TT.11/Finite/ Ketika melewati pintu ruang duduk sekilas Harry melihat paman

TT.11/Finite/ Ketika melewati pintu ruang duduk, sekilas Harry melihat paman Time Vernon dan Dudley memakai jas dan dasi kupu-kupu. (p.19)

Score: 1.2

The whole meaning of the adverbial clause has been very well transferred into the TT. In Indonesian, two pronouns with the same reference never occur in a complex sentence, so that the dependent clause, *ketika melewati pintu ruang duduk*, seems not to have a subject. Furthermore, a respondent said that though *ruang duduk* is not an equivalent word to replace *living room*.

ST.21/Finite/ "Ron, how did you - What the -?" Harry's mouth fell open <u>as the full impact of what he was seeing hit him.</u> (p.24)

TT.21/Finite/ "Ron, bagaimana kau—apa i...?" Harry ternganga <u>ketika sadar sepenuhnya apa yang dilihatnya.</u> (p35)

## Score: 1.6

In the sentences, the full impact of what he was seeing is translated into apa yang dilihatnya; the word hit is translated into sadar. It is clearly that the structure of the TT does not follow the structure of the ST, creating a shift of emphasis of the sentence. Although the translation result is considered accurate because it successfully transfers the meaning implied of the ST, the emphasis shift influences the attachment of meaning of 'full'. In ST, the full impact indicates the fullness of the cause while *sadar sepenulnya* indicates the fullness of the effect.

They climbed two more flights until they reached a door with ST.53/Finite/ peeling paint and a small plaque on it, saying RONALD'S Time ROOM. (p.40) TT.53/Finite/ Mereka menaiki dua tangga lagi sampai tiba di pintu yang catnya Time mengelupas dan ada papan kecil bertuliskan "Kamar Ronald".

Score: 14

In some sense the adverbial translation until they reached a door with peeling paint and a small plaque on it into sampai tiba di pintu yang catnya megelupas dan ada papan kecil could be regarded accurate.

ST.63/Finite/ "Now, when you get into the fire, say where you're going and Time keep your elbows tucked in," (p.48) TT.63/Finite/ "Setelah masuk perapian katakan tujuanmu. Dan rapatkan

Time sikumu," (p64)

(p54)

Score: 1.4

The adverbial translation here is basically the good one, though a respondent said that when the first time he read the word *fire* in ST, he could not straightly regard it as *perapian*. So, he concluded that the adverbial clause meaning is contextual one. It depends on the whole meaning of the context. Furthermore, the researcher also feels that the word when which functions as a time subordinator is not appropriately translated into *setelah*. Thus, she suggests 'ketika masuk perapian' is structurally better.

ST.96/Finite/	He wheeled his trolley forward cautiously <u>until it was right</u>
Time	against the barrier and pushed with all his might. (p.68)

TT.96/Finite/ Dia mendorong trolinya ke depan dengan hati-hati <u>sampai</u> menempel ke palang dan mendorong sekuat tenaga. (p.88)

Score: 1.8

The adverbial clause *until it was right against the barrier* has been structurally into *sampai menempel ke palang*. The pronoun *it* is not translated because referring to 'his trolley' that has been stated formerly in the main proportion of TT as 'trolinya'. Moreover, the meaning has already been well transferred. Thus, the author has fulfilled the accuracy, in the case of delivery meaning and structural correctness. On the other hand, a respondent might say that the word *menempel* in TT is inappropriately placed because it does not match to replace *right against*. Thus, he suggests a word 'menabrak'.

ST.435/Finite/	The chill air was whipping through Harry' hair and
Time	before he'd stopped enjoying the ride, it was over—all
	four of them were hitting the wet floor of the Moaning
	Myrtle's bathroom. (p.324)
TT.435/Finite/	Udara dingin menerpa wajah dan rambut Harry, dan
Time	belum puas dia menikmatinya, perjalanan itu
	berakhir—mereka berempat mendarat di lantai basah
	toilet Myrtle Merana.

Score: 1.4

The translation of adverbial clause before he'd stopped enjoying the ride into belum puas dia menikmatinya does fulfill the accuracy since it delivers what is meant in the ST well and no need any rearranging or revision. The Indonesian third pronoun in menikmatinya refers to the 'ride' which is written after the clause. It has different structure with ST in which the 'ride' is mentioned within

the clause itself and the pronoun *it* which refers to the 'ride' is written after the clause. However, two of five evaluators suggest a rearranging in the clause that seems to be more appropriate to the ST but it does not sound too English either. The suggested clause is 'sebelum dia puas menikmatinya'.

ST. 472/Finite/
Condition

TT. 472/Finite/
Condition

Tooldition

But we feel they're skills worth learning, even if they are a bit slow. (p.26)

Tapi menurut kami ini kecakapan yang layak dipelajari, walaupun agak lambat. (p.37)

Score: 1.8

Walaupun agak lambat here sounds unnatural. It needs a context to reconsiderate the proper meaning which one is better, lexical meaning 'agak lambat' which can refer to something uninteresting. Furthermore, there is confusion because the translator omits does not translate the subject of the adverbial clause in TT. So, walaupun agak lambat here gives double interpretations, which is called ambiguity. The ambiguity lies on which one is said a bit slow, the skills (in TT kecakapan) or the learning process (in TT dipelajari). Therefore, three evaluators of five, including the researcher strongly propose a revision of the translation result.

ST.473/Finite/ Condition	Just last night we were saying we'd come and get you ourselves if you hadn't written back to Ron by Friday.
	(p.34)
TT.473/Finite/	Baru semalam kami katakan kami sendiri akan datang
Condition	menjemputmu kalau sampai hari Jumat kau tidak
	membalas surat Ron. (p.47)

Score: 1.2

Kalau sampai hari Jumat kau tidak membalas surat Ron is a good translation of adverbial clause to replace the ST. Structurally and semantically it has conveyed the closest meaning of the ST, though there is a change of emphasis in the clause.

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ST focuses on the subject (*if you hadn't written back to Ron...*) while focuses on the temporal circumstance (*kalau sampai hari Jumat...*) which is probably considered important to the translator. Thus, it does not need any revision. Nonetheless, it is worth to note the inconsistent translation of the word 'you' as 'mu' and 'kau' in TT.

ST.502/Finite/ I never went in there anyway if I could avoid it. (p.133)

Condition TT.502/Finite/

Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)

Condition Score: 1.8

Three of five evaluators say that though the TT has already conveyed the meaning of ST, it still needs revision. *Sebisa mungkin* is considered leaving no trace of the ST in the matter of structure. It has a strong sense 'as could as possible'. The ST, meanwhile, does not have that kind of sense. It, however, expresses a condition under which the main proportion occurs when something can be avoided and should be avoided. Therefore, a suggested clause is proposed to replace the TT. 'Jika dapat menghindarinya untuk apa aku pergi ke toilet itu', is considered more appropriate in delivering the meaning of ST.

ST.541/Finite/ Honestly, if you were any slower, you'd be going

Condition backward. (p224)

TT.541/Finite/ Astaga, <u>kalau lebih telmi dari ini</u>, kau akan jadi

Condition terbelakang. (p278)

Score: 1.6

Although the entire clause of TT has conveyed the closest meaning to the ST, it is worth to note that the lexical meaning of 'slower' varies. It has the similar meaning to clumsy, sluggish, or foolish. The translation, here, prefers the word *telmi* which refers to of slow ability to catch up what is being talked though the

two words have different sense meaning. However, the TT is considered good because the translation can apply a precise word choice *telmi* to replace *slower* which actually has connotative meaning.

ST.584/Finite/ If anymore of them find their way into innocent hand, I think Condition Arthur Weasley, for one, will make sure they are traced back

to you. (p337)

TT.584/Finite/ Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah, kurasa Arthur Weasley, salah satunya, akan memastikan

barang-barang itu dilacak sampai kepadamu...(p418)

Score: 1.4

Only one among five evaluators states that the translation of adverbial clause of condition here is very accurate. The four others note that it faces a diction problem, though it is considered very accurate based on the rating scores. The translation needs to be revised in order to make the meaning transferred equivalent with the meaning of the original. The diction problem lies in the phrase tangan tak bersalah which is a translation of innocent hand. It seems like a wordfor-word translation and wordy. Although, what might be implied by ST is exactly the TT. On the contrary, the researcher might think that innocent hand in ST has a certain purpose in the whole clause; that is to provide a kind of personification effect upon the readers. When it is translated, the clause loses the effect. Therefore, it might be good to use an equivalent personification in the translation.

ST. 586/Finite/ Harry could make out Hermione's neat writing, Ron's untidy

scrawl, and even a scribble that looked as though it was from

Comparison <u>the Hogwarts gamekeeper, Hagrid</u>. (p.18)

TT. 586/Finite/ Harry bisa mengenali tulisan Hermione yang rapi, tulisan

cakar ayam Ron yang berantakan, dan bahkan coretan yang

Comparison <u>kelihatannya dikirim oleh si pengawas binatang liar</u>

Hogwarts, Hagrid. (p.28)

Score: 1.8

The TT has actually transferred the closest meaning of the ST. however, the TT still needs replacement of diction and rearrangement of the clause structure because it is felt a bit wordy. The word *kelihatannya* in TT is less proper because it only represents the word *looked* in the ST. It is a loss of meaning because the function of the clause as adverbial of comparison is disappeared in the TT since the subordinator *as though* is not translated. Accordingly, the researcher might suggest "sepertinya" instead of *kelihatannya* that can better replace both *looked* and *as though*. Another thing, the word *yang dikirim* here is irritating since it is the translation of *was from*. The writer sees that it is not the appropriate translation. The previous sequence is talking about the handwriting which is scribble, and thus, the comparative clause starting with 'as though' explains about the scribble hand writing. In other word, it is not match with *yang dikirim*, but "yang ditulis".

ST. 593/Finite/ The assistant looked <u>as though he wanted to stop them leaving</u>, but he barely came up to Hagrid's waist and seemed to think better of it. (p.63)

TT. 593/Finite/ Si pegawai toko kelihatannya ingin mencegah mereka pergi, tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia Comparison memutuskan lebih baik diam saja. (p.82)

Score: 1.2

Kelihatannya ingin mencegah mereka pergi is considered the best translation of looked as though he wanted to stop them leaving, eventhough there is a loss of comparative essence in the clause as the comparative subordinator 'as though' is not translated. If the translator might keeps the same effect in the TT, he can simply add 'seolah' after kelihatannya in the clause.

ST. 595/Finite/ Harry felt as though he'd just been walloped in the stomach by

one of the mad tree's larger branches. (p.79)

Comparison

TT. 595/Finite/ Harry merasa seakan perutnya baru saja dihantam salah satu

dahan besar pohon gila itu. (p 101)

Comparison

Score: 1

The TT is already conveying exactly the meaning of the ST. there is a rearrangement in TT which makes it naturally acceptable in the target reader's language. The ST emphasizes on the person who had been walloped, while the TT on the thing which had been walloped.

ST. 600/Finite/ It looked quite ordinary to Harry, but Ron and Neville were

both looking at it as though they expected it to explode.

Comparison (p.87)

TT 600/Finite/ Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan

Neville memandangnya ketakutan seakan amplop itu bisa

meledak setiap saat. (p.110) Comparison

Score: 1.6

The clause as though they expected it to explode has been well translated into seakan amplop itu bisa meledak setiap saat. There is a gain meaning as there is an addition of time adverbial phrase *setiap saat* in the TT though it might not be an essential contribution.

ST.617/Finite/ As though it was magnetically attracted to Harry, the Bludger Comparison

pelted after him once more and Harry was forced to fly off at

full speed. (p 168)

Bagai tertarik magnet, Bludger itu kembali meluncur ke arah TT.617/Finite/ Harry, dan Harry terpaksa terbang dengan kecepatan penuh. Comparison

(p 209)

Score: 1.2

The TT *bagai tertarik magnet* is a good translation of the ST both in lexical and semantic terms. It presents a simple and equivalent structure without repetition of the word 'bludger'. There is just a change of form, adverbial clause of comparison into a comparative adverbial phrase.

ST.630/Finite/ Comparison TT.630/Finite/ Comparison Snape was looking as though the first person to ask him for a Love Potion would be forced-fed poison. (p237)

Tampang Snape seperti mau mengatakan orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun.

(p294)

Score: 1.4

The TT is clearly conveyed the meaning carried by the ST. In addition, the translator adds 'mau mengatakan' in the clause to make it flows naturally. Even though it is a word-for-word translation, it seems pretty accurate.

ST.648/Finite/

Harry had taken up his place at wizard school, where he

Place

and his scar were famous.

TT.648/Finite/

Harry bersekolah di sekolah sihir. Di situ dia dan bekas

Place <u>lukanya terkenal.</u>

Score: 1.6

In the clause, the translator has separated a single sentence of ST containing independent and dependant clauses into two independent clauses. It is because she seems to understand not to translate 'where' into 'dimana' while it is placed in the middle of a sentence, which is not appropriate on the target language. Instead, she translates 'where' into *di situ* in the beginning of the second clause of the TT. The writer, however, feels that *di situ* is not a good choice to replace 'where' both literally and semantically because it is a contextual reference and may cause ambiguity to the readers. The good choice replacing *di situ* is *di tempat itu* which refers to the wizard school directly. It is better structurally and

semantically. A part from the above problem, the structure of *Di situ dia dan bekas lukanya terkenal* is awkward. Why? It seems that *dia* and *bekas lukanya*, which each referring to Harry and his scar do not belong to the one entity man, but in fact, they do refer to one man, Harry. The awkwardness is caused by the conjunction *dan*. So, to make the clause clear, the conjunction is better to be replaced by *dengan* becoming 'Di tempat itu dia dengan bekas lukanya terkenal'.

ST.655/Finite/ "Big deal," said Ron, rubbing his foot where the photographer

Place <u>had stepped on it</u>. (p.59)

TT.655/Finite/ "Uh, dasar sok," gerutu Ron, menggosok kakinya yang tadi

Place <u>diinjak si fotografer</u>. (p.78)

Score: 1

Similar to the case on TT 648, the translator does not translate the place subordinator 'where' into 'dimana' in the middle of the sentence because it would be weird. Thus, a better reference instead is 'yang tadi' is chosen creating the sentence focus changes. In ST, the focus is the person who had stepped on the foot, while in TT the focus is the foot itself which was steeped on. on the whole, the TT is felt clear and there is no need of rewriting.

ST.657/Finite/ But it was a subdued group that headed back to the fireside in the Leaky Cauldron, where Harry, the Weasleys, and all their

shopping would be traveling back to the Burrow using Floo

<u>powder.</u> (p.63)

TT.657/Finite/ Tetapi rombongan yang kembali ke perapian di Leaky Place Cauldron adalah rombongan yang lesu. Dari tempat itu Harry.

Cauldron adalah rombongan yang lesu. <u>Dari tempat itu Harry,</u> keluarga Weasley, dan semua belanjaan mereka akan pulang

ke The Burrow menggunakan bubuk Floo. (p.82)

Score: 1.4

Again, one sentence is separated into 2 clauses in the translation result to create naturalness of the meaning. The phrase 'dari tempat itu' to replace 'where'

does not provide ambiguity but, thus, give clarity to the readers. The information about the place reference is also already stated in the preceded clause.

However, Dari tempat itu Harry, keluarga Weasley, dan semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo is felt a bit awkward because of the word 'dan'. It is a so-literal translation that is structurally correct but semantically unaccepted. How does one imagine the shopping goods can travel back themselves? Thus, 'and' in ST is not appropriate to be translated literally into 'dan'. Therefore, the suggestion is using the phrase 'dengan membawa' becoming 'Dari tempat itu, Harry, keluarga Weasley dengan membawa semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo'. This sequence is more accepted and understandable.

ST.661/Finite/	Harry's eyes wandered past him to where Professor
Place	Dumbledore, the headmaster, sat watching the Sorting from
	the staff table, his long silver beard and half-moon glasses
	shining brightly in the candlelight.(p.77)
TT.661/Finite/	Mata Harry memandang melewati anak ini ke <u>tempat Profesor</u>
Place	Dumbledore, kepala sekolah yang duduk menonton seleksi ini
	dari meja guru, jenggot panjangnya yang keperakan dan
	kacamata bulan-separonya berkilauan tertimpa cahaya lilin.
	(p.98)

Score: 1.4

Ke tempat Profesor Dumbledore, kepala sekolah yang duduk menonton seleksi ini dari meja guru is felt weird. It is because of the phrase 'ke tempat' which is the translation for to where is not appropriate. To where or ke tempat is referring to the place from which Profesor Dumbledore was sitting and watching the Sorting, that is from the staff table. When, the place (staff table) is mentioned, the translator does not need to mention ke tempat again because there would be double references. That is not effective. For this reason, the researcher suggests

rearranging and a bit of rewriting to the translation. The suggested arrangement is "Mata Harry memandang melewati anak ini <u>ke arah meja guru tempat Profesor</u> Dumbledore, kepala sekolah, duduk menonton seleksi".

ST.664/Finite/

They went down to lunch, where Ron's mood was not improved by Hermione's showing them the handful of perfect

coat buttons she had produced in Transfiguration (p.95)

TT.664/Finite/ Place Mereka turun untuk makan siang. <u>Suasana hati Ron tidak</u> menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran

kancing jaket sempurna yang dihasilkannya dalam pelajaran

<u>Transfigurasi</u>. (p.120)

Score: 1.4

The translator, again, would prefer to separate the single ST clause containing adverbial of place into two independent clauses than to translate the 'where' in the middle of the sentence. Consequently, there is a loss of adverbial clause of place in the translation since it becomes an independent without any adverbial place subordinator. The researcher thinks that it is possible to revise the translation so that it still maintains the adverbial clause of place like the ST. The suggested revision is "Di tempat makan, suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan kancing jaket sempurna yang dihasilkannya dalam pelajaran Transfigurasi" in which there is an addition phrase 'di tempat makan' to show the clause belongs to place adverbial.

ST.665/Finite/ Place Harry yanked his robes straight and headed for a seat at the very back of the class, where he busied himself with pilling all

seven of Lockhart's books in front of him, (p.99)

TT.665/Finite/Place

Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. <u>Dia lalu menyibukkan diri dengan menumpuk semua buku Lockhart di depannya</u>

(p.124)

Score: 1.8

There is a loss of place adverbial essence in the translation because the adverbial clause of place is not translated. It is understandable if the translator thinks it would be awkward to translate the place subordinator into 'dimana' without changing the dependent clause into independent. After the separation, however, the translator does not provide additional information showing that the clause formerly belongs to place adverbial and, in fact, he puts 'lalu' which make the clause belongs to time adverbial.

In the second place, *all seven of Lockhart's books* which is translated into *semua buku Lockhart* is not equivalent. Just note the word 'seven' which is not equal to 'semua'. Moreover, the change, seven into semua, does not contribute much in the whole meaning. Therefore why do not just transfer it to "Di situ, dia menyibukkan diri dengan menumpuk ketujuh buku Lockhart di depannya", with addition of "di situ" which refers to the back of the class so that 'lalu' can be omitted. It is fine to place 'di situ' because the reference is in the previous clause, not in the same clause.

ST.666/Finite/ Place Hedwig was still angry with Harry about the dasastrous car journey and Ron's wand was still malfinctioning, surpassing itself on Friday morning by shooting out of Ron's hand in Charms and hitting tiny old Professor Flitwick squarely between the eyes, creating a large, throbbing green boil where it had struck. (p.104)

TT.666/Finite/ Place Hedwig masih marah kepada Harry soal perjalanan dengan mobil yang mendatangkan malapetaka itu, dan tongkat Ron masih tak bisa digunakan dengan benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar yang berdenyut-denyut. (p 132)

Score: 1.4

The adverbial clause of place is entirely omitted in the TT. It, in fact, should not appear in the TT because what is meant by the clause is already stated somewhere in context. There is no need to restate for the sake of effectiveness and clarity. Hence, the TT is already conveyed the meaning of ST very accurately.

ST.709/Finite/
Reason

TT.709/Finite/
Reason

As neither Dudley nor the hedge was in any way hurt, Aunt
Petunia knew he hadn't really done magic, (p14-15)

Karena baik Dudley maupun pagarnya sama sekali tidak
bercacat, Bibi Petunia tahu dia tidak betul-betul menyihir.

(p.17)

Score: 1.6

The phrase "tidak bercacat" in *Karena baik Dudley maupun pagarnya sama sekali tidak bercacat* might seem relevant to describe both human and thing. The phrase means not hurt or damaged. If other phrases such as "tidak terluka" or "tidak rusak" perhaps they would only suit for either Dudley or the hedge. However, 'tidak bercacat' still leaves strangeness in the meaning of the whole clause.

ST.719/Finite/
Reason
TT.719/Finite/
Reason
TC.719/Finite/
Reason
Score: 1.8

"Maybe he's left," said Harry, "because he missed out on the Defense Against Dark Arts job again!" (p 78)

"Mungkin dia keluar," kata Harry, "karena tidak terpilih mengajar Pertahanan terhadap Ilmu Hitam lagi!" (p 99)

The ST is an active sentence. Because he missed out on the Defense Against Dark Arts job again shows that the agent is active. In contrast, there is a change in the translation since the target language tends to follow passivity rule, so that the TT is made into passive. It becomes Karena tidak terpilih mengajar Pertahanan terhadap Ilmu Hitam lagi. The sentence is passive and so is the agent. The TT is the closest equivalence to the ST.

ST.720/Finite/ Natural to want a bit more once you've had that first taste - and Reason I blame myself for giving you that, because it was bound to go

to your head - but see here, young man, you can't start flying

cars to try and get yourself noticed. (p.91)

TT.720/Finite/ Wajar menginginkan lebih kalau kau sudah mencicipinya—dan aku menyalahkan diriku sendiri karena memberimu itu, karena

aku menyalahkan diriku sendiri karena memberimu itu, <u>karena</u> <u>pasti akan mempengaruhi pikiranmu</u>. Tapi, Nak, kau tak bisa menerbangkan mobil untuk mencoba membuat dirimu

diperhatikan. (p.115)

Score: 1.4

Because it was bound to go to your head has been well translated into Karena pasti akan mempengaruhi pikiranmu. It is a match translation because it flows so naturally that it does not look like a translation. It is already bound to the target language.

ST.726/Finite/
Reason
TT.726/Finite/
Reason
Reason
Harry knew at once that Malfoy had said something really bad because there was an instant uproar at his words. (p 112)
Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan karena tiba-tiba saja terjadi keributan.

(p 140)

Score: 1.8

An evaluator shares that from the clause *because there was an instant uproar at his words* he gets interpretation of an increase in pitch of someone's voice. It does not tell about the outcoming event following his speech. However, the translator translates it differently into *karena tiba-tiba saja terjadi keributan*. It is uncertain why there are two points of view in interpreting the clause, but the translation, in fact, gives clear understanding to the readers.

ST.738/Finite/ "It matters," said Hermione, speaking at last in a hushed voice, "because being able to talk to snakes was what Salazar Slytherin was famous for "(n106)

Slytherin was famous for." (p196)

TT.738/Finite/ "Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, "<u>karena Salazar Slytherin terkenal justru karena</u> kemampuannya bicara dengan ular." (p 244)

Score: 1.4

There is a restructurization in the ST. The ST emphasizes its focus on the ability of talking to snakes that makes Salazar Slytherin is famous for. While TT sentence focuses on the famous Salazar Slytherin whose ability is talking to snakes. Yet, the meaning is accurately transferred.

ST.741/Finite/ They also stole their shoes, because their own were too far

Reason <u>small for Crabbe-and Goyle-size-feet</u>. (p215)

TT.741/Finite/ Mereka juga mencuri sepatu Crabbe dan Goyle <u>karena sepatu</u> Reason <u>mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin</u>

<u>itu</u>. (p267)

Score: 1.6

The diction choice "kelewat" in *Karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin itu* is not appropriate. In target language, the word "kelewat" has similar meaning to "terlalu" or using prefix ke- added to an adjective like "kekecilan" means too small, "kebesaran" means too big, "keberatan" means too heavy, et cetera. Moreover, "kelewat" is mot a standardized word because it is mostly used in spoken language. In other words, it is a non-formal one. Above all, why don't we use a formal and standardized word "terlalu" instead of "kelewat"?

ST.750/Finite/ Tom Riddle had turned Hagrid in because he was faced with

Reason <u>the prospect of a Muggle orphanage</u> (p258)

TT.750/Finite/ Tom Riddle menyerahkan Hagrid, karena bila tidak dia harus

Reason <u>tinggal di panti asuhan Muggle</u> (p321)

Score: 1.8

Although the message is somehow well translated through the translation, there should be a rewriting. In *Because he was faced with the prospect of a Muggle orphanage*, the word "prospect" is related to uncertain situation. But in target language "prospect" or "prospek" may mean a tendency to have such a possibility. Although it is a kind of tendency, it is different from obligation which

is strongly recommended to be done. In the translation, "prospect" is not same with "harus" means oblique. Furthermore, the meaning of TT clause is a bit different from the ST clause. The ST implies a prospect or a tendency of probability living in an orphanage, while in TT, living in an orphanage seems to be an ultimate choice without excuse. In other words, there is a shift in meaning in the translation, which is less appropriate. Why not having another appropriate choice like: Karena dihadapkan pada kemungkinan pahit tinggal dip anti asuhan Muggle. "Kemungkinan pahit" in here shows the tendency of unexpected probability but rather not an obligation.

ST.754/
Finite/Reason

"But then...Do you know what did kill that girl?" said Harry.

"Because whatever it is, it's back and attacking people again."

(p278)

"Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?" tanya Harry. "Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang lagi"(p346)

Score: 1.8

The translation points an inconsistency in translating *it* into *dia* which in the target language is used to appoint person and *whatever* into *apa pun* which often refers to non-person object. Thus, the translator may actually choose one among several options to translate *whatever it is* in the clause *because whatever it is*, *it's back and attacking people again*. If "it" is translated into "dia" which a third person pronoun, then "whatever" can be translated into "siapa pun". On the other hand, "it" which is actually a non-person pronoun is translated into "itu", then, "whatever" may become "apa pun". This is a kind of concord or agreement in the target language: dia-siapa pun or itu-apa pun, and thus, cannot be vise versa.

ST.765/ "It only put me in Gryffindor," said Harry in a defeated voice,

Finite/Reason "because I asked not to go in Slytherin." (p333)

TT.765/ "Topi itu menempatkan saya di Gryffindor," kata Harry pasrah, Finite/Reason "hanya karena saya tak mau ditempatkan di Slytherin." (p414)

Score: 1.6

There is a new structure in the translation. *Because I asked not to go in Slytherin* becoming *Hanya karena saya tak mau ditempatkan di Slytherin* makes a loss of "asking function". It seems like a confession-like statement. However, on the whole, the meaning is well delivered in the translation.

ST.766/ The ghoul in the attic howled and dropped pipes whenever Finite/Contingency he felt things were getting too quiet, and small explosions

he felt things were getting too quiet, and small explosions from Fred and George's bedroom were considered perfectly

normal. (p 42)

TT.766/ Hantu di loteng melolong dan menjatuhkan pipa <u>setiap kali</u> dia merasa suasana terlalu sepi, dan ledakan-ledakan kecil

dari kamar Fred dan George dianggap normal. (p.56)

Score: 1.4

It is a word-for-word translation. The translation uses the closest equivalence to translated each part of the clause e.g. whatever=setiap kali, felt=merasa, things=suasana, and quiet=sepi. However, the translation leaves no trace no the ST sentence.

ST.767/ Ginny seemed very prone to knocking things over Finite/Contigency whenever Harry entered a room. (p.43)

TT.767/ Ginny kelihatannya jadi sangat mudah menjatuhkan Finite/Contigency barang-barang setiap kali Harry memasuki ruangan. (p.57)

Score: 1.6

There is a misinterpretation if the translation is not rewritten. In *Whenever Harry entered a room*, "a room" here indicates any or uncertain room. It can be every room in the house. The translation, however, translates the clause into *Setiap kali Harry memasuki ruangan*. "Ruangan" in this sequence indicates certain room, which is probably the room in which the previous sentence has

mentioned before: kitchen. This means that "a room" and "ruangan" have different interpretation to the readers, especially those who read both English and Indonesian version. Thus, why not use the room which is mentioned previously to make it certain. Moreover, the readers would already know what room is referred to by "a room": 'Setiap kali Harry memasuki ruang makan or dapur'.

ST.768/ There may well come a time when, like me, you'll need to

Finite/Contigency keep a stack handy wherever you go. (p.98)

TT.768/ Akan tiba waktunya ketika, seperti aku, kau perlu membawa

Finite/Contigency setumpuk foto ke mana pun kau pergi. (p.123)

Score: 1.2

Ke mana pun kau pergi is a word-for-word translation for wherever you go. It seems the best equivalence to the ST and simply indicates meaning implied in the ST.

ST.769/ Harry spent a lot of time over the next few days dodging out Finite/Contigency of sight whenever he saw Gilderoy Lockhart coming down a

corridor. (p 104)

TT.769/ Selama beberapa hari sesudahnya, Harry melewatkan Finite/Contigency banyak waktu untuk menghindar setiap kali melihat

Gilderoy Lockhart muncul di ujung koridor. (p 131)

Score: 1.8

There is something confusing about the translation. In *setiap kali melihat* Gilderoy Lockhart muncul di ujung koridor, "ujung koridor" is the translation for "a corridor" in whenever he saw Gilderoy Lockhart coming down a corridor. The confusing thing is the translation of "a corridor" into "ujung koridor". Let compare it to clause in ST 669 From either end of the corridor where they stood translated as TT 669 Dari kedua ujung koridor. In this clause, the phrase "end of the corridor" is translated into "ujung koridor". So, what is the difference between "a corridor" and "end of the corridor" if both of them are translated into "ujung

koridor"? For this reason, the translator should have found closest equivalence to "a corridor". Why don't just say 'koridor' for it.

ST.770/ Ron was holding up an ashen-faced Seamus, apologizing

Finite/Contigency for whatever his broken wand had done. (p192)

TT.770/ Ron memegangi Seamus yang wajahnya sepucat tembok, Finite/Contigency meminta maaf untuk entah apa yang telah dilakukan

tongkat patahnya. (p239)

Score: 1.8

The restructuring has made the TT clause more natural and accepted in the target language. On the other hand, there is a need of rewriting of the contingency subordinator *whatever*. The *entah apa* does suit much to the word. Therefore, "apa pun" seems relevant and suit the *whatever*. Although it is a literal translation, it can be more accepted.

ST.771/ Neither of them had written to him all summer, <u>even</u> Finite/Concession though Ron had said he was going to ask Harry to come

and stay. (p.7)

TT.771/ Tak seorang pun dari mereka berdua menulis surat

Finite/Concession kepadanya musim panas ini, meskipun Ron sudah

mengatakan akan meminta Harry datang menginap di

rumahnya. (p.15)

Score: 1.8

The word *datang* and *menginap* seem to have similarity in meaning. They can mean both 'visit' and 'live'. Although both of them suit the word *come* and *stay*, it does not need to write both of them because the clause can be ineffective. Instead, either to choose *datang* or *menginap* has already conveyed the meaning of the original message. However, in the target language, there is an agreement of fixed preposition like 'datang ke' and 'menginap di'. The phrase is considered one united word, thus, it would be unaccepted if the prepositions are exchanged.

ST.772/ Her Pepperup potion worked instantly, though it left the

Finite/Concession drinker smoking at the ears for several hours afterward.(p

122)

TT.772/ Ramuan Merica mujarab-nya manjur sekali, <u>meskipun</u>

Finite/Concession yang meminumnya jadi mengeluarkan asap dari telinga

selama beberapa jam sesudahnya. (p 152)

Score: 1.8

In the researcher's opinion, the TT structure is too much imitating the ST structure. It makes the TT sounds unnatural. Why do not change the structure to be common target language structure so that can be more accepted to the target language readers. Indeed, *meskipun yang meminumnya jadi mengeluarkan asap dari telinga selama beberapa jam sesudahnya* is too literal in meaning and structure, thus make it not a good translation. The researcher and one of the evaluator suggest a restructuring and rewriting of such sequence: "meskipun telinga peminumnya jadi mengeluarkan asap selama beberapa jam sesudahnya".

ST.774/ "All I saw," said Ernies stubbornly, though he was

Finite/Concession <u>trembling</u>, as he spoke. (p 200)

TT.774/ "Yang kulihat hanyalah," kata Ernie bandel, meskipun dia

Finite/Concession bicara sambil gemetaran. (p 249)

Score: 1.6

Meskipun dia bicara sambil gemetaran is considered ineffective according to some evaluators. The strengthened point is the person trembling while speaking. Thus, why not just simply say meskipun dia gemetar saat berbicara. Allthough the structure seems to follow the original clause structure; it makes sense and more accepted than the restructured version which really sounds inappropriate.

ST.775/ The fact was that even though he knew the diary was blank,

Finite/Concession he kept absentmindedly picking it up and turning the pages,

(p233)

TT.775/ Nyatanya, meskipun dia tahu buku harian itu kosong,

Finite/Concession berulang-ulang tanpa sadar dia mengambil dan membuka-

bukanya, (p290)

Score: 1

Although it sounds very literally translated, *meskipun dia tahu buku harian itu kosong* has already transferred the full message of the original clause text. The sentence is accepted and flows naturally in the ear of the target readers. Therefore, it needs neither rewriting nor restructuring.

ST.776/ And while Harry was sure he had never heard the name T.M.

Finite/Concession Riddle before, it still seemed to mean something to him,

(p233-234)

TT.776/ Dan meskipun Harry yakin tidak pernah mendengar nama

Finite/Concession T.M. Riddle sebelumnya, nama itu rasanya berarti sesuatu

baginya, (290)

Score: 1.6

The translation is pretty clear, even though it is word-for-word. However, some evaluators propose a simpler translation version related to the word 'tidak pernah' and 'sebelumnya'. The proposed suggestion is to place the word 'belum' which means 'before' to replace *never* so that it becomes *meskipun Harry yakin belum pernah mendengar nama T.M. Riddle*.

ST.777/ I suggest you go down to the feast, while I write to Azkaban.

Finite/Concession (p334)

TT.777/ Kusarankan kau turun dan ikut pesta, sementara aku menulis

Finite/Concession ke Azkaban. (p415)

Score: 1.6

The evaluators feel that the proper name *Azkaban* would create ambiguity and confusion to the target readers, especially those who do not follow the story from the very first edition, whether it is a name of person or place. While, in fact,

Azkaban is a name of place for prisoners in the world of magic. Therefore, the clause might need a situational context which explains that. It can be added within the clause, or somewhere in the preceded or following clause.

ST.778/ Finite/Contrast TT.778/

Finite/Contrast

Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing. (p.6) Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)

Score: 1

Although it is a word-for-word translation because of its structure which employs the original text structure, *sedangkan Harry membungkuk ke bawah meja* has all transferred tho whole closest meaning of the original text. Meanwhile, it is a reasonable and accepted sequence.

ST.779/ Finite/Contrast "Imagine a wizard buying a rusty old car and telling his wife all he wanted to do with it was take it apart to see how it worked, while really he was enchanting it to make it fly." (p 39)

TT.779/ Finite/Contrast "Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk mengetahui bagaimana cara kerjanya, <u>padahal ternyata dia menyihir mobil itu agar</u> bisa terbang." (p.52)

Score: 1.2

Padahal ternyata dia menyihir mobil itu agar bisa terbang is a word-for-word translation. The clause employs the structure of the original text in the way that it can still flow naturally and be acceptable to the target language readers. Moreover, the translation does not repeat the pronoun it in while really he was enchanting it to make it fly, but instead it only translate it once into mobil itu. That is to maintain effectiveness.

ST.780/ At least Lockhart did, with much twirling of his hands,

Finite/Contrast whereas Snape jerked his head irritably. (p190)

TT.780/ Paling tidak Lockhart membungkuk, dengan tangan berputar-Finite/Contrast putar, sementara Snape cuma mengedikkan kepala dengan

jengkel. (p236)

Score: 1.4

The phrase *mengedikkan kepala* in *sementara Snape cuma mengedikkan kepala dengan jengkel* is a good choice of word. The word *mengedikkan* is derived from the root *kedik* which in target language means to lift one's part of a body a little backward. Therefore, *mengedikkan kepala* means to lift the head moving a little backward, indicating arrogance or ignorance. In the sentence, *kedik* is accurate to describe the situation. Thus, the score given is very accurate 1.4.

ST.781/ How did you escape with nothing but a scar, while Lord Finite/Contrast Voldemort's powers were destroyed? (p313)

TT.781/ Bagaimana kau selamat hanya dengan bekas luka, sementara

Finite/Contrast <u>kekuatan Lord Voldemort hancur?</u> (p389)

Score: 1.6

The sense of opposition is less strong because of the use *sementara* to replace the subordinator of contrast *while*. The situation in the original text, in fact, is to show the contrastive thing between these conditions: 'Harry who could escape with nothing but a scar' and 'Lord Voldemort who lost his powers'. When *sementara* is used, the contrastive sense is less gotten by the readers. Instead, this sense may come straight forward and a bit punched if *sedangkan* is employed. *Sedangkan* provides stronger sense of opposition in the clause.

ST.782/ Finite/Purpose TT.782/ Finite/Purpose Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing. (p.6) Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)

Score: 1.2

There are so many options to choose to translate *so* in the target language, such as *agar*, *supaya*, *biar*, and *sehingga*. The translator, here, prefers *supaya* to other optional purpose conjunctions. This is a good choice. Beside *supaya* is an accurate equivalence, it makes the clause rhyming good: *supaya mereka tidak melihatnya tertawa*.

ST.783/Finite/	He himself fitted a cat-flap in the bedroom door, so that
Purpose	small amounts of food could be pushed inside three times a
•	<u>day</u> . (p22)
TT.783/Finite/	Dia sendiri memasang pintu-kucing di pintu kamar, supaya
Purpose	sedikit makanan bisa didorong masuk tiga kali sehari. (p.32)
Score: 1.4	

The translation preserves the word order of the ST. Meanwhile, the words in the clause are translated into their most common meanings. The whole clause meaning has been transferred accurately to the target readers.

ST.784/	"Not a word to Molly," he whispered to Harry as he opened the
Finite/Purpose	trunk and showed him how it had been magically expanded so
	that the luggage fitted easily. (p.66)
TT.784/	"Jangan bilang apa-apa kepada Molly," bisiknya kepada Harry
Finite/Purpose	ketika dia membuka bagasi dan menunjukkan bagaimana
	bagasi itu sudah dibesarkan dengan sihir sehingga bisa memuat
	koper-koper. (p.85)

Score: 1.8

In the clause, the translation seems to try the best flowing strategy of the translation. The translation does not change the subject of the sentence like what ST does. The ST clause changes the focus of the clause on the luggage, while the TT prefers keeping the whole sentence focus; that is on the trunk. Yet still, it is felt not an interpretative translation. There is another alternative which is more flowing naturally in the target language: *sehingga koper-koper bisa tertampung dengan mudah*. The target language is very associated with passive structure. If

memuat which is derived from the stem muat is used, it cannot be in the passive form termuat. It can be but the meaning will be different. Termuat is used when saying artikel yang saya tulis termuat di majalah which means the article I wrote is written in the magazine. Therefore, tertampung derived from tampung is better because in can be in the passive form and the meaning is proper to replace *fitted*.

ST.785/ Finite/Purpose

Harry yanked his robes straight and headed for a seat at the very back of the class, where he busied himself with pilling all seven of Lockhart's books in front of him, so that he could

avoid looking at the real thing. (p.99)

TT.785/ Finite/Purpose Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumpuk semua buku Lockhart di depannya, supaya

ia tak perlu memandang Lockhart yang sesungguhnya. (p.124)

Score: 1.8

At the real thing in the original text straightly refers to the real Lockhart. Therefore, the translation does not need to add yang sesungguhnya. It is because the clause supaya ia tak perlu memandang ke arah Lockhart is already transferring the meaning implied.

ST.787/ Harry and Ron lagged behind the others so they could talk out

of earshot. (p.269) Finite/Purpose

TT.787/ Harry dan Ron sengaja berjalan berlama-lama di belakang yang

Finite/Purpose lain agar bisa bicara tanpa didengar siapa pun. (p.334)

Score: 1.8

*Agar bisa bicara tanda didengar siapa pun* too employs the ST structure. Thus, the structure arrangement of the translation is a bit unfamiliar in the target language readers' ears. People will be more interested to the subject of the speech than the talking activity itself. Therefore, so they could talk out of earshot can be translated into agar pembicaraan mereka tak terdengar siapa pun. The words arrangement is more accepted in the target language. It emphasizes on the subject matter of the speech rather than the talking activity.

ST. 788/ More than once, they had to stop, so that Harry could crouch down and find the spiders in the wandlight. (p.273) Finite/Purpose

TT. 788/ Lebih dari sekali, mereka harus berhenti, supaya Harry bisa Finite/Purpose berjongkok dan menemukan labah-labah itu dengan cahaya

tongkatnya. (p. 339)

Score : 1.6

Although the translation, again, employs the structure exactly of the ST, it is quite appropriate and does not sound unfamiliar. The whole meaning of the clause is well conveyed through a word-for-word translation strategy. Furthermore, both the ST and TT focus the sentence on the activity done by Harry and it is fine.

ST.789/ "Try and get it out," Ron whispered, shifting his chair so that he

blocked Harry from Madam Pomfrey's view. (p.289) Finite/Purpose

TT.789/ "Coba keluarkan," bisik Ron, menggeser kursinya supaya Finite/Purpose

Harry terhalang dari pandangan Madam Pomfrey. (p.360)

Score: 1.8

There is a little change of structure in the translation. Yet, the clause structure of TT is still irritating. The translator translates blocked into halang, menghalangi, and terhalang. It is literally equivalent, but when it is placed into the sentence, the context is inappropriate. An alternative is proposed as follows supaya Harry tak terlihat Madam Pomfrey. Tak terlihat which means 'invisible' is employed because it already implies that Harry has to be out of sight from Madam Pomfrey's view. Additional information such as 'from Madam Pomfrey's view' does not need to add. The translation should be simple and not complicative.

ST.790/ I decided to leave behind a diary, preserving my sixteen-year-Finite/Purpose old self in its pages, so that one day, with luck, I would be able

old self in its pages, so that one day, with luck, I would be able to lead another in my footsteps, and finish Salazar Slytherin's

noble work. (p.312)

TT.790/ Kuputuskan untuk meninggalkan buku harian, mengawetkan Finite/Purpose diriku yang berusia enam belas tahun di dalam halaman-

diriku yang berusia enam belas tahun di dalam halamanhalamannya, <u>sehingga pada suatu hari nanti, kalau mujur, aku</u> akan bisa membimbing orang lain mengikuti langkahku dan

menyelesaikan pekerjaan mulia Slytherin. (p.388)

Score: 1.6

The translation is quite clear and conveys the meaning exactly like what the ST does. On the other hand, there is a question appears regarding to the omission of the proper name Salazar. Why don't just put the name completely just like the original text because it does not make any difference in the meaning. Moreover, it is a proper name that should have been written the way it is.

ST.791/ The creature slipped of the bed and bowed so low that the end of Finite/Result its long, thin nose touched the carpet. (p.12)

TT.791/ Mahkluk itu meluncur turun dari tempat tidur dan membungkuk Finite/Result rendah sekali <u>sehingga ujung hidungnya yang panjang dan kurus</u>

menyentuh karpet. (p.20)

Score: 1.2

The word-for-word translation applied in the TT sounds suitable to this part. In spite of the suitableness, an evaluator suggests the translation of 'thin' in so low that the end of its long, thin nose touched the carpet should be kecil instead of kurus, though it is a literal translation of thin. He argues that kurus is close related to the shape of a body such as slim, slender, or thin, so that it is not appropriate to describe a nose. Therefore, he tends to choose kecil rather than kurus.

ST.792/ Finite/Result "Sell them a key that keeps shrinking to nothing so they can

never find it when they need it. (p.38)

TT 792/ Finite/Result

"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, sehingga mereka tidak bisa menemukannya sewaktu

memerlukannya. (p.52)

Score: 1.4

There is a loss of meaning in the translation. They can never find it has different sense of meaning from they cannot find it. The first sequence means that the thing will never be found any time any where, but the second one means the people cannot find the thing because it is probably in somewhere else. The difference is very filmy. In other words, when so they can never find it is translated into sehingga mereka tidak bisa menemukannya, it is not good because both sentences have a close difference in meaning. The way to make the translation closest equivalence is to add some words becoming sehingga mereka tidak akan pernah bisa menemukan.

ST.793/ /Finite/Result Ron's jaw dropped so that Crabbe looked even more clueless

than usual. (p223)

TT.793/

Rahang Ron terbuka lebar sehingga wajah Crabbe kelihatan lebih

Finite/Result tolol dari biasanya. (p277)

Score: 1.8

The translator tries to focus every discussion to the face property. How if using the general property, like name which represents a human. It is because the presence of the word wajah which literally means human's face. Why do not just straight forwardly write the name Crabbe? Thus, it is becoming sehingga Crabbe kelihatannya lebih tolol dari biasanya without adding wajah as this formation has already implied that it is Crabbe's face which looks even more a bit foolish, not other parts of Crabbe's body.

ST. 795/ There was a loud clicking noise and suddenly he felt something Finite/Result long and hairy seize him around the middle and lift him off the

ground, so that he was hanging facedown. (p.275)

TT/795/ Terdengar bunyi klak-klik keras, dan mendadak dia merasa Finite/Result sesuatu yang panjang dan berbulu mencengkeram pinggangnya

dan mengangkatnya dari tanah, terbalik, sehingga dia

menggantung dengan kepala di bawah. (p.341)

Score: 1.8

The addition of the word *terbalik* in the TT adds additional information which explains the clause *sehingga dia menggantung dengan kepala di bawah*. It is quite clear for the readers. However, evaluators might have a suggestion regarding the structure of the clause which is felt rather strange because the activeness of the clause itself that rarely used in target language construction. The suggestion is to replace *menggantung* (active verb) into *tergantung* (passive verb) thus, no need additional word *terbalik*. 'Sehingga dia tergantung dengan kepala di bawah' has clearly told that he was hanging facedown without adding extra explanation.

ST. 796/ The car stopped so suddenly that they were nearly thrown into the windshield. (p.280)

TT. 796/ Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris</u>

Finite/Result <u>terlempar ke kaca depan</u>. (p.348)

Score: 1.6

The translator seems to be confused to differentiate between the Indonesian words *terlempar* and *terbentur*. *Terlempar* indicates that something/someone is thrown away from one to another place, e.g.: *Bola itu terlempar ke luar jendela*. The sentence indicates there is a movement of the ball from inside to outside the window. While *terbentur* means that something/someone is forcefully knocked to something usually accidentally e.g.: *Bola itu terbentur ke dinding*. This sentence shows that the ball hit hard or solid

wall. *Terlempar* is actually a literal equivalence to *were thrown* but when it meets a noun referring to a solid thing, it should have been translated into *terbentur*. In other words, putting *terlempar* in the clause is inappropriate. It should be *sehingga mereka nyaris terbentur ke kaca depan*.

ST. 797/ The tunnel was so dark that they could only see a little distance Finite/Result ahead. (p.302)

TT. 797/ Terowongan itu amat gelap, <u>sehingga mereka hanya bisa melihat</u>

Finite/Result jarak sangat pendek di depan mereka. (p.375)

Score: 1.8

The sehingga mereka hanya bisa melihat jarak sangat pendek di depan mereka as the translation for so that they could only see a little distance ahead is not affective. The translation literally follows the structure of the original text, thus make it sounds unnatural. Meanwhile, there is a possible sequence which is not too literal but it conveys the closest meaning of the ST. Therefore, why don't use a simpler and more effective sequence of words with more equivalent in meaning like 'sehingga jarak pandang mereka sangat terbatas'.

ST.798/ Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him <u>like a bomb that might</u> go off at any moment. (p.3)

TT.798/ Sejak Harry pulang untuk liburan musim panas, Paman Finite/Similarity Vernon memperlakukannya seperti bom yang bisa meledak

setiap waktu. (p.9)

Score: 1.4

There is no a big deal in the translation except for the translation of *any moment* into *setiap waktu*. I would rather translate the phrase into 'kapan saja'. Beside it has the same meaning to *setiap waktu*, it gives a better rhyme in the whole clause: *seperti bom yang bisa meledak kapan saja*.

ST.799/ Finite/Similarity For the first couple of weeks back, Harry had enjoyed muttering nonsense words under his breath and watching Dudley tearing out of the room <u>as fast as fat legs would carry him.</u> (p.8)

TT.799/ Finite/Similarity Selama dua minggu pertama, Harry menikmati menggumamkan kata-kata omong kosong dan melihat Dudley kabur dari ruangan <u>secepat kaki gemuknya bisa membawanya</u>. (p.15)

Score: 1.6

Fat does not always mean gemuk. It can be used to describe things that are above the common standard size. In target language, the word besar meaning big can also be used to replace fat. Meanwhile, the structure of secepat kaki gemuknya bisa membawanya sounds irritating because of the –nya repetition in gemuknya, and membawanya. Why don't just write it down into 'secepat kaki gemuknya berlari'. This alternative gives a straight meaning of running implied in as fast as fat legs would carry him.

ST.800/ Finite/Similarity He pulled out his wand and shouted, Expelliarmus!" and just as Snape had disarmed Lockhart, so Malfoy found the diary shooting out of his hand into the air. (p 239)

TT.800/ Finite/Similarity Dia menarik tongkatnya dan berteriak, "Expelliarmus!" dan sama seperti Snape yang melucuti Lockhart, buku harian itu melesat dari tangan Malfoy, terbang ke udara. (p297)

Score: 1.8

The clause *sama sepeti Snape yang melucuti Lockhart* has transferred the intended meaning of the ST correctly. The purpose of the clause intends to describe the similarity of the action Harry done to Malfoy and what Snape had done to Lockhart. The translation is clear and understood.

ST.801/ Finite/Comment

He had stopped right behind Colin, flanked, <u>as he always was</u> <u>at Hogwarts</u> by his large and shuggish cronies, Crabbe and Goyle. (p.97)

TT.801/ Dia berhenti tepat di belakang Colin, diapit, seperti biasanya

Finite/Comment di Hogwarts, oleh dua kroninya yang besar dan kejam, Crabbe

dan Goyle. (p.122)

Score: 1.6

In the adverbial clause of comment translation *seperti biasanya di Hogwart*, the translator seems to intend literally translating *at Hogwart* to *di Hogwart* to maintain the original form of the ST. However, the place name must be thousand times said in the preceded context. It, therefore, does not need to be translated though it appears in the original text.

ST.802/ Now, Professor Dumbledore has granted me permission to Finite/Comment start this little dueling club, to train you all in case you ever

start this little dueling club, to train you all in case you ever need to defend yourselves as I myself have done on countless

occasions. (p189)

TT.802/ "Nah Profesor Dumbledore telah memberiku ijin untuk Finite/Comment membentuk klub duel kecil ini, untuk melatih kalian semua,

siapa tahu kalian perlu mempertahankan diri seperti yang

kualami dalam banyak kesempatan—(p235)

Score: 1.4

Although it is given score 1.6, some evaluators feel that the translation sepeti yang kualami dalam banyak kesempatan a bit weird. Rather than saying yang kualami, it is better saying yang kulakukan. It is a literal translation, but seems to make the sequence flows naturally and sounds appropriate. Apart from this, the meaning of the whole clause has been well conveyed.

ST.805/ Mr. Mason stayed just long enough to tell the Dursleys that Non-finite/purpose his wife was mortally afraid of birds of all shapes and

bose <u>his wife was mortally afraid of birds of all shapes and</u> sizes, and to ask whether this was their idea of a joke. (p.

20)

TT.805/ Sebelum bergegas menyusul istrinya, Mr. Mason masih Non-finite/purpose sempat memberitahu keluarga Dursley bahwa istrinya takut

setengah mati pada segala macam burung dan bertanya

apakah begini cara mereka bergurau. (p. 30)

Score: 1.6

On the whole sentence, the translation is quite clear. It shows encapsulating or general words strategy on the *birds of all shapes and sizes* into *segala macam burung*. On the other hand, the deixis 'begitu' is preferable to show the distant event that passed than *begini*.

ST.806/ Harry ran back to the window to see the bars dangling a

Non-finite/purpose <u>few feet above the ground</u>. (p. 24)

TT.806/ Harry berlari kembali ke jendela dan melihat jaruji itu

Non-finite/purpose <u>bergelantungan kira-kira semeter dari tanah</u>. (p. 37)

Score: 1.6

The translation meets a problem when translating measurement property. How can we know that *a few feet* equals to one meter? While a source writes that a foot equals to 30.48 centimeters. It probably needs an interpretative strategy to be applied. Furthermore, since the purpose conjunction (in order to ...) of the clause is omitted, the meaning of adverbial clause itself becomes subtle. The two clauses are like equal statements without purpose meaning.

ST.807/ Sending the family servant to stop Harry from going back

Non-finite/purpose to Hogwarts also sounded exactly like the sort of thing

Malfoy would do. (p.30)

TT.807/ Mengirim pelayan rumah untuk mencegah Harry kembali

Non-finite/purpose ke Hogwarts kelihatannya juga jenis hal yang akan

dilakukan Malfoy. (p.41)

Score: 1.8

The translation is a word-for-word strategy. As the meaning of the original clause has been well and clearly conveyed, the score 1.6 is then given. Therefore, it needs neither rewriting nor rearranging.

ST.808/ As the castle loomed nearer Harry twitched the cloak to Non-Finite/purpose make sure their feet were hidden, then, pushed the

creaking front doors ajar. (p.281)

TT.808/ Non-Finite/purpose Ketika kastil sudah semakin dekat, Harry menarik jubahnya <u>untuk memastikan kaki mereka tersembunyi</u>, kemudian mendorong pintu depan yang berderit. (p.349)

Score: 1.4

Another alternative can be actually used to replace the word *hidden*. Instead of using a literal match *tersembunyi*, a word *tertutupi* is preferable. It is more relational with the action of twitching the cloak in the sentence.

ST.809/ Seeing the shocked look on Harry's face, Ron added, "It

Non-finite/Time doesn't hurt them" (p.37)

TT.809/ Melihat kekagetan di wajah Harry, Ron menambahkan, "Ini

Non-finite/Time tidak melukai mereka" (p. 50)

Score: 1.8

The translation *melihat kekagetan di wajah Harry* keeps the exact structure of the ST by translating *face* into *wajah*, and soon resulting in it is too literal. Another general translation can be applied to result in a text like *melihat Harry kaget*. It is more straight forward and clearer because no need of extra explanation which part shows the shocked look but the face. Such information has been implied by itself through the sentence.

ST.810/ "Ordinary Wizard Levels," George explained, seeing Harry's

Non-finite/Time <u>puzzled look</u>. (p.46)

TT.810/ "Ordinary Wizarding Levels—Level Sihir Umum," George

Non-finite/Time menjelaskan, melihat wajah kebingungan Harry. (p.61)

Score: 1.8

The use of comma followed by a sentence both in *George explained*, seeing Harry's puzzled look and George menjelaskan, melihat wajah kebingungan Harry is a kind of summary. The translation can use a flowing model explaining cause and effect sequenc such as 'George menjelaskan karena melihat Harry kebingungan'.

ST.811/ <u>Muttering darkly</u>, Mr. Borgin disappeared into a back room.

Non-finite/Time (p.53)

TT.811/ Sambil menggerutu sebal, Mr. Borgin menghilang ke ruang

Non-finite/Time belakang. (p.70)

Score: 1.4

In the target language dictionary, the word *menggerutu* contains semantic property of 'angry=marah', 'irritated=terganggu' or 'annoyed=sebal or jengkel'. Consequently, the word *sebal* can be omitted from the translation.

ST.812/ <u>Clutching his broken glasses to his face</u>, Harry stared around.

Non-finite/Time (p.53)

TT.812/ Sambil menempelkan kacamatanya yang pecah ke wajahnya,

Non-finite/Time Harry memandang berkeliling. (p.70)

Score: 1.8

Contextual information is needed to figure out the complete picture. To get the depiction whether the glasses fells down and he puts them back on the position or he just puts them back to the proper position because of shifting. Although it needs such a context, the translation is still weird as the presence of *menempelkan*. The word has a less strong quality of holding. It is different from *clutching* which means to hold something firmly. *Menempelkan* is just like to put two things closely without the intention of adjusting them. Moreover, the phrase *ke wajahnya* can be omitted because the proper place for adjusting glasses is nowhere else except on the face. An alternative such as 'Sambil memakai kembali kacamatanya yang pecah'.

ST.813/ Shivering, Harry walked past classrooms where lessons were

Non-finite/Time taking place. (p. 198)

TT.813/ Bergidik, Harry berjalan melewati ruang-ruang kelas tempat

Non-finite/Time pelajaran sedang berlangsung. (p. 246)

Score: 1.8

The word bergidik is not appropriate for shivering because they have different meaning and contextual usage. In the target language, bergidik means 'trembling' because of mystical situation or effect. Therefore, it is not proper to replace *shiver* which means 'trembling' because of coldness.

ST.814/ Grinning stupidly, they stuffed the cakes whole into their

Non-finite/Time large mouths. (p.214)

Sambil nyengir konyol, mereka langsung menjejalkan kue itu TT.814/

Non-finite/Time kedalam mulut besar mereka.(p. 267)

Score: 1.2

The addition of *sambil* is appropriate to give timing sense of then action of grinning and stuffing. Although the word *nyengir* is actually non-standard word, it can be used in this circumstance to make it punching.

ST.815/ Pulling their robes up over their face, Harry and Ron knocked

Non-finite/Time softly on the door. (p.215)

Dengan menarik jubah untuk menutupi muka mereka, Harry TT 815/

dan Ron mengetuk pintu pelan, (p.267) Non-finite/Time

Score: 1.8

The use of *menutupi* is match with *menarik jubah* indicating that they were wearing robes. The word 'setelah' is preferable instead of dengan to show the sequence of the action pulling and knocking.

ST.817/ Harry and Ron waited for the distant sounds of two dormitory Non-Finite/time

doors closing before seizing the cloak, throwing it over

themselves, and climbing through the portrait hole. (p.271)

Harry dan Ron menunggu bunyi dua pintu kamar yang TT.817/ Non-Finite/time

menutup di kejauhan, sebelum menyambar Jubah Gaib, menyelubungkannya ke tubuh mereka dan melompati lubang

lukisan. (p.336)

Score: 1.8

The translation is quite clear. The meaning can be got as close as possible. The problem only lies on the use of the word *melompati* which is less relational to the portrait hole. Instead, the word 'memanjat' is preferable because it has existed in some previous sentence in the context which is relational to the portrait hole.

ST.819/ <u>Cracking his neck sideways</u>, he realized that they had reached Non-finite/time the ridge of a vast hollow that had been cleared of trees, so

the ridge of a vast hollow that had been cleared of trees, so that the stars shone brightly onto the worst scene he had ever

laid eyes on. (p.275-276)

TT.819/ Menoleh ke samping, dia menyadari bahwa mereka telah tiba Non-finite/time di tepi tanah kosong yang membentuk semacam lubang besar.

di tepi tanah kosong yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga bintang-bintang bersinar menerangi pemandang paling mengerikan yang pernah

dilihatnya. (p.342)

Score: 1.6

The word 'sewaktu' is preferable to add in the translation to shows the sequence of the events which is preceding and which is following. Furthermore, the addition will give clearer depiction that having had cracked his neck sideways, he then realized something.

## 2. Accurate

ST.10/Finite/ It was half past seven in the evening when at last, he heard Aunt

Time <u>Petunia calling him.</u> (p.10)

TT.10/Finite/ Sudah pukul setengah delapan malam ketika akhirnya, kelelahan,

Time dia mendengar bibi Petunia memanggilnya. (p.18)

Score: 2.2

The adverbial clause in ST is well translated into TT. The full meaning is already well conveyed. However, there is a word addition *kelelahan* in TT which actually does not exist in the ST. Since the word is considered insignificant to the delivery meaning, most respondents including the researcher suggest that it is unimportant addition and better not to be written. Meanwhile, a respondent may have another opinion that the word might function as an interpretative idea the translator made to naturalize the translation; but it is distracting.

ST.77/Finite/ Time The bag of gold, silver, and bronze jangling cheerfully in Harry's pocket was clamoring to be spent, so he bought three large strawberry-and-peanut-butter ice creams, which they slurped happily as they wandered up the alley, examining the fascinating shop windows. (p 57-58)

ST.77/Finite/ Time Uang emas, perak, dan perunggu yang bergemerincing di saku Harry menuntut dibelanjakan, maka dia membeli tiga es krim stroberi-kacang besar yang mereka nikmati dengan gembira sambil berjalan, melihat-lihat isi etalase yang menarik. (p75)

Score: 2

In this point, the translation as they wandered up the alley, examining the fascinating shop windows into sambil berjalan, melihat-lihat isi etalase yang menarik is strange. The meaning has actually been conveyed properly, but there is a fatal omission done by the author here. There are two words that are deleted in the TT, they and the alley. As they is a pronoun, while in Indonesia two pronouns referring to the same reference never occur within a clause, the omission is considered properly. On the other hand, the omission of the alley is a different case. It functions as information of the location which should not be omitted. A respondent said, "I miss the description of the location. Where are they?" The researcher, thus, might say that the omission of the alley is a fatal case. The researcher then, might suggest 'sambil berkeliling tempat itu, melihat-lihat isi etalase yang menarik' as the translation.

ST.111/Finite/ But a moment later, he understood, <u>as Snape unrolled today's</u> Time <u>issue of the *Evening Prophet*</u>. (p 79)

TT.111/Finite/ Tetapi sesaat kemudian, <u>ketika Snape membuka Evening</u>
Time <u>Prophet—koran sihir sore terbitan hari itu</u>, dia pun mengerti. (p
100)

Score: 2

The translation of adverbial clause in the sentence has actually delivered the essential meaning of the ST, but there are still some parts to be revised. A respondent said that the additional information *koran sihir sore terbitan hari itu* is appropriate, thus, improve the accuracy of the translation. Nevertheless, another respondent has another contrastive opinion. He said that the ST already provides detail information of the proper name *Evening Prophet*, however the TT has made it into general statement. In *as Snape unrolled today's issue of the Evening Prophet*, what is meant *today's issue* is a name of a section in a newspaper. It is probably to find equivalent name in the target language so that the translator describes it as an actual newspaper which has just been published.

ST.121/Finite/ Time TT 121/Finite/ As they neared the greenhouses, they saw the rest of the class standing outside, waiting for Professor Sprout. (p. 89)

Mendekati rumah kaca, mereka melihat anak-anak lain sudah berdiri di depannya, menunggu Profesor Sprout. (p. 113)

Time Score: 2

Mendekati rumah kaca as the translation of as they neared the greenhouses has already transferred the closest meaning. Meanwhile, one of the respondents and the researcher might consider the TT is less appropriate and needs revision as the subordinating conjunction as is not translated. It is because the subordinator functions as time indication which should have been transferred. The researcher, then, suggests 'saat mendekati rumah kaca' is the proper one. The addition of saat is not merely unimportant thing, but it can give better meaning equivalent with the ST. It points out that they are in progress of approaching the greenhouses, while TT only gives view that they are already somewhere near the

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greenhouses. Thus, meaning of the suggested translation is more appropriate to

the ST meaning.

ST. 463/Finite/

Condition TT. 463/Finite/ Condition But Dobby has come to protect Harry Potter, to warn him, even if he does have to shut his ears in the oven later... (p.16) Tetapi Dobby datang untuk melindungi Harry Potter, untuk memperingatkannya, meskipun karena itu Dobby harus

menjepit telinganya di pintu oven nanti... (p.25)

Score: 2.2

The meaning of the clause is obviously clear. It is a condition when something prohibited is done shown by the main proportion ('but Dobby has come to protect Harry Potter, to warn him,') there will be a consequent like what is shown by the dependent proportion ('even if he does to shut his ears in the oven later'). On the other hand, *meskipun karena itu Dobby harus menjepit telinganya di pintu oven nanti*'s structure seems not appropriate. Where does the phrase *karena itu* come from? And what it refers to is unclear. Four evaluators including the researcher suggest that the TT needs to be revised in order not to provide strangeness. Therefore, the suggested revision is 'bahkan jika Dobby harus menjepit telinga di pintu oven nantinya'.

ST.493/Finite/ It'll be w

It'll be worse <u>if you don't</u>. (p.87)

Condition

CONGINON

ST.493/Finite/ Gawat kalau tidak. (p.110)

Condition Score: 2

Kalau tidak to replace if you don't seems to be weird. The translation actually can put additional information rather than saying 'not' only. Kalau tidak may lead questions on what should be done (do what?) and what the consequence is (what happen if it is not done?). The meaning is not clear because of the too-short translation. It is probably better if the translator writes 'bisa gawat kalau

tidak kau lakukan' to avoid such questions and give better view so that the readers can have better understanding as well.

ST.503/Finite/ Can you taste it if you walk through it? Harry asked him.

Condition (p133)

TT.503/Finite/ Bisakah kau merasakan ikan itu <u>waktu melewatinya</u>? Harry

Condition menanyainya. (p.166)

Score: 2.2

There is only one evaluator who considers waktu melewatinya very accurate. Two of them note that it already conveys the meaning of the original but needs change, while two others propose that it does not deliver the meaning well. The first evaluation is that if you walk through it has conditional circumstance which expresses the condition under which the main proportion may occur. In contrast, waktu melewatinya totally does not have such conditional circumstance. Thus, there is a lost of meaning in TT. Omitting the subject and conditional subordinator, then replacing the subordinator using 'waktu' which is a time subordinator is another fatal case. They do not match each other and deliver the same circumstance, so it creates confusion to the readers. It is better to replace 'waktu' with 'jika', an Indonesian conditional subordinator.

ST.514/Finite/ If he hadn't had a very good reason for keeping Lockhart in a

Condition good mood, he would have refused to do it. (p 161)

TT.514/Finite/ Harry pasti sudah menolak <u>kalau dia tidak ingat pada rencana</u> Condition <u>Hermione. Untuk itu dia harus membuat Lockhart senang.</u> (p

200)

Score: 2.4

The TT which separates the adverbial clause into two sentences is awkward. Four of five evaluators including the researcher consider it inappropriate and bad translation because it is wordy. Some parts of the translation may come from the context, e.g. *rencana Hermione* which means

"Hermione's plan' does not occur in the ST. Thus, it is a gain meaning. However, there is a lost meaning too in TT which does not translate *a very good reason*. Moreover, separating the adverbial clause into two clauses is not effective and does not give much essential contribution to the delivery meaning. The first clause functions as conditional and the second as purpose clauses. Therefore, a join clause is fine with additional information when needed: 'kalau saja dia tidak punya alasan tepat untuk membuat Lockhart senang, yaitu rencana Hermione. This clause is conveying the exact meaning of the ST without separation. There is not a meaning loss but a gain meaning notably 'yaitu rencana Hermione'.

ST.597/Finite/ Snape looked <u>as though Christmas had been canceled</u>. (p.81)

Comparison

TT.597/Finite/ Snape tampak kecewa sekali. (p.103)

Comparison Score · 2

The TT directly translates what is implied in the idiomatic expression as though Christmas had been cancelled into kecewa sekali which means 'very disappointed'. Although the TT loses the comparative effect and idiomatic expression in the clause, it is a good equivalence to make the sentence understandable. Moreover, the translator might also think that not all people can feel the same impact of cancelling Christmas. This is the reason why direct translation is preferred rather than using the equivalent idiomatic expression. The researcher, however, thinks a possible idiomatic expression which can be understood by general target readers that can be added into the TT. 'Tampang Snape kecewa sekali seakan liburan sekolah dibatalkan'; the underlined clause seems reasonably to give the same effect to readers as well as the ST clause.

ST.620/Finite/ Comparison Both he and Hermione were looking as though someone had

n <u>died</u>. (p196)

TT.620/Finite/ Comparison Baik dia maupun Hermione kelihatan <u>seolah baru saja kematian</u>

<u>teman</u>. (p243)

Score: 2.8

Three of the evaluators state that the TT has delivered the same meaning with the ST though still there are some replacement of dictions and rearrangement. While two m ore others state that it failed the delivery meaning. The meaning of as though someone had died is totally different from seolah baru saja kematian teman. The chosen phrase kematian teman is strange and sounds unnatural in the target language. It is a kind of informal way to speak. 'Kematian' is a noun which has the equivalent word of 'death'. In English the word 'death' cannot function as a verb in a sentence, e.g. someone had death. That is a wrong sequence. The correct one is someone had died. English uses 'die' as a verb and 'death' as the noun. Thus 'kematian' in Indonesian acts the same way with 'death'. In addition, the clause is actually a connotative expression which symbolizes deep sadness in someone's face. The sadness is compared to the happening that someone had died. It can be replaced into another connotative one in the target language which is more acceptable and more importantly can give the same depiction of sadness. The researcher, consequently, strongly recommend of rewriting to make the translation natural. It might be understandable if the clause becomes 'seolah baru saja menghadiri pemakaman teman'.

ST.622/Finite/ Comparison He returned to squint at what he'd fallen over and felt as though

his stomach had dissolved. (p.202)

TT.622/Finite/

Harry menoleh untuk melihat apa yang membuatnya jatuh, dan

Comparison <u>hatinya mencelos</u>. (p.251)

Score: 2.6

Four of five evaluators including the researcher note that there is a problem in choosing the word *mencelos* in the clause translation. The word does not have the same meaning to that in the ST 'dissolved'. In the target language 'mencelos' means to go easily into a hole or be slipped, while 'dissolve' has two meaning, they are to express strong feelings which one cannot control and to make a solid become liquid. Therefore, the two words are not equivalent each other. Due to the in-equivalence, the meaning of the clause in ST is not accurately conveyed in the TT. The suggested replacement is 'perutnya serasa diaduk-aduk' instead of 'mencelos'. The suggested phrase provides better and match the idiomatic expression of the ST *his stomach had dissolved*.

ST.660/Finite/Place

He had stopped noticing the fantastic cloud shapes now and was thinking longingly of the train miles below, where you could buy ice-cold pumpkin juice from a trolley pushed by a plump witch. (p.72)

TT.660/Finite/

Dia sudah berhenti mengamati bentuk-bentuk awan yang fantastis sekarang, dan memikirkan kereta api yang berkilo-kilo meter di bawah mereka. <u>Di dalam kereta api mereka bisa membeli jus labu kuning dingin dari troli yang didorong penyihir wanita gemuk.</u> (p.92)

Score: 2

Although the content of the ST has been conveyed accurately in the TT, word rearranging and rewriting are still needed. The first thing, it is not clearly understood why the pronoun 'you' in the clause is translated into 'mereka' which actually means 'they or them'. Meanwhile, in other sentences in the same novel, the pronoun 'they' is translated into 'mereka' too. For this reason, there is inconsistency done in translating those pronouns.

In the second place, the TT is felt awkward because it is literally and structurally translated. In the target language, it is not common to say "I buy ice-

cream cone from a bike ridden by an ice-cream man". Instead, the agent, ice-cream man should be stated first to show from whom someone buys an ice-cream cone. In a like manner, although the trolley is stated first before the plump witch in the ST, the translation should reverse and place the agent before the trolley. The TT, thus, should not follow the order of the ST to make it acceptable in the target language. It should be "Di dalam kereta api mereka bisa membeli jus labu kuning dari penyihir wanita gemuk yang mendorong troli".

ST.695/Finite/ It might be kinder to leave her where she is (p285)

Place

TT.695/Finite/ Mungkin baginya lebih baik jika dia dibiarkan membatu (p355)

Place Score: 2.6

Where she is is an idiomatic expression which has a connotative meaning. The clause is in the form of adverbial clause of place which actually refers to a condition or situation in which Hermione is petrified. Therefore, the translator should have translated it into another idiomatic expression which is understood in the target language instead of merely direct translation into what it referred to. Thus, according to the evaluator, the TT needs to be rewritten though the whole meaning is already well conveyed. "Membatu" should be "pada keadaannya sekarang".

ST.715/Finite/ Because I think another delivery might finish your one off.

Reason (p.45)

TT.715/Finite/ Karena kalau sekali lagi disuruh mengirim surat, kurasa burung

Reason yang satu ini lewat deh. (p.60)

Score: 2

Although there is a single clause in ST, it becomes two clauses in the TT.

The whole sentence is actually an adverbial clause of reason which in TT changes to be an adverbial clause of condition with the present of "kalau" or "if" clause.

The translator took this way because a single clause translation would not suit the target language. The ST clause focuses on the delivery which might kill the courier. It would be weird if the TT sentence says the delivery (abstract thing) would kill the courier. Therefore, the TT focuses its sentence on the courier (in this case the bird) itself and makes the analogy into if-sentence in two clauses. On the whole, the meaning implied is well transferred.

ST.773/	The passageway leading to Nearly Headless Nick's party
Finite/Concession	had been lined with candles, too, though the effect was far
	from cheerful. (p 131)
TT.773/	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus
Finite/Concession	juga sudah diterangi dengan deretan lilin, meskipun efeknya
	jauh dari cerah. (p 164)

Score: 2

Though the effect was far from cheerful is translated into meskipun efeknya jauh dari cerah. There is a problem in the word cerah which is a translation for cheerful. Cheerful in the source language indicates brightness or full of light for describing a room and indicates happiness for describing mood or situation. While cerah in target language means light opposite of dark used for describing colors and full of sunshine for describing whether or day. Cheerful in the context is describing a party which is full of candle light but the effect was not as expected. Therefore, some evaluators consider that cerah is not a good choice to replace cheerful. There is a difference in sense. Some other words can be used as an

alternative to translate cheerful such as gembira, ceria, and semarak. The translator should have chosen one among them.

ST.794/ Finite/Result Then, when the trees had become thicker than ever, they saw their spider guides leaving the path, so that the stars overhead were no longer visible, and Harry's wand shone alone in the sea of dark, (p271)

TT.794/ Finite/Result Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah pemandu mereka meninggalkan jalan setapak, sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan, (p337)

Score: 2

Although from among five evaluators, this sequence got mark 2 accurate, still, the translation faces several problems. It is uncommon to say one's wand shone alone in the sea of dark literally without changing either some words or the word arrangement. When the ST is translated into *sehingga bintang-bintang di langit tak kelihatan lagi dan tongkat Harry bersinar sendiri dalam lautan kegelapan*, the peculiar thing lies in the *tongkat Harry bersinar sendiri dalam lautan kegelapan* sequence. Readers might certainly have different interpretations one to another, such as (a) Harry's wand is the only thing that shines in the sea of dark, or (b) Harry's wand is suddenly luminous at the moment it is in the sea of dark. The two examples of interpretation are different. So, which one the implied meaning of the ST is questionable. It would not if the translator changes the words arrangement into *sehingga bintang-bintang tak terlihat lagi dan tongkat Harry menjadi satu-satunya sinar dalam lautan kegelapan*. The sequence straight forwardly convey the exact meaning of the original text.

ST.804/ But Lord Voldemort got you in the end, <u>as you knew he must</u>. Finite/Comment (p321)

TT.804/ Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya,

Finite/Comment seperti kauketahui pasti akan terjadi. (p400)

Score: 2.6

In a like manner to the TT.804, the translation of *as you knew he must* becoming *seperti kauketahui pasti akan terjadi* is not clearly understood. Although the translator has made it different in the structure from the original, the meaning intended has also been conveyed, the structure of the sequence is less appropriate. It sounds too formal in the word *kauketahui*. It seems that the translator wants to keep the good rhyme of the sentence, but consequently the dictions are weird. Why don't just say: 'seperti kau tahu akan begitu'. This uses both the good rhyme and dictions too.

ST.816/ When, sitting right behind Malfoy, Harry overheard him

Non-Finite/time gloating to Crabbe and Goyle. (p.266)

TT.816/ <u>Waktu itu Harry, yang kebetulan duduk di belakang Malfoy,</u> Non-Finite/time mendengarnya menyombongkan diri kepada Crabbe dan

Goyle. (p.331)

Score: 2.2

The evaluators regard the translation too long and less simple. It must be another strategy than keeping the original text's structure in the translation. In the evaluators' opinion, the ST can be transferred like 'Harry, yang waktu itu duduk tepat di belakang Malfoy'. It is simpler and less complicated.

ST.821/ "Okay", Ron sighed as though resigned to the worst. (p.272)

Non-finite/ Comparison

TT.821/ "Oke," Ron menghela napas, seakan menyerah pada nasib untuk

Non-finite/ menerima yang paling buruk. (p.338)

Comparison Score : 2.6

According to the evaluators, the translation is wordy. It keeps insisting on the ST's structure. The result is that it becomes complicated and less effective to

accept by the target reader. Why don't just write a better revision such 'seakan pasrah pada nasib yang terburuk'.

## 3. Inaccurate

ST.642/Finite/ As though Hagrid had the brains, or the power! (p312)

Comparison

TT.642/Finite/ Mana mungkin Hagrid punya otak untuk itu, atau untuk

Comparison <u>kekuasaan!</u> (p386)

Score: 3

The translation, in fact, creates an ambiguity to the target readers. The phrase *untuk kekuasaan* make the clause might have double interpretations: (1) Hagrid who hardly had the brains or power to do something and (2) Hagrid who had brains did something for the sake of power. In contrast, the original clause *as though Hagrid had the brains, or the power!* Tends to follow the first interpretation while in TT the clause becomes tending to the second interpretation. The sentence (TT), therefore, does not transfer an accurate meaning of the ST. The writer, moreover, thinks a good translation to revise the wrong one becoming "Mana mungkin Hagrid punya otak atau kekuasaan untuk itu!"

ST.786/ His mouth held wide so that it passed through one of the

Finite/Purpose stinking salmon. (p.133)

TT.786/ Mulut terbuka lebar melewati salah satu ikan salem bau.

Finite/Purpose (p.166)

Score: 3

The clause translation is very strange and cannot be understood. The intent why the mouth is held widely becomes subtle as there is no intentional marker, and so does the whole meaning. The translation is only a kind of affirmative sentence telling 'His mouth held wide passing through one of the stinking salmon'. Then what? It is so unclear. The condition would be different if the

translator translated the purpose subordinator that shows the intended meaning

carried by the clause. If the translation is like Mulut terbuka lebar agar tidak

melewatkan salah satu ikan salem bau, the purpose clause becomes clear and well

explains why the mouth is held wide.

ST.803/ "If I say it myself, Harry, I've always been able to charm the

Finite/Comment people I needed." (p310)

"Walau pun aku sendiri yang bilang, Harry, aku selalu bisa TT.803/

Finite/Comment memikat orang-orang yang kuperlukan." (p.384)

Score: 3.2

The translation too follows the original text to much that makes it sounds

unnatural. In fact, it does not transfer meaning accurately to the target language

readers. It needs to be replaced into a proper commentary clause based on the

target language. It is better to say: 'Kalau aku boleh bilang...' or 'Jika boleh

kukatakan...' or a more straight-forward clause 'Menurutku...'

Very inaccurate

If they pursued their fixed course, there could be no doubt ST.561/Finite/

Condition about where they would end up. (p269) TT.561/Finite/

Condition

Score: 4

The translation does not exist because the STT is omitted or is not translated in purpose by the translator. One of the evaluators even suggests that

the sentence should be translated. The researcher, then, proposes a translation

'Jika dilihat dari arah barisan yang teratur, tak diragukan lagi kemana tujuan

mereka pergi'.

ST.669/Finite/ Place

From either end of the corridor, where they stood came the sound of hundreds feet climbing the stairs, and the loud, happy

talk of well-fed people.(p.139)

TT.669/Finite/ Place

Dari kedua ujung koridor terdengar bunyi ratusan kaki yang menaiki tangga, juga celoteh riang dan keras anak-anak yang

perutnya kenyang. (p 173)

Score: 4

The TT nearly conveys the content of the ST accurately if there is not an omission of the adverbial clause of place where they stood. It becomes awkward when the TT only delivers from either side of the corridor but omits the important clue which corridor it is. The 'where they stood' clause functions as place adverbial which actually takes a role as a specifier of the corridor. Which corridor is it? It is the corridor where they stood. For this reason, the translator simply could have translated the clause as 'tempat mereka berdiri'.

ST.820/

Non-

finite/Comparison

ST.820/ Non-

finite/Comparison

Score: 4

Several large spiders were scuttling over the ground on the other side of the glass, moving in an unnaturally straight line as though taking the shortest route to a prearranged

meeting. (p.268)

The translator skips the entire text from the whole context. The purpose of doing this is uncertain, whether the sentence is difficult to translate of unimportant to keep. Meanwhile, the clause can actually be translated easily and would give a clear information such 'seakan mengambil rute yang paling pendek menuju pertemuan yang telah diatur'. It means something to the whole context. The evaluators still do not understand why the omission is taken to the sentence.

According to the above explanation, the study can find out the average score given by the five (5) assessors including the researcher to the whole adverbial clause translations. The following diagram shows the average score of each assessor to the whole translations analyzed.

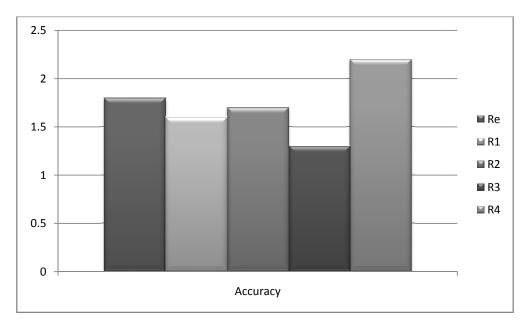


Diagram 1. Accuracy Score of Each Respondent

Based on the diagram, it can be seen that researcher (Re) gives score 1.8, first respondent (R1) gives 1.6, second respondent (R2) gives 1.7, third respondent (R3) 1.3, and fourth respondent (R4) gives 2.2 to 105 translations. Those scores are added and divided by the total assessors as follows.

$$\sum = \underline{\text{total scores}}$$

total assessors

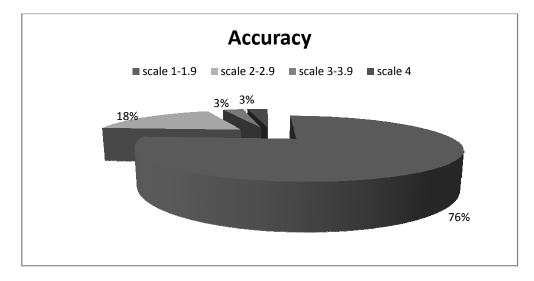
$$\Sigma = 1.8 + 1.6 + 1.7 + 1.3 + 2.2$$

5

$$\Sigma = 1.7$$

The score, 1.7, based on Nababan's accuracy rating instrument, is included very accurate. It means that the translations have accurately revealed the content of the

ST so that they are felt clear and no need of rewriting. The following chart shows the classification of the translations in percentage.



**Diagram 2. Accuracy Scale Classification in Percentage** 

The study finds out that about 76% of the translations are very accurate, 18% of the translations are accurate, 3% of the translations are inaccurate and another 3% are very inaccurate.

## **B.** Translation Readability

To meet the readability, the study involves 10 respondents with English field background to assess each translation item using the 'readability-rating instrument'. The scale and indicator for each scale is presented below.

Scale	Indicator
1	The TT adverbial clause is easy to read. The whole terms of the
	, and the second
	translation products can be fully understood by the TL readers.
	r and r r r r r r r r r r r r r r r r r r r

2	The TT adverbial clause is easy to read. However, there are some
	terms that cannot be fully understood by the TL readers.
3	The TT adverbial clause is hard to read. Most of the terms cannot
	be understood by the TL readers.
4	The TT adverbial clause is completely hard to read. All terms
	cannot be understood or are not translated at all.

Based on the respondents' answers through the questionnaire, the study found that among 105 items, there are 98 items that are readable. The study comes to the final score of readability by summing the average scores given by each respondent divided by total respondents. The average scores of each respondent are gotten from the total score per item divided by the total sentences which hold adverbial clauses. The followings are the score for each translation item and its score presented with the explanations.

## 1. Highly readable (score range 1-1.9)

TT.53/821Finite/

Time

Mereka menaiki dua tangga lagi <u>sampai tiba di pintu yang</u> <u>catnya mengelupas dan ada papan kecil</u> bertuliskan

"Kamar Ronald". (p54)

Score: 1.8

The respondents can accept the sequence of the clause both its choice of words and structure.

TT.77/821/Finite/

Time

Uang emas, perak, dan perunggu yang bergemerincing di saku Harry menuntut dibelanjakan, maka dia membeli tiga es krim stroberi-kacang besar yang mereka nikmati dengan gembira sambil berjalan, melihat-lihat isi etalase yang menarik. (p75)

The clause is basically understood because of its simple words. Some respondents suggest adding an equal conjunction between the two verbs 'berjalan' and 'melihat-lihat' to make the clause flowing.

TT.96/821/Finite/

Dia mendorong trolinya ke depan dengan hati-hati <u>sampai</u> menempel ke palang dan mendorong sekuat tenaga. (p88)

Score: 1.8

All respondents can understand the clause easily. Hence, the clause is accepted.

TT.111/821/Finite/

Tetapi sesaat kemudian, <u>ketika Snape membuka Evening</u> <u>Prophet—koran sihir sore terbitan hari itu</u>, dia pun mengerti. (p 100)

Score: 1.6

The explanation of the *Evening Prophet* gives the respondents clarity of what is meant by the adaptation name. Thus, make the clause can be accepted.

TT.435/821/Finite/ Time Udara dingin menerpa wajah dan rambut Harry, dan belum puas dia menikmatinya, perjalanan itu sudah berakhir—mereka berempat mendarat di lantai basah toilet Myrtle Merana. (p.405)

Score: 1.7

The clause is easily understood. All respondents can accept the sequence clearly without any problem.

TT.473/821/Finite/Condition

Baru semalam kami katakan kami sendiri akan datang menjemputmu kalau sampai hari Jumat kau tidak membalas surat Ron. (p.47)

Score: 1.8

The clause shows the conditional sense with the presence of the conjunction 'kalau'. The whole meaning is got and both the structure and the dictions are accepted.

TT.502/Finite/

Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)

Condition Score : 1 4

In this case, restructuring has been well done. A clause that becomes a phrase in the translation but it still can be understood. *Sebisa mungkin* has a equivalent word in the source language, notably *as could as possible*. Thus, it does not make confusion.

TT.514/Finite/

Harry pasti sudah menolak kalau dia tidak ingat pada

rencana Hermione. Untuk itu dia harus membuat

Lockhart senang. (p 200)

Score: 1.9

Condition

The respondents can accept the clause sequence, both in structure and choice of words. The clause has shown a conditional circumstance which makes Harry did something that actually is not from his true heart.

TT.586/Finite/Comparison

Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan coretan

yang kelihatannya dikirim oleh si pengawas binatang liar

Hogwarts, Hagrid. (p.28)

Score: 1.6

Although the clausal translation is highly acceptable due to its simple words, still, some respondents suggest restructuring. The one which should be restructured is *si pengawas binatang liar Hogwarts, Hagrid*. The target language tends to state the object first, and then followed by its explanation. It is different from English that most likely places the head noun after modifier. Hence, this arrangement, *Hagrid, si pengawas binatang liar Hogwarts*, is more accepted.

TT.593/Finite/Comparison

Si pegawai toko kelihatannya <u>ingin mencegah mereka</u> <u>pergi</u>, tetapi tingginya tak sampai sepinggang Hagrid.

Jadi, dia memutuskan lebih baik diam saja. (p.82)

All respondents can easily understand the translation. Both its dictions and structure are accepted in the target language.

TT.595/Finite/ Comparison Harry merasa seakan perutnya baru saja dihantam salah

satu dahan besar pohon gila itu. (p 101)

Score: 1.6

The whole clause is a good comparative choice to what Harry's inconvenient feeling at that time.

TT.597/Finite/

Snape tampak <u>kecewa sekali</u>. (p.103)

Comparison Score: 1.3

The underlined phrase is actually derived from a clause in the original text. In only two words, it straightly describes Snape's strong feeling with the form of an adjective followed by its modifier.

TT.600/Finite/Comparison

Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville memandangnya ketakutan seakan amplop itu

bisa meledak setiap saat. (p.110)

Score: 1.7

All respondents say that the clause which is a situational condition is a good comparison to describe the frightening face of Ron's and Neville's. Something nearly explodes might cause to one's fear.

TT.617/Finite/ Comparison <u>Bagai tertarik magnet</u>, Bludger itu kembali meluncur ke arah Harry, dan Harry terpaksa terbang dengan kecepatan

penuh. (p 209)

Score: 1.4

The passive construction really suits the target language. No more explanation is needed, because in passive voice the interesting thing is just the action. The subject is then mentioned in the following clause.

TT.655/Finite/

"Uh, dasar sok," gerutu Ron, menggosok kakinya yang

Place

tadi diinjak si fotografer. (p.78)

Score · 16

To some respondents, without the word 'tadi', which is a time adverbial of the target language, the clause already implies the action of being stepped on and rubbing his foot do not take a long juncture. In other word, the action of rubbing his foot exists after being stepped on.

TT.657/Finite/

Place

Tetapi rombongan yang kembali ke perapian di Leaky Cauldron adalah rombongan yang lesu. Dari tempat itu Harry, keluarga Weasley, dan semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo.

(p.82)

Score: 1.8

There is a problem in the structure of the clause. Some respondents feel it is weird to say that all the shopping goods would be travelling home. The verb 'travel' is used to describe action done by human being or any which is given animate quality like *Harry* and the Weasleys. Therefore, it is not right to align an inanimate thing (in this case, the shopping goods) with the animate ones under the same action verb 'travel'. Why don't say dari tempat itu, Harry dan keluarga Weasley, yang membawa semua belanjaan mereka, akan pulang ke The Burrow menggunakan bubuk Floo.

TT.660/Finite/ Place

Dia sudah berhenti mengamati bentuk-bentuk awan yang fantastis sekarang, dan memikirkan kereta api yang berkilo-kilo meter di bawah mereka. Di dalam kereta api mereka bisa membeli jus labu kuning dingin dari troli yang didorong penyihir wanita gemuk. (p.92)

Score: 1.5

The problem in the clause happens when a sentence is forcefully formed in passive. Although the target language sentences often tend to be in passive form, not all sentences are appropriate to be in passive form. Sometimes, a translator should leave the sentence in the way it can naturally read by the readers. The clause is better to be *di dalam kereta api, mereka bisa membeli jus labu kuning dingin dari seorang penyihir wanita gemuk yang mendorong troli*.

TT.661/Finite/

Mata Harry memandang melewati anak ini ke tempat Profesor Dumbledore, kepala sekolah yang duduk menonton seleksi ini dari meja guru, jenggot panjangnya yang keperakan dan kacamata bulan-separonya berkilauan tertimpa cahaya lilin. (p.98)

Score: 1.7

A matter of arrangement and diction make the respondents think the clause rather clumsy. The word 'arah' should be better replacing 'tempat' as 'tempat' is referring to 'meja guru' which is mentioned again under the same clause. By mentioning two of them (tempat and meja guru), which refers to each other, the clause seems to be weird. The translator should just use either 'tempat' or 'meja guru'. Let say 'meja guru' is used and thus replace 'tempat' to 'arah'. The clause becomes arah Professor Dumbledore, kepala sekolah, yang duduk menonton seleksi ini dari meja guru.

TT.664/821/Finite/Place

Mereka turun untuk makan siang. <u>Suasana hati Ron tidak</u> menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran <u>Transfigurasi</u> (p.120)

Score: 1.7

On the whole, the clause is well understood and accepted except for the absence of temporal circumstance in the event that Ron's mood wasn't improved when he saw Hermione's showing the handful of perfect coat buttons. A time adverbial should be added to show what makes Ron's mood isn't improved. It may become *suasana hati Ron tidak menjadi lebih baik saat melihat Hermione* 

memamerkan segenggam kancing jaket sempurna yang dihasikannya dalam pelajaran Transfigurasi.

TT.665/Finite/

Place

Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. <u>Dia lalu menyibukkan</u>

diri dengan menumpuk semua buku Lockhart di depannya,

(p.124)

Score: 1.5

All respondents can accept the translation because they consider it is well arranged and there is not a diction-matter.

TT.719/Finite/ Reason "Mungkin dia keluar," kata Harry, "<u>karena tidak terpilih</u> mengajar Pertahanan terhadap Ilmu Hitam lagi!" (p 99)

Score: 1.9

All respondents can accept the translation. The sequence is well understandable and already clear.

TT.726/Finite/ Reason Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan karena tiba-tiba saja terjadi

keributan. (p 140)

Score: 1.7

The translation is considered well accepted by the respondents. Therefore, it does not need any addition or omission.

TT.750/Finite/

Tom Riddle menyerahkan Hagrid, <u>karena bila tidak dia</u>

Reason harus tinggal di panti asuhan Muggle (p321)

Score: 1.8

A respondent say that the translation might be ambiguous without reading the context. He argues whether who would have to live at the orphanage, Tom Riddle or Hagrid is not clear. Since the third pronoun 'dia' can be either refers to one of those names.

TT.766/Finite/Contigency

Hantu di loteng melolong dan menjatuhkan pipa <u>setiap kali</u> <u>dia merasa suasana terlalu sepi</u>, dan ledakan-ledakan kecil dari kamar Fred dan George dianggap normal. (p.56)

Score: 1.8

Although the translation is well understood, some respondent might say that it is rather ineffective. The translator could have made it more straight forward, for instance, *setiap kali dia merasa sepi*. If we talk about loneliness, it is sure about situation, it can be situation of one's heart, or one's room.

TT.767/Finite/Contigency

Ginny kelihatannya jadi sangat mudah menjatuhkan barangbarang setiap kali Harry memasuki ruangan. (p.57)

Score: 1.5

The translation is quiet clear and understandable. Therefore, the respondents can accept the sequence.

TT.768/Finite/Contigency

Akan tiba waktunya ketika, seperti aku, kau perlu membawa

setumpuk foto ke mana pun kau pergi. (p.123)

Score: 1.4

The respondents can accept the translation. The translation is understood, thus, no suggestion is presented.

TT.769/Finite/Contigency

Selama beberapa hari sesudahnya, Harry melewatkan banyak waktu untuk menghindar <u>setiap kali melihat</u> Gilderoy Lockhart muncul di ujung koridor. (p 131)

Score: 1.9

The translation is accepted due to its understandable words and nonclumsy arrangement. The respondents can easily understand what is being conveyed.

TT.771/Finite/Concession

Tak seorang pun dari mereka berdua menulis surat kepadanya musim panas ini, <u>meskipun Ron sudah mengatakan akan meminta Harry datang menginap di</u>

rumahnya. (p.15)

Basically, the translation uses simple words that are easily understood. However, the respondents feel that its structure is a bit weird as there is no conjunction or adverbial between the verbs 'datang' and 'menginap'. For the sake of clarity, the translator should have put a conjunction between them. It can be 'dan' or 'untuk'.

TT.772/Finite/Concession

Ramuan Merica mujarab-nya manjur sekali, <u>meskipun yang</u> meminumnya jadi mengeluarkan asap dari telinga selama

beberapa jam sesudahnya. (p 152)

Score: 1.9

Respondents consider the construction of the translation is clumsy. It does not flow naturally in the ears of the target readers. Besides, it is too long and complicated. The translator should have written *meskipun telinga peminumnya jadi berasap selama beberapa jam sesudahnya*.

TT.774/Finite/ Concession Score: 1.9 "Yang kulihat hanyalah," kata Ernie bandel, <u>meskipun dia</u> bicara sambil gemetaran. (p 249)

The respondents can understand the translation. It is easily understood by the target language readers.

TT.775/Finite/ Concession Nyatanya, <u>meskipun dia tahu buku harian itu kosong</u>, berulangulang tanpa sadar dia mengambil dan membuka-bukanya, (p290)

Score: 1.4

No suggestion is proposed because the respondents can accept and understand what is being discussed in the translation.

TT.776/Finite/Concession

Dan <u>meskipun Harry yakin tidak pernah mendengar nama T.M.</u> <u>Riddle sebelumnya</u>, nama itu rasanya berarti sesuatu baginya,

(290)

All respondents can easily understand the translation. Both its dictions and structure are accepted in the target language.

TT.778/Finite/Contrast

Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)

Score: 1.7

On the whole, the translation is already accepted. It is easily understood. No suggestion or revision is needed.

TT.779/Finite/Contrast

"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu agar bisa terbang." (p.52

Score: 1.9

The problem in the translation is that it uses too much adverb, such as 'padahal' and 'ternyata'. While, in fact, both of them are similar in meaning and function. It is a king of 'wasting' words, thus making the translation less effective. The translator should have chosen one of them to fit the clause.

TT.781/ Finite/ Bagaimana kau selamat hanya dengan bekas luka, <u>sementara</u> kekuatan Lord Voldemort hancur? (p389)

Contrast Score: 1.9

Some respondents suggest substituting 'hancur' into 'musnah'. It is a matter of appropriateness in the target language. What can be disappear or 'musnah' is power, while what can be destroyed is person, in this case Lord Voldemort.

TT.782/ Finite/ Purpose Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, <u>supaya mereka</u> tidak melihatnya tertawa. (p.14)

The respondents can accept the translation. It is easily understood, not complicated, and uses simple terms. In addition, the translation produces good rhyming.

TT.787/ Finite/ Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain

Purpose Score: 1.8 agar bisa bicara tanpa didengar siapa pun. (p.334)

All respondents can actually get the idea from the translation. The passive form is proper to use in this sequence. In spite of its properness, some respondents suggest that it will sound better if 'didengar' is replaced with 'terdengar'.

TT. 788/ Finite/ Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bisa</u> berjongkok dan menemukan labah-labah itu dengan cahaya

Purpose <u>tongkatnya</u>. (p. 339)

Score: 1.8

The respondents generally do not have any problem with this translation. It is already understood and well accepted.

TT.789/

"Coba keluarkan," bisik Ron, menggeser kursinya <u>supaya Harry</u>

Finite/ <u>terhalang dari pandangan Madam Pomfrey</u>. (p.360)

Purpose Score: 1.8

Some respondents consider that something is wrong with *supaya Harry* terhalang dari pandangan Madam Pomfrey. The terms terhalang dari pandangan which means out of view of Madam Pomfrey's, according to them, are ineffective. In fact, they tend to say supaya Harry tak terlihat Madam Pomfrey. The sequence is briefer and better to read.

TT.790/ 821/Finite/ Purpose Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia enam belas tahun di dalam halaman-halamannya, sehingga pada suatu hari nanti, kalau mujur, aku akan bisa membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin. (p.388)

Score: 1.8

Although the translation is quite long, it is easy to understand. The respondents can accept the translation without any difficulties.

TT.791/ Mahkluk itu meluncur turun dari tempat tidur dan membungkuk rendah sekali <u>sehingga ujung hidungnya yang panjang dan kurus</u> Result menyentuh karpet. (p.20)

Score : 1.9

The sequence of translation is quite clear. The respondents get the point what is said and no problem with the easy terms and well-composed construction.

TT.792/ "Jual kepada mereka kunci yang terus mengerut sampai akhirnya Finite/ menghilang, <u>sehingga mereka tidak bisa menemukannya</u> sewaktu memerlukannya. (p.52)

Score: 1.8

The respondents can understand the translation. It is basically simple, not complicated and quite brief and direct.

TT.793/ Rahang Ron terbuka lebar <u>sehingga wajah Crabbe kelihatan lebih</u> <u>tolol dari biasanya</u>. (p277)
Result

Score: 1.7

The structure and dictions used in the translation is well understood. Although some respondents say that without 'wajah' in *sehingga wajah Crabbe kelihatan lebih tolol dari biasanya*, readers might get the idea.

TT/795/ Terdengar bunyi klak-klik keras, dan mendadak dia merasa Finite/ sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, sehingga dia menggantung dengan kepala di bawah. (p.341)

The respondents argue that the word 'terbalik' already gives the readers view that he was hanging facedown. Thus, it does not need information *dengan kepala di bawah*. The structure becomes *sehingga dia menggantung terbalik*. This is easier to understand.

TT. 796/ Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris</u> Finite/ <u>terlempar ke kaca depan.</u> (p.348)

Result Score: 1.4

The translation is quite brief and easy. The respondents can understand it, so they leave it that way.

TT.798/ Sejak Harry pulang untuk liburan musim panas, Paman Vernon Finite/ memperlakukannya seperti bom yang bisa meledak setiap waktu. (p.9)

Score : 1.5

The translation is a good similarity to describe Uncle Vernon's way of treating Harry. It provides clear depiction toward the readers.

TT.800/ Dia menarik tongkatnya dan berteriak, "Expelliarmus!" dan <u>sama</u> seperti Snape yang melucuti Lockhart, buku harian itu melesat dari tangan Malfoy, terbang ke udara. (p297)

Some respondents regard the translation is inappropriate. They question how different things, in this case, the action of Snape disarmed Lockhart and the book shooting out in the air, are being compared under the similarity adverb *sama seperti*. They, even, seem do not have any similar connection.

TT.802/ "Nah Profesor Dumbledore telah memberiku ijin untuk membentuk klub duel kecil ini, untuk melatih kalian semua, siapa tahu kalian perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)

Some respondents can accept the translation, while some others insist that its language is hyperbole. If the translator wrote it as follows *seperti yang sudah sering aku alami*, the readers still can get the implied meaning.

TT.805/ Non-finite/ Purpose Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat memberitahu keluarga Dursley bahwa istrinya takut setengah mati pada segala macam burung dan bertanya apakah begini cara mereka bergurau. (p. 30)

Score: 1.7

Most respondents can accept the translation. Although it is quite long, but the language is easy to understand and does not cause any confusion. Therefore, it is already clear.

TT.806/ Non-finite/ Purpose Harry berlari kembali ke jendela <u>dan melihat jeruji itu</u> bergelantungan kira-kira semeter dari tanah. (p. 37)

Purpose Score: 1.8

Most of the respondents can easily understand the translation. However, only one respondent says that it is a bit clumsy but still she can understand it.

TT.807/ Non-finite/ Purpose Mengirim pelayan rumah <u>untuk mencegah Harry kembali</u> <u>ke Hogwarts</u> kelihatannya juga jenis hal yang akan dilalukan Malfoy (n.41)

dilakukan Malfoy. (p.41)

Score: 1.6

The translation is well understood. It uses non-complicating terms so that respondents have no trouble in understanding it.

TT.808/ Non-Finite/ Ketika kastil sudah semakin dekat, Harry menarik jubahnya <u>untuk memastikan kaki mereka tersembunyi,</u> kemudian mendorong pintu depan yang berderit. (p.349)

Purpose Score: 1.9

Due to its clarity, understandable terms, and well-arranged structure, the translation is easily to understand. All respondents can accept it.

TT.809/ <u>Melihat kekagetan di wajah Harry</u>, Ron menambahkan,

Non-finite/Time "Ini tidak melukai mereka—" (p. 50)

Score: 1.8

The translation is basically accepted and quite short. On the other hand, some respondents suggest simplifying it *ketika melihat Harry kaget*. The term *kekagetan* can be changed to a simple adjective 'kaget', so it is automatically understandable that Harry's surprise can be seen through his face.

TT.811/ Sambil menggerutu sebal, Mr. Borgin menghilang ke

Non-finite/Time ruang belakang. (p.70)

Score : 1.7

The translation is already accepted. Some respondents give opinion that the term *menggerutu* already contains the sense of grumble or complaint. Hence, the term *sebal* can be removed.

TT.815/ Dengan menarik jubah untuk menutupi muka mereka,

Non-finite/Time Harry dan Ron mengetuk pintu pelan, (p.267)

Score: 1.9

There is no problem with the translation. It is already clear enough and can be understood by the respondents.

TT.816/ Waktu itu Harry, yang kebetulan duduk di belakang Malfoy, mendengarnya menyombongkan diri kepada Crabbe dan Goyle.

Finite/time (p.331)

Score: 1.8

The translation is already understood. Only, there are some respondents suggesting to move the comma before the term *Harry*.

## 2. Readable (score range 2-2.9)

TT.10/Finite/ Sudah pukul setengah delapan malam <u>ketika akhirnya</u>, Time <u>kelelahan, dia mendengar bibi Petunia memanggilnya</u>. (p.18)

Score: 2.7

The sequence of the clause is basically acceptable. However, more

respondents tend to suggest omission of the word 'kelelahan'. Some say that the

word does not have direct relation to the whole clause, while some others think

that it may cause ambiguity in the clause, whether who feels tired, Aunt Petunia or

Harry himself.

TT.11/Finite/ Time

Ketika melewati pintu ruang duduk, sekilas Harry melihat paman Vernon dan Dudley memakai jas dan dasi kupu-kupu.

(p.19)

Score: 2.1

The clause uses everyday words so that is it easily caught up. Meanwhile,

one respondent might say she feels confused of what is meant by 'melewati pintu

ruang duduk'. Whether the person is coming through or coming out of the living

room is unclear in the clause.

TT.21/Finite/

"Ron, bagaimana kau—apa i...?" Harry ternganga ketika sadar sepenuhnya apa yang dilihatnya. (p35)

Time

Score: 2.1

Most of the respondents say that the structure of the underlined clause is

uncommonly used, though it is acceptable. They suggest restructuring of the

words 'sadar' and 'sepenuhnya'. It should be ketika sepenuhnya sadar akan apa

yang dilihatnya.

TT.63/Finite/

"Setelah masuk perapian katakan tujuanmu. Dan rapatkan

Time sikumu," (p64)

Score: 2.2

Most of the respondents can accept the clause translation. Some of them

cannot accept because of the ambiguity of the word 'perapian'. They are

confusing whether it refers to a real fireplace or kind of a heater room.

TT.121/Finite/ Time

Mendekati rumah-rumah kaca, mereka melihat anak-anak lain sudah berdiri di depannya, menunggu Profesor Sprout.

(p.113)

Score: 2.1

Although the respondents can clearly understand the clause, some of them feel that the clause is in a little awkward. The clause needs a temporal conjunction such as ketika or saat to point which one is the preceded and following actions.

ST.463/Finite/ Condition

Tetapi Dobby datang untuk melindungi Harry Potter, untuk memperingatkannya, meskipun karena itu Dobby harus menjepit telinganya di pintu oven nanti...(p.25)

Score: 2.5

Although both arrangement and dictions of the clause is acceptable, the respondents might say that the sentence meaning is confusing. How we can say someone have to shut his ears to a door of an oven. Without a context, the clause meaning is not understood. Moreover, the repetition in using two conjunctions, 'meskipun' and 'karena' is considered ineffective.

TT.472/Finite/ Condition

Tapi menurut kami ini kecakapan yang layak dipelajari, walaupun agak lambat. (p.37)

Score: 2.4

Walaupun agak lambat is given score 2.4 meaning to say that the clause is accepted in the target language. However, some respondents consider that the clause is a bit ambiguous in context with the previous clause. They question what is slow, the skills, the learning process of the skills, or they themselves. Meanwhile, it is also suggested that the preceded clause need rearranging because it is not really appropriate. It should be tapi menurut kami kecakapan ini layak dipelajari.

TT.493/Finite/

Gawat <u>kalau tidak</u>. (p.110)

Condition

Score: 2 (acceptable)

There is a change of the structure in the translation. It is actually derived

from a clause that becomes a phrase. Although restructuring makes it more

effective, in fact, the meaning is not understood by the respondents. What is

meant by the clause becomes subtle and unclear.

TT.503/Finite/

"Bisakah kau merasakan ikan itu waktu melewatinya?" Harry

Condition

menanyainya. (p.166)

Score: 2.1

The clausal sequence is basically accepted by the respondents. Waktu

melewatinya indicates time adverbial which is effective better than repeating the

pronoun 'kau' such as waktu kau melewatinya. The target language's third

pronoun -nya clearly refers to the fish. On the other hand, the respondents, still,

cannot get the meaning implied in the sentence. How someone can taste a fish

only by passing it through is hard to imagine. The clause does not give clear

depiction, but instead strangeness.

TT.541/Finite/

Astaga, kalau lebih telmi dari ini, kau akan jadi terbelakang.

Condition

(p278)

Score: 2.7

The respondents say that the clause is informal one with the presence of

the word telmi. It is not a word from Indonesian Standard Dictionary. However, it

is widely used as a social language shared among the youth. Therefore, not all

people can understand this term. It is probably better to use a word based on

Indonesia Standardize such as *bodoh* or *tolol*.

TT.584/Finite/Condition

Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah, kurasa Arthur Weasley, salah satunya, akan memastikan

barang-barang itu dilacak sampai kepadamu...(p418)

Score: 2.1

According to the respondent, some words used in the clause are not understandable. The presence of *lagi* is questioned because without it the clause is already understood.

TT.622/Finite/Comparison

Harry menoleh untuk melihat apa yang membuatnya jatuh, dan

hatinya mencelos. (p.251)

Score: 2.8

Some respondents question the appropriate use of the word 'mencelos'. It does not seem proper to place it in the clause. Since its meaning is to fall in or slip into, it does not have any relation to one's heart. If it is said, 'his heart falls in', and what does it fall into then? The word 'terperanjat' can probably used to describe the situation. Moreover, it seems proper to modify one's heart.

TT.630/Finite/Comparison

Tampang Snape <u>seperti mau mengatakan orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun.</u>

(p294)

Score: 2.4

Some respondents reveal that the clause structure is too strict. It seems forcefully adapted in the passive form. Although the target language is associated with passive form, one cannot force all clauses or sentences into passive. To make the clause flows naturally, it needs rearranging. The suggestion is *seakan mengatakan mau mencekoki orang pertama yang memintanya membuat Ramuan Cinta dengan racun*.

TT.642/Finite/Comparison

Mana mungkin Hagrid punya otak untuk itu, atau untuk kekuasaan! (p386)

Score: 2.8

The score got is almost unacceptable because to some respondents, the sequence is not clearly understood. Besides, the clause is ambiguous. There are two possible interpretations drawn from it. The first interpretation is Hagrid hardly has consideration for power or something, and the second is Hagrid hardly has thought and power for doing something. Therefore, it should be replaced based on the translator's intention. The following might help *mana mungkin Hagrid punya otak atau kekuasaan untuk itu!* or *mana mungkin Hagrid punya otak untuk kekuasaan!* 

TT.648/Finite/ Harry bersekolah di sekolah sihir. <u>Di situ dia dan bekas</u> Place <u>lukanya terkenal.</u>

Score: 2.4

To some respondents, the words 'di situ' is not appropriate. Another respondent also thinks to make a full single sentence to the above clauses for the reason that separation results in strangeness.

TT.695/Finite/ Mungkin baginya lebih baik jika dia dibiarkan membatu Place (p355)

Score: 2.0

In the context, the term 'membatu' is a condition in which someone is intentionally petrified. He or she is stiff and cannot move like a statue. In the sentence, the term is a good choice for replacing the original, but it may probably need a context which can explain the readers about the condition. The structure of the sentence can be rearranged to be *mungkin lebih baik baginya dibiarkan tetap membatu*. The sequence is more easily read and gives explanation to the term 'membatu'.

TT.709/Finite/ Reason Karena baik Dudley maupun pagarnya sama sekali tidak bercacat, Bibi Petunia tahu dia tidak betul-betul menyihir.

(p.17)

Score: 2.5

To some respondents, in fact, the term 'bercacat' is unfamiliar. Hence, they suggest using another term that is more familiar to all readers. 'Tak bercacat', then, can probably be replaced by 'baik-baik saja'.

TT.715/Finite/ Reason Karena kalau sekali lagi disuruh mengirim surat, kurasa burung

yang satu ini lewat deh. (p.60)

Score: 2.0

It is a matter of arrangement. Inappropriate arrangement may cause the readers cannot get what is being conveyed in the sentence, thus, making the sentence is unaccepted. Adverbs in the target language are commonly situated in the beginning or end of a clause, not in the middle like English. It is, thus, better to place 'sekali lagi' in the end of the underlined clause, after 'surat'.

TT.720/Finite/ Reason Wajar menginginkan lebih kalau kau sudah mencicipinya—dan aku menyalahkan diriku sendiri karena memberimu itu, <u>karena pasti akan mempengaruhi pikiranmu</u>. Tapi, Nak, kau tak bisa menerbangkan mobil untuk mencoba membuat dirimu diperhatikan. (p.115)

Score: 2.0

On the whole, the respondents can understand the translation. However, a respondent might say that it is not effective enough. She suggests a more straight forward sequence *karena pasti akan mempengaruhimu*. It omits 'pikiran' because the verb 'mempengaruhi', which refers to 'influence' in English, already implies one's mind. What can be influenced is the human's mind, not any other else.

TT.738/Finite/ Reason "Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, "karena Salazar Slytherin terkenal justru

karena kemampuannya bicara dengan ular." (p 244)

Score: 2.0

The problem in the translation is the use of double 'karena'. It sounds weird and ineffective. The translator should use another term replacing the second 'karena', for instance, 'akan'. Hence, it may become karena Salazar Slytherin justru terkenal akan kemampuannya berbicara dengan ular. There is also a rearranging, putting 'justru' not after 'terkenal', but before it, that makes the translation better, then, changing 'bicara' into 'berbicara'.

TT.741/Finite/ Reason

Mereka juga mencuri sepatu Crabbe dan Goyle karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin itu. (p267)

Score: 2.1

The respondents cannot accept the term 'kelewat' in the translation. They argue that the term is non-formal one, which is not commonly used by all of the target language readers. The translator should use a familiar term, like what is suggested by some respondents, 'terlalu'.

TT.754/Finite/ Reason

"Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?" tanya Harry. "Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang <u>lagi</u>"(p346)

Score: 2.1

The problem, again, is the use of two words that actually refers to the equal thing. The words 'kembali' and 'lagi' in the target language are adverbs to say that something happens again more than once. Both of them do not need to be used together all at once. Hence, the translator should use either 'kembali' or 'lagi'.

TT.765/Finite/ Reason

"Topi itu menempatkan saya di Gryffindor," kata Harry pasrah, "hanya karena saya tak mau ditempatkan di Slytherin." (p414)

Score: 2.0

The respondets can get the idea conveyed in the translation. It is already understood, and thus, is acceptable to the target language readers.

TT.770/Finite/ Contigency

Ron memegangi Seamus yang wajahnya sepucat tembok, meminta maaf untuk entah apa yang telah dilakukan

tongkat patahnya. (p239)

Score: 2.3

Although the respondents can actually guess what is said in the translation, but according to its structure, the translation is strange. It is too complicated to say the truth. The translator should not have written a complicated sentence if there is a simpler choice with same meaning like atas apa yang telah dilakukan tongkat patahnya.

TT.773/Finite/ Concession

Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga sudah diterangi dengan deretan lilin, meskipun

efeknya jauh dari cerah. (p 164)

Score: 2.1

The translation is already accepted and understood. The term 'cerah' is usually used to describe of colors, of a situation or of weather.

TT.777/Finite/ Concession

Kusarankan kau turun dan ikut pesta, sementara aku

menulis ke Azkaban. (p415)

Score: 2.2

Most respondents can hardly understand the translation. The conjuction 'ke' in the target language is usually written or used followed by name of a place to show that there is a movement from one place to another. The term 'Azkaban' in the context is actually a name of place, of a prison. However, some readers who do not follow the story from the very beginning will get confused. Therefore, the translator should add additional information explaining this term in order to avoid misunderstanding of the readers.

TT.780/ Finite/Contrast Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, sementara Snape cuma mengedikkan

kepala dengan jengkel. (p236)

Score: 2.6

Although the translation is accepted, most of the respondents reveal that they do not understand the term 'mengedikkan'. The term comes from a root 'kedik' which means the action of puffing up chest or head. Hence, 'mengedikkan' in this clause is a verb meaning to puff one's head. The problem is that, the gesture of lifting or puffing the head up commonly indicates arrogance not annoyance. In the translation, Snape who lifts his head with annoyance does not make sense.

TT.783/ Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya</u> Finite/ <u>sedikit makanan bisa didorong masuk tiga kali sehari.</u>

Purpose (p.32)

Score: 2.3

Most respondents can understand the translation. Although this may be true, some respondents say that they a bit do not understand what is meant in the translation. It is probably because the selection of the terms *bisa didorong masuk*. It sounds weird. The translation can just write directly *bisa dimasukkan*.

TT.784/ "Jangan bilang apa-apa kepada Molly," bisiknya kepada Finite/ Harry ketika dia membuka bagasi dan menunjukkan Purpose bagaimana bagasi itu sudah dibesarkan dengan sihir

sehingga bisa memuat koper-koper. (p.85)

Score: 2.0

The respondents can accept the translation. It is clear enough and does not need any addition or replacement.

TT.785/ Finite/ Purpose Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumpuk semua buku Lockhart di depannya, supaya ia tak perlu memandang

Lockhart yang sesungguhnya. (p.124)

Score: 2.4

Although the translation uses simple terms that compose the clause, some respondents, still, cannot understand it. It is probably due to their lack of knowledge that Lockhart's books have moving pictures of him in them. That is why the translator writes 'Lockhart yang sesungguhnya' to differentiate the real Lockhart and the moving picture of him in the books.

TT.786/ Mulut terbuka lebar melewati salah satu ikan salem bau. Finite/ (p.166)

Purpose Score: 2.6

Most of the respondents cannot accept the translation because from its language, it is hardly to imagine. The respondents cannot catch the intended meaning. They say that it probably should be *agar salah satu ikan salem bau tidak terlewatkan*. This sequence is likely to be the answer of the question 'Why the mouth is held so wide?'

TT.794/ Kemudian, ketika pepohonan sudah semakin rapat, mereka Finite/ melihat labah-labah pemandu mereka meninggalkan jalan Result setapak, sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan, (p337)

Score: 2.1

Some respondents suggest that the translation is better to use passive construction. It is, therefore, not saying *tak kelihatan lagi*, but *tak terlihat lagi*. The second one is likely more accepted.

TT. 797/ Terowongan itu <u>amat gelap, sehingga mereka hanya bisa</u> Finite/ <u>melihat jarak sangat pendek di depan mereka</u>. (p.375)

Result Score: 2.1

Some respondents think that the terms used in the translation are quite unfamiliar. Besides, the construction makes it difficult to understand. It is not simple and effective. They suggest to replace *mereka melihat jarak sangat pendek di depan mereka* into *jarak pandang mereka sangat pendek*. It sounds more flowing naturally.

TT.799/ Selama dua minggu pertama, Harry menikmati Finite/ menggumamkan kata-kata omong kosong dan melihat Dudley Similarity kabur dari ruangan secepat kaki gemuknya bisa membawanya.

(p.15)

Score: 2.1

The translation is quite clear. Each term of 'secepat', 'kaki', and 'gemuk' explains Dudley condition that he, in fact, can hardly run quickly.

TT.801/ Dia berhenti tepat di belakang Colin, diapit, <u>seperti biasanya di</u> Finite/ <u>Hogwarts</u>, oleh dua kroninya yang besar dan kejam, Crabbe

Comment dan Goyle. (p.122)

Score: 2.2

The translation seems to be awkward. The respondents argue that it is too clumsy. Why do not the translator just writes *seperti biasa* without saying the place 'di Hogwarts' because the readers have already known where the setting of place is.

TT.804/ Tetapi Lord Voldemort berhasil mengalahkanmu, Finite/ akhirnya, seperti kauketahui pasti akan terjadi. (p400)

Comment Score : 2.1

Basically, the respondents say that they can accept the translation.

However, they also reveal that the weakness of it is the language which is

considered to clumsy. The intended meaning is got, but the form of the language

is weird. The translation can actually be simplified as seperti kau tahu akan

begitu.

TT.810/ Non-finite/Time "Ordinary Wizarding Levels—Level Sihir Umum,"

George menjelaskan, melihat wajah kebingungan Harry.

(p.61)

Score: 2.6

The respondents can actually catch the meaning of the translation. In the

same time, they also consider that the translation's structure does not follow the

target language rule that modifier should be placed after the noun being modified.

This makes the clause unfamiliar. They suggest revising it for the reason that

wajah kebingungan Harry adapts the English rule, positioning the modifier

kebingungan before the modified noun Harry. Harry should be placed near wajah

because wajah belongs to Harry. Thus, they, wajah and Harry, are one unity that

is being modified by the modifier kebingungan. The suggestion is melihat wajah

Harry yang kebingungan.

TT.812/

Sambil menempelkan kacamatanya yang pecah ke

wajahnya, Harry memandang berkeliling. (p.70)

Score: 2.1

Non-finite/Time

Although the language is understood, still, some respondents state that the

term menempelkan sounds clumsy. How can one imagine clutching the glasses in

the eyes while staring around? They say the term *memasangkan* more fits to the

term *glasses* rather than *menempelkan*.

TT.814/ Non-finite/Time Sambil nyengir konyol, mereka langsung menjejalkan kue

itu kedalam mulut besar mereka.(p. 267)

Score : 2.1

The translation is quite brief. The respondents can accept it as there is no either difficult term or clumsy structure.

TT.817/ Non-Finite/time Harry dan Ron menunggu bunyi dua pintu kamar yang menutup di kejauhan, sebelum menyambar Jubah Gaib, menyelubungkannya ke tubuh mereka dan melompati

lubang lukisan. (p.336)

Score: 2.0

The respondents can easily understand the translation. It is well arranged and contains no clumsy terms.

TT.819/ Non-finite/time Menoleh ke samping, dia menyadari bahwa mereka telah tiba di tepi tanah kosong yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga bintangbintang bersinar menerangi pemandang paling mengerikan yang pernah dilihatnya. (p.342)

Score: 2.2

The translation is quite short. It can be accepted by the respondents. However, there is one respondents stating that the term *menoleh* already indicates moving the head to the sides direction. Thus, to write it *ketika menoleh* is preferable without additional words *ke samping*.

TT.813/Non-finite/Time

<u>Bergidik</u>, Harry berjalan melewati ruang-ruang kelas tempat pelajaran sedang berlangsung. (p. 246)

Score: 1.2

The word *bergidik* is readable to the target readers. It means to 'tremble' because of gruesome.

## 3. Unreadable (score range 3-4)

TT.561/ Finite/ Condition Score: 4

The translator omits the whole sentence including the underlined clause that would be analyzed. Hence, the translation is not readable.

TT.620/Finite/Comparison

Baik dia maupun Hermione kelihatan seolah baru saja

kematian teman. (p243)

Score: 3.1

Most respondents say that the word 'kematian' in *seolah baru saja kematian teman* is absurd. This may happen because 'kematian' is rarely used as a verb in the target language usage. Instead, it is commonly used as a noun, which in English equals to the word 'death'. The respondents suggest putting a verb before the word 'kematian', such as'melihat' or 'menyaksikan'.

TT.666/Finite/

Hedwig masih marah kepada Harry soal perjalanan dengan mobil yang mendatangkan malapetaka itu, dan tongkat Ron masih tak bisa digunakan dengan benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar yang berdenyut-denyut. (p 132)

Score: 4

The whole adverbial clause is not translated. Therefore, the translation is not readable.

TT.669/Finite/

Dari kedua ujung koridor terdengar bunyi ratusan kaki yang menaiki tangga, juga celoteh riang dan keras anak-anak yang

perutnya kenyang. (p 173)

Score: 4

130

The underlined clause of the ST is not translated at all. The translation is

omitted in purpose, so that it is very unreadable.

TT.803/Finite/

"Walau pun aku sendiri yang bilang, Harry, aku selalu bisa memikat orang-orang yang kuperlukan." (p.384)

Comment

Score: 3.1

The language of the translation is clumsy. It seems to follow certain rule of

structure which, in fact, results in the difficulty to understand it. The words do not

match each other in the structure. The translator probably can write it in the way

the target language readers might say it something like *menurutku*.

TT.820/

Non-

finite/Comparison

Score · 4

The whole sentence which contains adverbial clause is not translated at all.

Therefore, the reader cannot understand the sentence meaning.

TT.821/Non-

"Oke," Ron menghela napas, seakan menyerah pada nasib

finite/comparison untuk menerima yang paling buruk. (p.338)

Score: 3.0

The translation is quite long, ineffective, and weird according to the

respondents. It does not seem to give clarity to the readers. If the translator would

write it into seakan menyerah pada nasib terburuk, the readers would not have

been confused.

According to the score per item presented above, the study can come to the

final score of readability by firstly finding the average score given by each

respondent. This is done by calculating the total score per item of each respondent

divided by the total sentences with adverbial clauses analyzed. The average score

of each respondent can be seen in the diagram presented below.

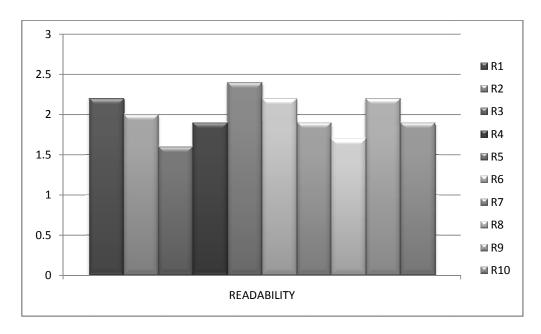


Diagram 3. Readability Score of Each Respondent

After the study finds out the average score of each respondent, the readability score can be reached by calculating:

$$\sum = \underline{\text{total average score}}$$

$$\underline{\text{total respondents}}$$

$$\Sigma = 2.2 + 2 + 1.6 + 1.9 + 2.4 + 2.2 + 1.9 + 1.7 + 2.2 + 1.9$$

10

$$\sum = 2$$

According to the readability rating instrument, the score found indicates that the translations of adverbial clause are readable. It means that they are easy to read, though some terms, still, cannot be fully understood.

In addition, the readability score can be got by finding items which are highly readable, readable, and unreadable. The following chart shows the classification in percentage.

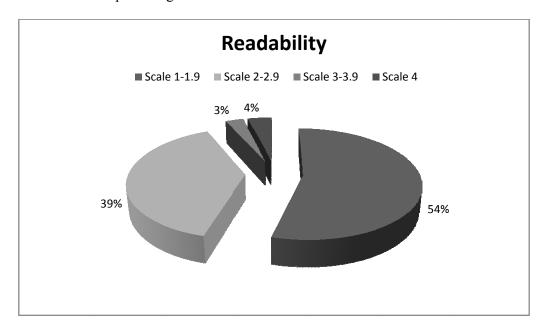


Diagram 4. Readability Scale Classification in Percentage

It can be seen that the translations which are highly readable reach 54% in percentage. While for readable translations reach 39%,, unreadable 3% and highly unreadable 4%.

# C. The Translation Strategies Related to Translation Accuracy and Readability

# 1. Translation Strategies

There are eleven (11) strategies applied by the translator in translating the adverbial clauses in *Harry Potter and the Chamber of Secrets*, namely addition, literal, word-for-word, omission, descriptive equivalent, cultural equivalent

transposition, direct translation, indirect translation, modulation, and transliteration. The further explanation on how those strategies are applied is given as follows.

# a. Addition

ST.10/Finite/	It was half	oast seven in the	ne evening	when at	last, he l	neard Aunt
Time	Petunia call	<u>ing him</u> . (p.10)				
TT.10/Finite/	Sudah pul	cul setengah	delapan	malam	ketika	akhirnya,
Time	kelelahan,	dia mendengar	bibi Petun	ia memar	nggilnya.	(p.18)

In the clause, the translator applied addition strategy due to the existence of 'kelelahan' in the TL. According to Suryawinata (2003: p.74), when the translation needs clarification of words or phrases related to culture or technical term, he can add something. However, this strategy may be used as well for the sake of stylistic matter or naturalness of a phrase or clause.

ST.463/Finite/	But Dobby has come to protect Harry Potter, to warn him,
Condition	even if he does have to shut his ears in the oven
	<u>later</u> (p.16)
ST.463/Finite/	Tetapi Dobby datang untuk melindungi Harry Potter, untuk
Condition	memperingatkannya, meskipun karena itu Dobby harus
	menjepit telinganya di pintu oven nanti(p.25)

In the translation, addition is applied by adding *karena itu* to smooth the clarity of the TT clause.

ST.541/Finite/	Honestly, if you were any slower, you'd be going
Condition	backward. (p224)
TT.541/Finite/	Astaga, kalau lebih telmi dari ini, kau akan jadi
Condition	terbelakang. (p278)

In this case, *kalau lebih telmi* indicates a comparison that might need a comparative equivalent. Thus, *dari ini* is added as the equivalent because without stating the additional phrase, the meaning will be incomplete in TL.

ST.630/Finite/	Snape was looking as though the first person to ask him for
Comparison	a Love Potion would be forced-fed poison. (p237)

TT.630/Finite/	Tampang Snape seperti mau mengatakan orang pertama
Comparison	yang memintanya membuat Ramuan Cinta akan dicekoki
	<u>racun</u> . (p294)

In the translation, the translator adds *mau mengatakan* within the clause, although it does not appear in the ST. This strategy can be understood because it would be weird if he just translates the comparative conjunction *as though* which means *seperti*. It does not stick that way. It requires next information which explains *seperti*, that is *mau mengatakan*.

ST.642/Finite/	As though Hagrid had the brains, or the power! (p312)
Comparison	
TT.642/Finite/	Mana mungkin Hagrid punyak otak untuk itu, atau untuk
Comparison	kekuasaan! (p386)

The translator adds *untuk itu* in the translation because the target language requires the information. Without the addition, *mana mungkin Hagrid punya otak atau kekuasaan!*, the sequence cannot be accepted because it would be questionable of what the brain and power is for.

ST.750/Finite/	Tom Riddle had turned Hagrid in because he was faced
Reason	with the prospect of a Muggle orphanage (p258)
TT.750/Finite/	Tom Riddle menyerahkan Hagrid, karena bila tidak dia
Reason	harus tinggal di panti asuhan Muggle (p321)

There is an addition *bila tidak* in the translation in order to strengthen the reason of the previous clause. Without the additional information, the readers cannot see why Tom had turned Hagrid in for. Therefore, the target language requires the addition as a matter of language style.

ST.769/Finite/	Harry spent a lot of time over the next few days dodging
Contigency	out of sight whenever he saw Gilderoy Lockhart coming
	down a corridor. (p 104)
TT.768/Finite/	Selama beberapa hari sesudahnya, Harry melewatkan
Contigency	banyak waktu untuk menghindar setiap kali melihat
	Gilderoy Lockhart muncul di <b>ujung</b> koridor. (p 131)

*Ujung koridor* is not actually the literal translation for *a corridor*. However, the translator uses it in order to explain every time Gilderoy Lockhart's entering the corridor.

ST.780/Finite/	At least Lockhart did, with much twirling of his hands,
Contrast	whereas Snape jerked his head irritably. (p190)
TT.780/Finite/	Paling tidak Lockhart membungkuk, dengan tangan
Contrast	berputar-putar, sementara Snape cuma mengedikkan
	kepala dengan jengkel. (p236)

The translator adds *cuma* because the target language requires the information. To show a strong contrast of what is Lockhart done and Snape done, is by comparing the actions of the two people. And to show whether one action is not equivalent one another, *cuma* is put in one of the actions.

ST.785/Finite/	Harry yanked his robes straight and headed for a seat at the
Purpose	very back of the class, where he busied himself with pilling
	all seven of Lockhart's books in front of him, so that he
	could avoid looking at the real thing. (p.99)
TT.785/Finite/	Harry menyentakkan dan meluruskan jubahnya dan menuju
Purpose	tempat duduk paling belakang kelas. Dia lalu menyibukkan
	diri dengan menumpuk semua buku Lockhart di depannya,
	supaya ia tak perlu memandang Lockhart yang
	sesungguhnya. (p.124)

Again, the addition in the clause is due to the clarity of the meaning conveyed by the translation. The ST actually implies something by saying so that he could avoid looking at the real thing. On the other hand, the target language requires more than just an implied meaning to make the translation clear. Thus, Lockhart which is the implied meaning of the real thing is added.

ST.799/Finite/ Similarity	For the first couple of weeks back, Harry had enjoyed muttering nonsense words under his breath and watching
	Dudley tearing out of the room <u>as fast as fat legs would</u> <u>carry him.</u> (p.8)
TT.799/Finite/ Similarity	Selama dua minggu pertama, Harry menikmati menggumamkan kata-kata omong kosong dan melihat Dudley kabur dari ruangan secepat kaki gemuknya bisa membawanya. (p.15)

There is an addition of –*nya* in *secepat kaki gemuknya bisa membawanya*. The target language requires the addition because without it, the translation sequence will sound ridiculous. It will be questionable on who owns the legs, though a name, Dudley, has been previously stated. Moreover, there is a difference between the first and second –*nya* in the clause. The first one which is added is the third possessive pronoun, while another is the third object pronoun.

ST.811/Non-	Muttering darkly, Mr. Borgin disappeared into a back
finite/Time	room. (p.53)
TT.811/Non-	Sambil menggerutu sebal, Mr. Borgin menghilang ke
finite/Time	ruang belakang. (p.70)

The translation adds *sambil* in the translation to show the time accordance of the two actions 'muttering' and 'disappearing'.

ST.812/Non-	Clutching his broken glasses to his face, Harry stared
finite/Time	around. (p.53)
TT.812/Non-	Sambil menempelkan kacamatanya yang pecah ke
finite/Time	wajahnya, Harry memandang berkeliling. (p.70)

The word *sambil* is added in the translation to point the time at which two events relative each other.

ST.814/Non-	Grinning stupidly, they stuffed the cakes whole into their
finite/Time	large mouths. (p.214)
TT.814/Non-	Sambil nyengir konyol, mereka langsung menjejalkan kue
finite/Time	itu kedalam mulut besar mereka.(p. 267)

There is an addition of the word *sambil* into the non-finite clause to provide the temporal relation at which the two events occur.

ST.815/Non-	Pulling their robes up over their face, Harry and Ron								
finite/Time	knocked softly on the door. (p.215)								
TT.815/Non-	Dengan menarik jubah untuk menutupi muka mereka,								
finite/Time	Harry dan Ron mengetuk pintu pelan, (p.267)								

There are two additions in the translation. The first addition is the word sambil which is to mark the time at which the events 'pulling the robes' and

'knocking on the door' relative each other. The second addition is *untuk menutupi* which provides clear understanding on the cause why they are pulling the robes over the face and to smooth the sequence.

ST.816/	When, sitting right behind Malfoy, Harry overheard him							
NonFinite/time	gloating to Crabbe and Goyle. (p.266)							
TT.816/	Waktu itu Harry, yang kebetulan duduk di belakang							
Non-Finite/time	Malfoy, mendengarnya menyombongkan diri kepada							
	Crabbe dan Goyle. (p.331)							

There is a change of word order in the translation. The proper noun, *Harry*, is mentioned in the first clause, not in the second clause because the target language requires such ordering. Furthermore, *yang kebetulan* is added in the clause in order to add information on incidentally event.

#### b. Literal Translation

ST.435/Finite/	The chill air was whipping through Harry's hair, and							
Time	before he'd stopped enjoying the ride, it was over—all four							
	of them were hitting the wet floor of Moaning Myrtle's							
	bathroom, (p324)							
TT.435/Finite/	Udara dingin menerpa wajah dan rambut Harry, dan belum							
Time	puas dia menikmatinya, perjalanan itu sudah berakhir—							
	mereka berempat mendarat di lantai basah toilet Myrtle							
	Merana. (p.405)							

. Word-for-word translation is not possibly done to the translation. Before he'd stopped enjoying the ride cannot simply be translated into sebelum dia berhenti menikmati perjalanan itu as the sequence carries unclear meaning. Indonesian does not associate with berhenti to describe menikmati or kenikmatan, but tends to use belum puas; though it may be true that sebelum dia berhenti menikmati is the most common meaning of before he'd stopped enjoying. Instead,

the translator applies literal translation that enables converting ST grammatical construction to the most equivalent TT.

ST.657/Finite/	But it was a subdued group that headed back to the fireside							
Place	in the Leaky Cauldron, where Harry, the Weasleys, and all							
	their shopping would be traveling back to the Burrow using							
	Floo powder. (p.63)							
TT.657//Finite/	Tetapi rombongan yang kembali ke perapian di Leaky							
Place	Cauldron adalah rombongan yang lesu. Dari tempat itu							
	Harry, keluarga Weasley, dan semua belanjaan mereka							
	akan pulang ke The Burrow menggunakan bubuk Floo.							
	(p.82)							

The strategy is called literal translation, not word-for-word translation though ST word order is applied in the TT. *Where* cannot be simply translated into *dimana*, but instead *dari tempat itu*. This is because unnecessary word of style such as 'yang mana' for *whom* and 'dimana' for *who* should be avoided. Therefore, the meaning of the sentence should be considered carefully.

ST.741//Finite/	They also stole their shoes, because their own were too far						
Reason	small for Crabbe-and Goyle-size-feet. (p215)						
TT.741/Finite/	Mereka juga mencuri sepatu Crabbe dan Goyle karena						
Reason	sepatu mereka kelewat kecil untuk ukuran kaki kedua anak						
	Slytherin itu. (p267)						

The translator basically uses the most equivalent words in the translation.

Furthermore, she makes changes in mentioning the proper nouns *Crabbe* and *Goyle* in the first clause, then using the third pronoun *mereka* in the second clause. This strategy is done because word-for-word translation would not make the translation be understood semantically by the readers.

ST.754/Finite/	"But thenDo you know what did kill that girl?" said
Reason	Harry. "Because whatever it is, it's back and attacking
	people again." (p278)

TT.754/Finite/	"Tetapi kalau begituTahukah kau apa yang membunuh
Reason	anak perempuan itu?" tanya Harry. "Karena entah apa pun
	dia, dia sudah muncul kembali dan menyerang orang-orang
	<u>lagi</u> "(p346)

In translating the above text, the TT structure follows the ST construction.

However, there is a different sense in *whatever it is* to that *entah apa pun dia*. In ST, the readers might get the sense that what 'it is' is still unknown, whether it is a human, an animal, an inanimate thing or the kinds. Meanwhile, in TT, the translator gives more specific information by writing 'entah apa pun dia' which indicates that the readers already know that it is a creature.

ST.765/Finite/	"It only put me in Gryffindor," said Harry in a defeated								
Reason	voice, "because I asked not to go in Slytherin." (p333)								
TT.765/Finite/	"Topi itu menempatkan saya di Gryffindor," kata Harry								
Reason	pasrah, "hanya karena saya tak mau ditempatkan di								
	Slytherin." (p414)								

Using the literal translation strategy, the translator adopts exactly the ST construction and translates the clause using the most common meanings in TT including *I asked not to go* into *saya tidak mau ditempatkan* and not *saya minta tidak pergi*.

ST.766/Finite/	The ghoul in the attic howled and dropped pipes whenever						
Contingency	he felt things were getting too quiet, and small explosions						
	from Fred and George's bedroom were considered perfectly						
	normal. (p 42)						
TT.766/Finite/	Hantu di loteng melolong dan menjatuhkan pipa setiap kali						
Contigency	dia merasa suasana terlalu sepi, dan ledakan-ledakan kecil						
	dari kamar Fred dan George dianggap normal. (p.56)						

In the translation, the translator does not simply translate whenever he felt things were getting too quiet into setiap kali dia merasa segala sesuatu menjadi terlalu sepi. If she translates things into segala sesuatu, it might cause the translation hard to read. Therefore, she prefers to translate it into suasana which is far more suitable to be placed along too quiet.

ST.767Finite/	Ginny seer	ned very	prone	to k	knocking	things	over		
Contigency	whenever Harry entered a room. (p.43)								
TT.767/Finite/	Ginny kelihatannya jadi sangat mudah menjatuhkan								
Contigency	barang-barang setiap kali Harry memasuki ruangan. (p.57)								

Again, the TT adopts the structure of the ST. However, there is a slight difference in the translation which mentions *ruangan* to replace *a room*. Using *a room* creates the sense that it is unspecified room; in other words *a room* can be any rooms in the house. While, *ruangan* indicates the sense that it is a specific room; it cannot be any room.

ST.771/Finite/	Neither of them had written to him all summer, even
Concession	though Ron had said he was going to ask Harry to come
	and stay. (p.7)
TT.771/Finite/	Tak seorang pun dari mereka berdua menulis surat
Concession	kepadanya musim panas ini, meskipun Ron sudah
	mengatakan akan meminta Harry datang menginap di
	rumahnya. (p.15)

It seems that literal translation suits this case. If it was translated singly word-for-word, it would become 'meskipun Ron sudah mengatakan ia akan meminta Harry untuk datang dan menginap'. The possibility seemed to be ineffective. Moreover, the TT words sequence, *datang dan menginap* requires some more information; that's why the translator adds *di rumahnya*.

ST.776/Finite/	And while Harry was sure he had never heard the name
Concession	T.M. Riddle before, it still seemed to mean something to
	him, (p233-234)
TT.776/Finite/	Dan meskipun Harry yakin tidak pernah mendengar nama
Concession	T.M. Riddle sebelumnya, nama itu rasanya berarti sesuatu
	baginya, (290)

The translation is nearly called word-for-word translation in that it preserves the ST construction and uses the most common words meaning of the TL, except for its omission of *he* in *while Harry was sure he had never heard the name of T.M. Riddle before* which is not translated. The TL structure does not require two nouns referring to one reference, *Harry* and *he* within a single clause.

ST.778/Finite/	Aunt Petunia burst into tears and hugged her son, while
Contrast	Harry ducked under the table so they wouldn't see him
	laughing. (p.6)
TT.778/Finite/ Contrast	Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja,
	supaya mereka tidak melihatnya tertawa. (p.14)

It can be said that the translator applies a literal translation. Although the words are still translated singly with the most equivalent TL words, but there are some differences: while into sedangkan, Harry into Harry, ducked into membungkuk not menunduk (because 'duck' means to move one's head down quickly, which is different from 'membungkuk' that involves not only head but also one's backbone), under into ke bawah, and the table into meja, not itu meja.

ST.790/Finite/	I decided to leave behind a diary, preserving my sixteen-
Purpose	year-old self in its pages, so that one day, with luck, I
	would be able to lead another in my footsteps, and finish
	Salazar Slytherin's noble work. (p.312)
TT.790/Finite/	Kuputuskan untuk meninggalkan buku harian,
Purpose	mengawetkan diriku yang berusia enam belas tahun di
	dalam halaman-halamannya, sehingga pada suatu hari
	nanti, kalau mujur, aku akan bisa membimbing orang lain
	mengikuti langkahku dan menyelesaikan pekerjaan mulia
	Slytherin. (p.388)

It can be said that the translator applies a nearly word-for-word translation in the way she preserves the ST word order in the translation. However, some words are not translated singly, such as *so that one day* into *sehingga pada suatu hari nanti* not 'sehingga pada suatu hari, *with luck* into *kalau mujur* not 'dengan kemujuran/keberuntungan, and *in my footsteps* into *mengikuti langkahku* not 'dalam/pada jejak langkahku' to avoid meaningless sequence. It is obviously that literal translation suits the case.

ST.791/Finite/	The creature slipped of the bed and bowed so low that the
Result	end of its long, thin nose touched the carpet. (p.12)
TT.791/Finite/	Mahkluk itu meluncur turun dari tempat tidur dan
Result	membungkuk rendah sekali sehingga ujung hidungnya
	yang panjang dan kurus menyentuh karpet. (p.20)

At a glance, the translation seems to be a word-for-word translation. However, it has faced an adjustment to the target language so *that the end of its long, thin nose* does not literally become 'itu akhir dari panjang kurus hidung' and *touched the carpet* become 'menyentuh itu karpet'. Therefore, a literal translation with modification is done in the translation.

ST.792/Finite/	"Sell them a key that keeps shrinking to nothing so they
Result	can never find it when they need it. (p.38)
TT.792/Finite/	"Jual kepada mereka kunci yang terus mengerut sampai
Result	akhirnya menghilang, sehingga mereka tidak bisa
	menemukannya sewaktu memerlukannya. (p.52)

Some adjustments have been applied in the translation related to word order. So they can never find it was not translated restrictedly into sehingga mereka bisa tidak akan pernah menemukannya because it would result in unnaturalness.

ST.794/Finite/	Then, when the trees had become thicker than ever, they
Result	saw their spider guides leaving the path, so that the stars
	overhead were no longer visible, and Harry's wand shone
	alone in the sea of dark, (p271)
TT.794/Finite/	Kemudian, ketika pepohonan sudah semakin rapat, mereka
Result	melihat labah-labah pemandu mereka meninggalkan jalan
	setapak, sehingga bintang-bintang di langit tak kelihatan
	lagi, dan tongkat Harry bersinar sendiri dalam lautan
	kegelapan, (p337)

The translation preserves the ST word order. However, there are some changes in the word choices. The translator translates *overhead* into *di langit* not *di atas kepala* although *di atas kepala* is the possible common meaning. It is because the word would be unaccepted when it is related to the whole clause.

ST. 795/Finite/	There was a loud clicking noise and suddenly he felt
Result	something long and hairy seize him around the middle and
	lift him off the ground, so that he was hanging facedown.
	(p.275)
TT/795/Finite/	Terdengar bunyi klak-klik keras, dan mendadak dia merasa
Result	sesuatu yang panjang dan berbulu mencengkeram
	pinggangnya dan mengangkatnya dari tanah, terbalik,
	sehingga dia menggantung dengan kepala di bawah.
	(p.341)

On the whole, the ST word order is preserved. On the other hand, for translating the word *facedown*, a word-for-word translation cannot be applied because in the target language, to see someone hanging is not from the 'face' but 'head', though face is a part of the head. Thus, literal translation is done that allows adjustment to the most accepted target language structure.

ST. 797/Finite/	The tunnel was so dark that they could only see a little
Result	distance ahead. (p.302)
TT. 797/Finite/	Terowongan itu amat gelap, sehingga mereka hanya bisa
Result	melihat jarak sangat pendek di depan mereka. (p.375)

Some adjustments have been made in the translation. The translator translates *a little distance* into *jarak sangat pendek* not into 'sedikit jarak'. Although the meanings are almost the same, if 'sedikit jarak' were applied in the translation, it would produce ridiculous sequence.

ST.803/Finite/	"If I say it myself, Harry, I've always been able to charm
Comment	the people I needed." (p310)
TT.803/Finite/	"Walau pun aku sendiri yang bilang, Harry, aku selalu bisa
Comment	memikat orang-orang yang kuperlukan." (p.384)

Although the translator has translated the clause into its closest meaning in the target language, there is a change in the grammatical structure in the translation. In other words, the translator applies a literal translation strategy.

ST.804/Finite/	But Lord Voldemort got you in the end, as you knew he
Comment	<u>must</u> . (p321)
TT.804/Finite/	Tetapi Lord Voldemort berhasil mengalahkanmu,
Comment	akhirnya, seperti kauketahui pasti akan terjadi. (p400)

Although the translation preserves the ST word order, the terms are not translated singly. Adjustment has been made in translating *as you knew he must* into *seperti kau ketahui akan begitu*. The translator does not simply translate *he must* into *dia harus* because it will produces the translation ridiculous.

ST.805/Non-finite/ Purpose	Mr. Mason stayed just long enough to tell the Dursleys that his wife was mortally afraid of birds of all shapes and
	sizes, and to ask whether this was their idea of a joke. (p.
	20)
TT.805/Non-finite/	Sebelum bergegas menyusul istrinya, Mr. Mason masih
Purpose	sempat memberitahu keluarga Dursley bahwa istrinya takut
	setengah mati pada segala macam burung dan bertanya
	apakah begini cara mereka bergurau. (p. 30)

The translation faces some adjustment in grammatical construction so that the arrangement is acceptable based on the target language readers. For instance, the placement of the adverb in his wife was mortally afraid ... into istrinya takut setengah mati, noun phrase order in birds of all shapes into segala macam burung.

ST.807/Non-finite/	Sending the family servant to stop Harry from going back
Purpose	to Hogwarts also sounded exactly like the sort of thing
	Malfoy would do. (p.30)
TT.807/Non-finite/	Mengirim pelayan rumah untuk mencegah Harry kembali
Purpose	ke Hogwarts kelihatannya juga jenis hal yang akan
	dilakukan Malfoy. (p.41)

The TT preserves the ST word order. Meanwhile, some words have been adjusted into their closest equivalences. For example: *from going back* into *kembali*.

ST.809/Non-	Seeing the shocked look on Harry's face, Ron added, "It
finite/Time	doesn't hurt them—" (p.37
TT.809/Non-	Melihat kekagetan di wajah Harry, Ron menambahkan,
finite/Time	"Ini tidak melukai mereka—" (p. 50)

The words in the clause are translated literally into their closest equivalences. However, the grammatical structure faces some adjustments such as

the shocked look into kekagetan not 'pandangan kaget', Harry's face into wajah Harry in order to be accepted based on the target language construction.

ST.810/Non-	"Ordinary Wizard Levels," George explained, seeing
finite/Time	Harry's puzzled look. (p.46)
ST.810/Non-	"Ordinary Wizarding Levels—Level Sihir Umum," George
finite/Time	menjelaskan, melihat wajah kebingungan Harry. (p.61)

There is a change in word order of the noun phrase *Harry's puzzled look* into *wajah kebingungan Harry*. Further, the word choices of *puzzled* into *kebingungan* not 'keheranan' and *look* into *wajah* not 'pandangan' show that they are translated to the most equivalent correspondences.

ST.812/Non-	Clutching his broken glasses to his face, Harry stared
finite/Time	around. (p.53)
TT.812/Non-	Sambil menempelkan kacamatanya yang pecah ke
finite/Time	wajahnya, Harry memandang berkeliling. (p.70)

There are some changes of grammatical construction in the translation, for example, *his broken glasses* into *kacamatanya yang pecah* and *his face* into *wajahnya*.

ST.817/Non-	Harry and Ron waited for the distant sounds of two
Finite/time	dormitory doors closing before seizing the cloak, throwing
	it over themselves, and climbing through the portrait hole.
	(p.271)
TT.817/Non-	Harry dan Ron menunggu bunyi dua pintu kamar yang
Finite/time	menutup di kejauhan, sebelum menyambar Jubah Gaib,
	menyelubungkannya ke tubuh mereka dan melompati
	lubang lukisan. (p.336)

Although the ST clause word order is preserved, there are still some adjustments in the translation related to the grammatical structure. The translation of *the cloak* into *Jubah Gaib* and *portrait hole* into *lubang lukisan* are the words which face the changes.

## c. Word-for-word

ST.661/Finite/	Harry's eyes wandered past him to where Professor
Place	Dumbledore, the headmaster, sat watching the Sorting
	from the staff table, his long silver beard and half-moon
	glasses shining brightly in the candlelight.(p.77)
TT.661//Finite/	Mata Harry memandang melewati anak ini ke tempat
Place	Profesor Dumbledore, kepala sekolah yang duduk
	menonton seleksi ini dari meja guru, jenggot panjangnya
	yang keperakan dan kacamata bulan-separonya berkilauan
	tertimpa cahaya lilin. (p.98)

In this case, word-for-word translation is suitably done in the translation. the translator can simply translate the words in the clause with their most common meanings and adopt the ST structure.

ST.768/Finite/	There may well come a time when, like me, you'll need to
Contigency	keep a stack handy wherever you go. (p.98)
TT.768/Finite/	Akan tiba waktunya ketika, seperti aku, kau perlu
Contigency	membawa setumpuk foto ke mana pun kau pergi. (p.123)

It seems that word-for-word is the most suitable done in the translation.

the ST word order is preserved and the words are translated singly by their most common meanings.

ST.773/Finite/	The passageway leading to Nearly Headless Nick's party
Concession	had been lined with candles, too, though the effect was far
	from cheerful. (p 131)
TT.773/Finite/	Lorong menuju ke tempat pesta Nick si Kepala Nyaris
Concession	Putus juga sudah diterangi dengan deretan lilin, meskipun
	efeknya jauh dari cerah. (p 164)

In the translation, the ST word order is preserved. Further, the words of ST are translated singly with the TL immediately below the ST words.

ST.775/Finite/	The fact was that even though he knew the diary was
Concession	blank, he kept absentmindedly picking it up and turning the
	pages, (p233)
TT.775/Finite/	Nyatanya, meskipun dia tahu buku harian itu kosong,
Concession	berulang-ulang tanpa sadar dia mengambil dan membuka-
	bukanya, (p290)

Again, the translation follows the ST word order. The words in the clause are translated to the most common words in TL. .

ST.777/Finite/	I suggest you go down to the feast, while I write to
Concession	Azkaban. (p334)
TT.777/Finite/	Kusarankan kau turun dan ikut pesta, sementara aku
Concession	menulis ke Azkaban. (p415)

In this case, the translator applies a word-for-word translation. The ST construction is preserved and the words are translated singly.

ST.779/Finite/ Contrast	"Imagine a wizard buying a rusty old car and telling his wife all he wanted to do with it was take it apart to see how it worked, while really he was enchanting it to make it fly." (p 39)
TT.779/Finite/ Contrast	"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu agar bisa terbang." (p.52)

It seems that the word-for-word strategy suits the translation. The ST word order is preserved and the words are translated singly and out of context.

ST.781/Finite/	How did you escape with nothing but a scar, while Lord
Contrast	Voldemort's powers were destroyed? (p313)
TT.781/Finite/	Bagaimana kau selamat hanya dengan bekas luka,
Contrast	sementara kekuatan Lord Voldemort hancur? (p389)

The translator translates the ST clause word-for-wordly that each word in it has the most equivalent meaning. The TT's construction also imitates the ST's.

ST.782/Finite/	Aunt Petunia burst into tears and hugged her son, while
Purpose	Harry ducked under the table so they wouldn't see him
	laughing. (p.6)
TT.782/Finite/	Bibi Petunia menangis saking terharunya dan memeluk
Purpose	anaknya, sedangkan Harry membungkuk ke bawah meja,
	supaya mereka tidak melihatnya tertawa. (p.14)

The translator preserves the structure of the ST orderly. She also translates each word in the clause into its most common meaning in the target language.

ST.783/Finite/	He himself fitted a cat-flap in the bedroom door, so that
Purpose	small amounts of food could be pushed inside three times a
	<u>day</u> . (p22)
TT.783/Finite/	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya</u>
Purpose	sedikit makanan bisa didorong masuk tiga kali sehari.
_	(p.32)

The strategy is applied in translating the words in the clause singly to the most common meanings that the target language has. Moreover, the ST word order is preserved as it is.

ST. 788/Finite/	More than once, they had to stop, so that Harry could
Purpose	crouch down and find the spiders in the wandlight. (p.273)
TT. 788/Finite/	Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bisa</u>
Purpose	berjongkok dan menemukan labah-labah itu dengan cahaya
	tongkatnya. (p. 339)

In this case, the construction of ST is adopted and each word in the clause is transferred singly into its most equivalence in the target language.

ST. 796/Finite/	The car stopped so suddenly that they were nearly thrown
Result	into the windshield. (p.280)
TT. 796/Finite/	Mobil berhenti begitu mendadak, sehingga mereka nyaris
Result	terlempar ke kaca depan. (p.348)

The translation preserves the ST word order and applies the most common meanings to the words translated.

ST.798/Finite/	Ever since Harry had come home for the summer holidays,
Similarity	Uncle Vernon had been treating him like a bomb that might
	go off at any moment. (p.3)
TT.798/Finite/	Sejak Harry pulang untuk liburan musim panas, Paman
Similarity	Vernon memperlakukannya seperti bom yang bisa meledak
•	setiap waktu. (p.9)

The translator applies a word-for-word strategy. The ST word order is preserved in the translation. Moreover, the translator transfers the words in the clause to their most common meanings in the target language.

ST.800/Finite/	He pulled out his wand and shouted, Expelliarmus!" and
Similarity	just as Snape had disarmed Lockhart, so Malfoy found the
	diary shooting out of his hand into the air. (p 239)

TT.800/Finite/	Dia menarik tongkatnya dan berteriak, "Expelliarmus!"
Similarity	dan sama seperti Snape yang melucuti Lockhart, buku
	harian itu melesat dari tangan Malfoy, terbang ke udara.
	(p297)

The translator, basically, translates the clause by preserving the ST word order and its words singly into their most common meanings in the target language, except for *had disarmed* into *yang melucuti*.

ST.802/Finite/	Now, Professor Dumbledore has granted me permission to
Comment	start this little dueling club, to train you all in case you ever
	need to defend yourselves as I myself have done on
	countless occasions. (p189)
TT.802/Finite/	"Nah Profesor Dumbledore telah memberiku ijin untuk
Comment	membentuk klub duel kecil ini, untuk melatih kalian
	semua, siapa tahu kalian perlu mempertahankan diri seperti
	yang kualami dalam banyak kesempatan—(p235)

The strategy of literal translation is done in that as I myself have done on countless occasions which is translated into seperti yang kualami dalam banyak kesempatan. The point is I myself have done is translated into yang kualami not 'yang kulakukan'. This means that the translation has faced adjustment in meaning to the whole sentence. translate it literally into 'kaki'.

ST.808/Non-	As the castle loomed nearer Harry twitched the cloak to
Finite/	make sure their feet were hidden, then, pushed the creaking
Purpose	front doors ajar. (p.281)
TT.808/Non-	Ketika kastil sudah semakin dekat, Harry menarik
Finite/	jubahnya untuk memastikan kaki mereka tersembunyi,
Purpose	kemudian mendorong pintu depan yang berderit. (p.349)

The translator applies a word-for-word strategy in that not only he preserves the ST word order and grammatical construction, but also transfers the words into their common meanings.

ST.813/Non-	Shivering, Harry walked past classrooms where lessons
finite/Time	were taking place. (p. 198)
TT.813/Non-	Bergidik, Harry berjalan melewati ruang-ruang kelas
finite/Time	tempat pelajaran sedang berlangsung. (p. 246)

There is no change in the translation in the structure as it is only one word. The translation applies word-for-word strategy as *shivering* means to tremble with cold or fear and *bergidik* means to shiver because of gruesome situation. Thus, both words have the equivalent meaning.

#### d. Omission

ST.561/ Finite/	If they pursued their fixed course, there could be no doubt about where they would end up. (p269)
Condition	
TT.561/	
Finite/	
Condition	

The translator omits the whole sentence including the underlined clause.

Therefore, the strategy used is omission.

ST.586/Finite/ Harry could make out Hermion

ST.586/Finite/	Harry could make out Hermione's neat writing, Ron's
Comparison	untidy scrawl, and even a scribble that looked as though it
	was from the Hogwarts gamekeeper, Hagrid. (p.18)
TT.586/Finite/	Harry bisa mengenali tulisan Hermione yang rapi, tulisan
Comparison	cakar ayam Ron yang berantakan, dan bahkan coretan yang
	kelihatannya dikirim oleh si pengawas binatang liar
	Hogwarts, Hagrid. (p.28)

The translator literally translates the original ST into TT by omitting the comparative conjunction *as though*. She considers it doesn't contribute much in the clarity of the translation, so he prefers translating *looked* as *kelihatannya*, instead of *as though*. Therefore, the translation becomes fluent but loses its comparative effect.

ST.593/Finite/	The assistant looked as though he wanted to stop them
Comparison	leaving, but he barely came up to Hagrid's waist and
	seemed to think better of it. (p.63)
TT.593/Finite/	Si pegawai toko kelihatannya ingin mencegah mereka
Comparison	pergi, tetapi tingginya tak sampai sepinggang Hagrid. Jadi,
	dia memutuskan lebih baik diam saja. (p.82)

The translator does not translate the comparative marker *as though* in the translation. He might probably think that it is insignificant and can cause the readers' confusion if it is translated. By writing *kelihatannya seolah ingin mencegah mereka pergi* would not be effective and sound irritating to the target language readers. Therefore, the translator prefers not to translate the conjunction.

ST.666/	Hedwig was still angry with Harry about the dasastrous car
Finite/	journey amd Ron's wand was still malfinctioning, surpassing itself
Place	on Friday morning by shooting out of Ron's hand in Charms and
	hitting tiny old Professor Flitwick squarely between the eyes,
	creating a large, throbbing green boil where it had struck. (p.104)
TT.666/	Hedwig masih marah kepada Harry soal perjalanan dengan mobil
Finite/	yang mendatangkan malapetaka itu, dan tongkat Ron masih tak
Place	bisa digunakan dengan benar, bahkan melampaui batas
	kemampuannya dengan meluncur lepas dari tangan Ron dalam
	pelajaran Mantra dan memukul Profesor Flitwick yang mungil
	tepat di antara kedua matanya, menciptakan bisul hijau besar yang
	berdenyut-denyut. (p 132)

The translator omits the whole clause which is underlined. Therefore, strategy of omission is applied in the translation.

ST.669/Finite/	From either end of the corridor, where they stood came the
Place	sound of hundreds feet climbing the stairs, and the loud, happy
	talk of well-fed people.(p.139)
TT.669/Finite/	Dari kedua ujung koridor terdengar bunyi ratusan kaki yang
Place	menaiki tangga, juga celoteh riang dan keras anak-anak yang
	perutnya kenyang. (p 173)

There is no translation of the underlined clause as the translator applies the omission strategy in the TT.

ST.786/ 822/Finite/ Purpose	His mouth held wide so that it passed through one of the stinking salmon. (p.133)
TT.786/ 822/Finite/ Purpose	Mulut terbuka lebar <u>melewati salah satu ikan salem bau</u> . (p.166)

In this case, the translator translates the ST clause, so that it passed through one of the stinking salmon, into a TT phrase, melewati salah satu ikan salmon bau.

ST.819/Non-	Cracking his neck sideways, he realized that they had
finite/time	reached the ridge of a vast hollow that had been cleared of
	trees, so that the stars shone brightly onto the worst scene
	he had ever laid eyes on. (p.275-276)
TT.819/Non-	Menoleh ke samping, dia menyadari bahwa mereka telah
finite/time	tiba di tepi tanah kosong yang membentuk semacam
	lubang besar. Tak ada pohon di situ, sehingga bintang-
	bintang bersinar menerangi pemandang paling
	mengerikan yang pernah dilihatnya. (p.342)

The omission strategy is applied in that the translation omits *his neck* because its meaning is already implied in the verb *menoleh*.

ST.820/Non-	Several large spiders were scuttling over the ground on the
finite/Comparison	other side of the glass, moving in an unnaturally straight
	line as though taking the shortest route to a prearranged
	<u>meeting</u> . (p.268)
TT.820/Non-	
finite/Comparison	

The translator omits the whole sentence. It means that both the adverbial clause of comparison and the rest clauses are not translated.

# e. Descriptive Equivalent

ST. 111/Finite/	But a moment later, he understood, as Snape unrolled today's
	issue of the <i>Evening Prophet</i> . (p 79)
Time	
TT. 111/Finite/	Tetapi sesaat kemudian, ketika Snape membuka Evening
	<u>Prophet—koran sihir sore terbitan hari itu</u> , dia pun mengerti.
Time	(p 100)

The translator gives description, *koran sihir sore*, to explain about the borrowed term, *Evening Prophet*. It is because the term is related to culture that does not exist in the target language environment. Therefore, the descriptive information is useful to explain the cultural term.

ST.821/Non-	"Okay", Ron sighed as though resigned to the worst.
finite/comparison	(p.272)
TT.821/Non-	"Oke," Ron menghela napas, seakan menyerah pada nasib
finite/comparison	untuk menerima yang paling buruk. (p.338)

The strategy is done in the giving the descriptive sequence *nasib untuk menerima* as a required information to describe *menyerah*. In the target language, the word *menyerah pada yang teburuk* is associated with 'fate' or 'destiny'. That is why *yang terburuk* needs more explanation.

# f. Cultural equivalent

ST.586/Finite/	Harry could make out Hermione's neat writing, Ron's
Comparison	untidy scrawl, and even a scribble that looked as though it
	was from the Hogwarts gamekeeper, Hagrid. (p.18)
TT.586/Finite/	Harry bisa mengenali tulisan Hermione yang rapi, tulisan
Comparison	cakar ayam Ron yang berantakan, dan bahkan coretan yang
	kelihatannya dikirim oleh si pengawas binatang liar
	Hogwarts, Hagrid. (p.28)

The strategy is applied by replacing particular terms in the source language into particular terms in the target language. This is usually done upon terms related to culture. A particular term having associated with SL culture is replaced by a term associated with TL culture. Although both terms may not be equivalent each other, but it is fine for the sake of the translation's clarity, as long as the translation provide similar understanding to the target readers same as to the native readers. In this case, *gamekeeper* is translated into *pengawas binatang liar* because the target readers, still, can understand what it is meant. It would be inappropriate to the context if it is translated literally as *wasit* or *pengawas pertandingan*.

ST.806/Non-finite/	Harry ran back to the window to see the bars dangling a
Purpose	few feet above the ground. (p. 24)
TT.806/Non-finite/	Harry berlari kembali ke jendela dan melihat jaruji itu
Purpose	bergelantungan kira-kira semeter dari tanah. (p. 37)

In the case, the translator applies a cultural equivalent in translating the standard linear measure *a few feet* into *kira-kira semeter*. Both ST and TT are different in meaning, but it is accepted because the target language is more familiar with 'meter' rather than 'foot'. That is why the translator does not translate 'feet' into 'kaki' because it is not commonly used in target circumstance.

#### g. Transposition

ST.11/Finite/	As he passed the door to the living room, Harry caught a
Time	glimpse of Uncle Vernon and Dudley in bow ties and
	dinner jackets. (p.11)
TT.11/Finite/	Ketika melewati pintu ruang duduk, sekilas Harry melihat
Time	paman Vernon dan Dudley memakai jas dan dasi kupu-
	kupu. (p.19)

Shifts occurs in the translation as there is a change in the structural level.

The SL clause is translated into TL phrase. It is done to avoid repetition of 'he' which refers to 'Harry' that is already mentioned in the next clause, *sekilas Harry*....

ST.53/Finite/	They climbed two more flights until they reached a door
Time	with peeling paint and a small plaque on it, saying
	RONALD'S ROOM. (p.40)
TT.53/Finite/	Mereka menaiki dua tangga lagi sampai tiba di pintu yang
Time	catnya mengelupas dan ada papan kecil bertuliskan
	"Kamar Ronald". (p54)

The translator changed the ST clause into TL phrase in order to avoid the repetition of pronoun 'they'. It would be ineffective if it is translated as 'Mereka menaiki dua tangga sampai mereka tiba...'. Thus, the best way is to do this strategy. Furthermore, there is also a shifts done to the word *peeling* which is a ing-participle functions as an adjective. In the TL, it becomes *mengelupas* which is a verb.

ST.63/Finite/	"Now, when you get into the fire, say where you're going
Time	and keep your elbows tucked in," (p.48)
TT.63/Finite/	"Setelah masuk perapian katakan tujuanmu. Dan rapatkan
Time	sikumu," (p64)

There is a change in the grammatical or structural level. The SL clause is changed into the TL phrase.the translator used the strategy avoiding the restatement of pronoun 'you' in the translation that already exist in the next clause ('tujuan**mu**').

ST.77/Finite/	The bag of gold, silver, and bronze jangling cheerfully in
Time	Harry's pocket was clamoring to be spent, so he bought three
	large strawberry-and-peanut-butter ice creams, which they
	slurped happily as they wandered up the alley, examining the
	<u>fascinating shop windows</u> . (p 57-58)
TT.77/Finite/	Uang emas, perak, dan perunggu yang bergemerincing di saku
Time	Harry menuntut dibelanjakan, maka dia membeli tiga es krim
	stroberi-kacang besar yang mereka nikmati dengan gembira
	sambil berjalan, melihat-lihat isi etalase yang menarik. (p75)

Again, the translator adopted the strategy avoiding the repetition of pronoun 'they' which means 'mereka' in the sentence. In the source language, it is fine to write the pronoun twice within a sentence unless the pronouns are not in the same clause. It is because a clause must have, at least, one subject and verb. In contrast, in the target language, within a sentence which consists of two clauses, either of them can only use the pronoun. That is the reason why *ás they wandered up the alley* is translated into *sambil berjalan*. On the other hand, the translator intentionally omitted the location, *the alley*, causing lost of information about the place.

ST.96/Finite/	He wheeled his trolley forward cautiously until it was right
Time	against the barrier and pushed with all his might. (p.68)
TT.96/Finite/	Dia mendorong trolinya ke depan dengan hati-hati sampai
Time	menempel ke palang dan mendorong sekuat tenaga. (p88)

This is another case of shifts. The translator left the translation in a phrase, not in a clause as the original was.

ST.121/Finite/	As they neared the greenhouses they saw the rest of the
Time	class standing outside, waiting for Professor Sprout. (p.89)
TT.121/Finite/	Mendekati rumah-rumah kaca, mereka melihat anak-anak
Time	lain sudah berdiri di depannya, menunggu Profesor Sprout.
	(p.113)

Shifts strategy occurs in the translation as the ST clause is translated into not a clause but a phrase.

ST.472/Finite/	But we feel they're skills worth learning, even if they are a
Condition	bit slow. (p.26)
TT.472/Finite/	Tapi menurut kami ini kecakapan yang layak dipelajari,
Condition	walaupun agak lambat. (p.37)

In the translation, what *agak lambat* refers to is not mentioned in the dependant clause as it is already mentioned in some part of the independent clause. Thus, the second clause applies shifts strategy as it becomes a phrase.

ST.493/Finite/	It'll be worse <u>if you don't</u> . (p.87)
Condition	
TT.493/Finite/	Gawat kalau tidak. (p.110)
Condition/	

The ST clause, *if you don't*, is translated into a TT phrase, *kalau tidak*, using shifts strategy.

ST.502/Finite/ Condition	I never went in there anyway <u>if I could avoid it</u> . (p.133)
TT.502/Finite/	Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)
Condition	

Although the translation provides a rather unfamiliar meaning to the original, the strategy makes the translation easily understandable.

ST.503/Finite/	Can you taste it if you walk through it? Harry asked him.
Condition	(p133)
TT.503/Finite/	"Bisakah kau merasakan ikan itu waktu melewatinya?"
Condition	Harry menanyainya. (p.166)

If you walk through it in the ST is in the form of a clause. It faces a change in its structural level to be a phrase waktu melewatinya.

ST.514/Finite/	If he hadn't had a very good reason for keeping Lockhart
Condition	in a good mood, he would have refused to do it. (p 161)

TT.514/Finite/	Harry pasti sudah menolak kalau dia tidak ingat pada
Condition	rencana Hermione. Untuk itu dia harus membuat Lockhart
	<u>senang</u> . (p 200)

The translation applies the strategy in separating the ST single clause into two clauses of TT. This is done as the ST meaning would not be transferred well without separation. Moreover, the clause needs to break because in TL one long sentence consisted of two or more clauses will become subtle in meaning.

ST.541/Finite/	Honestly, if you were any slower, you'd be going
Condition	backward. (p224)
TT.541/Finite/	Astaga, kalau lebih telmi dari ini, kau akan jadi
Condition	terbelakang. (p278)

Likewise, the strategy of transposition is applied in the translation as the original clause *if you were any slower* becomes a phrase *kalau lebih telmi dari ini*.

ST.593/Finite/	The assistant looked as though he wanted to stop them
Comparison	leaving, but he barely came up to Hagrid's waist and
	seemed to think better of it. (p.63)
TT.593/Finite/	Si pegawai toko kelihatannya ingin mencegah mereka
Comparison	pergi, tetapi tingginya tak sampai sepinggang Hagrid. Jadi,
	dia memutuskan lebih baik diam saja. (p.82)

The strategy is done by transferring the ST clause into the TT phrase. If the translator translated the whole ST literally, such as *Si pegawai toko kelihatannya seakan ia ingin mencegah mereka pergi*, the target readers might have difficulty to understand it as there is repetition of stating *pegawai toko* and *ia*; and also the combination of *kelihatannya* and *seakan* which, in fact, makes a needlessly long sentence.

ST.617/Finite/	As though it was magnetically attracted to Harry, the
Comparison	Bludger pelted after him once more and Harry was forced
•	to fly off at full speed. (p 168)
TT.617/Finite/	Bagai tertarik magnet, Bludger itu kembali meluncur ke
Comparison	arah Harry, dan Harry terpaksa terbang dengan kecepatan
•	penuh. (p 209)

The whole clause of the ST is changed structurally into TT which is a phrase. The target language style requires a brief and effective construction that

the translator applies this strategy. It would be a needless long sentence if translated lexically such as *seakan Bludger itu tertarik magnet kepada Harry*.

ST.648/Finite/	Harry had taken up his place at wizard school, where he
Place	and his scar were famous.
TT.648//Finite/	Harry bersekolah di sekolah sihir. Di situ dia dan bekas
Place	lukanya terkenal.

The strategy of transposition is applied when the translator divides the single ST sentence into two independent clauses.

ST.655/Finite/	"Big	deal,"	said	Ron,	rubbing	his	foot	where	the
Place	photos	grapher	had st	epped	on it. (p.5	9)			
TT.655/Finite/	"Uh, d	lasar so	k," ge	rutu Ro	on, mengg	osok	kakin	ya <u>yang</u>	<u>tadi</u>
Place	diinjal	si foto	grafer	. (p.78	)				

The strategy is done by translating the ST clause into a TT phrase.

Furthermore, the translator also changes the active ST clause into a passive TT clause. It is marked by the presence of *yang tadi diinjak si fotografer*.

ST.660//Finite/	He had stopped noticing the fantastic cloud shapes now
Place	and was thinking longingly of the train miles below, where
	you could buy ice-cold pumpkin juice from a trolley
	pushed by a plump witch. (p.72)
TT.660/Finite/	Dia sudah berhenti mengamati bentuk-bentuk awan yang
Place	fantastis sekarang, dan memikirkan kereta api yang
	berkilo-kilo meter di bawah mereka. <u>Di dalam kereta api</u>
	mereka bisa membeli jus labu kuning dingin dari troli yang
	didorong penyihir wanita gemuk. (p.92)

The strategy is done by separating one single sentence, into two sentences. The clause of place which is formerly a dependent clause becomes an independent clause. Furthermore, a literal translation is applied in the translation as the word *where* is not simply translated into *dimana*, but *di dalam kereta api* and as the grammatical structure is changed.

ST.664/Finite/	They went down to lunch, where Ron's mood was not
Place	improved by Hermione's showing them the handful of
	perfect coat buttons she had produced in
	<u>Transfiguration</u> .(p.95)
TT.664//Finite/	Mereka turun untuk makan siang. Suasana hati Ron tidak
Place	menjadi lebih baik melihat Hermione memamerkan
	segenggam kancing jaket sempurna yang dihasilkannya
	dalam pelajaran Transfigurasi. (p.120)

The translator converts the ST sentence which contains about 3 clauses into two sentences. Furthermore, the passive ST clause, *where Ron's mood was not improved*, is changed into an active TT clause, *suasana hati Ron tidak menjadi lebih baik*. However, as *where* is not translated, the translation faces a lost of place indicator where Ron's mood was not improved.

ST.665/Finite/	Harry yanked his robes straight and headed for a seat at the
Place	very back of the class, where he busied himself with pilling
	all seven of Lockhart's books in front of him, (p.99)
TT.665/Finite/	Harry menyentakkan dan meluruskan jubahnya dan menuju
Place	tempat duduk paling belakang kelas. Dia lalu menyibukkan
	diri dengan menumpuk semua buku Lockhart di depannya,
	(p.124)

Again, there is a change in grammatical of the translation. One single sentence of ST is changed into two independent clauses. The underlined clause does not include the adverbial of place conjunction. Thus, the sense is changed. The former ST stresses on 'the place', at the very back of the class, in which he busied himself. While, in the translation, this sense does not exist since there is a new sense that is 'what he does next', he is pilling all books in front of him.

ST.715/Finite/	Because I think another delivery might finish your one off.
Reason	(p.45)
TT.715/Finite/	Karena kalau sekali lagi disuruh mengirim surat, kurasa
Reason	burung yang satu ini lewat deh. (p.60)

The one dependent clause of ST is structurally changed into two clauses, independent and dependent ones.

ST.719//Finite/	"Maybe he's left," said Harry, "because he missed out on
Reason	the Defense Against Dark Arts job again!" (p 78)
TT.719//Finite/	"Mungkin dia keluar," kata Harry, "karena tidak terpilih
Reason	mengajar Pertahanan terhadap Ilmu Hitam lagi!" (p 99)

Using this strategy, the active ST clause is not only changed into a phrase,

but also into a passive TT.

ST.720//Finite/	Natural to want a bit more once you've had that first taste -
Reason	and I blame myself for giving you that, because it was
	bound to go to your head - but see here, young man, you
	can't start flying cars to try and get yourself noticed. (p.91)
TT.720//Finite/	Wajar menginginkan lebih kalau kau sudah
Reason	mencicipinya—dan aku menyalahkan diriku sendiri karena
	memberimu itu, karena pasti akan mempengaruhi
	pikiranmu. Tapi, Nak, kau tak bisa menerbangkan mobil
	untuk mencoba membuat dirimu diperhatikan. (p.115)

The ST clause faces two different of transposition. The first, it is changed

into a TT phrase. The second, the ST, which is a static sentence is changed into the TT active sentence.

ST.726/Finite/	Harry knew at once that Malfoy had said something really
Reason	bad because there was an instant uproar at his words. (p
	112)
TT.726/Finite/	Harry langsung tahu Malfoy telah mengatakan sesuatu
Reason	yang benar-benar kelewatan karena tiba-tiba saja terjadi
	keributan. (p 140)

The transposition strategy is applied because the static structure of ST is changed into active TT construction. Thus, there is a change in grammatical structure.

ST.770/Finite/	Ron was holding up an ashen-faced Seamus, apologizing
Contigency	for whatever his broken wand had done. (p192)
TT.770/Finite/	Ron memegangi Seamus yang wajahnya sepucat tembok,
Contigency	meminta maaf untuk entah apa yang telah dilakukan
	tongkat patahnya. (p239)

The strategy is done in the change of ST active sentence, whatever his broken wand had done, into a TT passive sentence, entah apa yang telah dilakukan tongkat patahnya.

ST.787/Finite/	Harry and Ron lagged behind the others so they could talk
Purpose	out of earshot. (p.269)
TT.787/Finite/	Harry dan Ron sengaja berjalan berlama-lama di belakang
Purpose	yang lain agar bisa bicara tanpa didengar siapa pun.
	(p.334)

The ST clause is translated into TT phrase using this strategy. The pronoun *they* is not translated so that the translation becomes a phrase.

ST.789/Finite/ Purpose	"Try and get it out," Ron whispered, shifting his chair so that he blocked Harry from Madam Pomfrey's view. (p.289)
TT.789/Finite/	"Coba keluarkan," bisik Ron, menggeser kursinya <u>supaya</u>
Purpose	Harry terhalang dari pandangan Madam Pomfrey. (p.360)

The strategy changes the structure of the ST. It is formerly an active sentence which is changed into a passive sentence.

ST.801/Finite/	He had stopped right behind Colin, flanked, as he always
Comment	was at Hogwarts by his large and shuggish cronies, Crabbe
	and Goyle. (p.97)
TT.801/Finite/	Dia berhenti tepat di belakang Colin, diapit, seperti
Comment	biasanya di Hogwarts, oleh dua kroninya yang besar dan
	kejam, Crabbe dan Goyle. (p.122)

There is a change in the translation in that it becomes a phrase, not a clause anymore. The strategy is done because the target language does not require the subject *he* to be written as it has been mentioned previously.

# h. Direct Translation

ST.597/Finite/	Snape looked as though Christmas had been canceled.
Comparison	(p.81)
TT.597/Finite/	Snape tampak <u>kecewa sekali</u> . (p.103)
Comparison	

The translator applies a direct or literal translation for the above simile. The translator's background may contribute the way she translates this. The ST related to the Western culture regards Christmas as a great day that most Western people celebrate it joyfully. It can be imagined how disappointed they are if the great day is cancelled because of something. However, Christmas is not the culture to the most target language readers including the translator who is not Christian. That is why the translator prefers translating the ST literally to lexically.

#### i. Indirect Translation

ST.620/Finite/	Both he and Hermione were looking as though someone
Comparison	<u>had died</u> . (p196)
TT.620/Finite/	Baik dia maupun Hermione kelihatan seolah baru saja
Comparison	kematian teman. (p243)

The translator tries to apply an indirect translation in translating the above simile. In other words, she applies a different simile which is understood by the target circumstance. However, the choice of sequence in the translation is difficult to understand. The translator can simply revise it using either another more appropriate simile or direct translation which means revealing the implied meaning of the figurative language.

ST.622/Finite/	He returned to squint at what he'd fallen over and felt as
Comparison	though his stomach had dissolved. (p.202)
TT.622//Finite/	Harry menoleh untuk melihat apa yang membuatnya jatuh,
Comparison	dan <u>hatinya mencelos</u> . (p.251)

The translator, again, tries to apply an indirect translation in translating the ST which contains a simile clause. There is a slight different meaning between 'his stomach' and 'hatinya'. On the other hand, the translation still can be understood by the readers. It seems that the diction 'hatinya=his heart' is

commonly used and quite familiar in the target language whenever talking about feeling, instead of using 'stomach'. Therefore, by avoiding literal translation, the translator would rather to find another term which suits the target language circumstance.

ST.695/Finite/ Place	It might be kinder to leave her where she is (p285)
TT.695/Finite/ Place	Mungkin baginya lebih baik jika dia dibiarkan membatu (p355)

The simile of the original text is translated by applying direct translation. *Membatu* describes or is the implied meaning of the clause *where she is*. Thus, the translator might probably think to translate it the way it is rather than to find another equivalent simile in the TT.

## j. Modulation

ST.21/Finite/	"Ron, how did you - What the -?" Harry's mouth fell open
Time	as the full impact of what he was seeing hit him. (p.24)
TT.21/Finite/	"Ron, bagaimana kau—apa i?" Harry ternganga ketika
Time	sadar sepenuhnya apa yang dilihatnya. (p35)

There is a change of view point in the translation. If the SL clause focuses on the effect or impact being seen that hits the person, the TL, instead, focuses on the person who is finally conscious of what he was seeing.

ST.473/Finite/	Just last night we were saying we'd come and get you
Condition	ourselves if you hadn't written back to Ron by Friday.
	(p.34)
TT.473/Finite/	Baru semalam kami katakan kami sendiri akan datang
Condition	menjemputmu <u>kalau sampai hari Jumat kau tidak</u>
	membalas surat Ron. (p.47)

There is a change in the stressed point of the clause. The ST stresses on the action, if you hadn't written back to Ron, while the translation on the limited time, kalau sampai hari Jumat. Although adverb of time can be placed either in the beginning or the end of the clause, why the translator put it at the beginning of the

clause is certainly because he wants to lies the view point in the time instead of the action.

ST.595/Finite/	Harry felt as though he'd just been walloped in the stomach
Comparison	by one of the mad tree's larger branches. (p.79)
TT.595/Finite/	Harry merasa seakan perutnya baru saja dihantam salah
Comparison	satu dahan besar pohon gila itu. (p 101)

In the translation, the translator sees the stressed point of view on the *stomach*, not on the *he* like what the ST does. This is a familiar way of the target language to point or see something from the object, 'the stomach' (Suryawinata. 2003).

ST.600/Finite/	It looked quite ordinary to Harry, but Ron and Neville
Comparison	were both looking at it as though they expected it to
	explode. (p.87)
TT.600/Finite/	Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron
Comparison	dan Neville memandangnya ketakutan seakan amplop
	itu bisa meledak setiap saat. (p.110)

In this case, the ST clause focuses on the subject, 'they', but the TT clause focuses on the object, 'amplop'. The strategy is applied in the translation because literal translation would not provide naturalness and smoothness of the result.

ST.738/Finite/	"It matters," said Hermione, speaking at last in a hushed
Reason	voice, "because being able to talk to snakes was what
	Salazar Slytherin was famous for." (p196)
TT.738/Finite/	"Itu penting," kata hermione, akhirnya bicara dengan
Reason	suara tertekan, "karena Salazar Slytherin terkenal justru
	karena kemampuannya bicara dengan ular." (p 244)

There is a change of thought in the translation. The ST clause lies its focus on the 'ability of talking with snakes', while the TT much more emphasizes on the 'Salazar Slytherin who owns that ability'.

ST.772/Finite/ Concession	Her Pepperup potion worked instantly, though it left the drinker smoking at the ears for several hours
	afterward.(p 122)
TT.772/Finite/	Ramuan Merica mujarab-nya manjur sekali, meskipun
Concession	yang meminumnya jadi mengeluarkan asap dari telinga
	selama beberapa jam sesudahnya. (p 152)

The strategy is done by changing the point of view in the translation. The TT tends to talk most about the drinker, while the original pays attention on the potion itself.

ST.774/Finite/	"All I saw," said Ernies stubbornly, though he was
Concession	trembling, as he spoke. (p 200)
TT.774/Finite/	"Yang kulihat hanyalah," kata Ernie bandel, meskipun
Concession	dia bicara sambil gemetaran. (p 249)

The strategy is done by changing the point of view of the translation. The original text tends to talking about the way he trembled, but the translation about the way he spoke.

ST.784/Finite/	"Not a word to Molly," he whispered to Harry as he
Purpose	opened the trunk and showed him how it had been magically expanded so that the luggage fitted easily. (p.66)
TT.784/Finite/	"Jangan bilang apa-apa kepada Molly," bisiknya kepada
Purpose	Harry ketika dia membuka bagasi dan menunjukkan
	bagaimana bagasi itu sudah dibesarkan dengan sihir
	sehingga bisa memuat koper-koper. (p.85)

There is a change of viewpoint in the translation. The ST clause which originally focuses on the *luggage* is changed into TT clause which lies its focus on the 'trunk' as it is stated as *bagasi*.

ST.789/Finite/	"Try and get it out," Ron whispered, shifting his chair so			
Purpose	that he blocked Harry from Madam Pomfrey's view.			
	(p.289)			
TT.789/Finite/	"Coba keluarkan," bisik Ron, menggeser kursinya			
Purpose	supaya Harry terhalang dari pandangan Madam			
	<u>Pomfrey</u> . (p.360)			

The translator changes the thought of the translation construction. She sees the point from the 'object', *Harry*, not from the 'doer', *he*. This change is an obligation because the target language requires that such kind of construction.

## k. Transliteration

ST.111/Finite/Time	But a moment later, he understood, as Snape unrolled
	today's issue of the Evening Prophet. (p 79)

TT.111/Finite/Time	Tetapi sesaat kemudian, ketika Snape membuka
	Evening Prophet—koran sihir sore terbitan hari itu, dia
	pun mengerti. (p 100)

In the underlined clause, *Evening Prophet* is rewritten as there is no equivalent word in the target language. Thus, the translator adds additional phrase 'koran sihir sore' to give the readers information about what it is. While for the rests of the clause, the translator simply transfers them word-for-word.

# 2. The application of translation strategies related to accuracy and readability

Table 3. Translation Strategies related to Accuracyand Readability

Strategies	Total	Accuracy	Readability	Inaccuracy	Unreadability
	Applied				
Transposition	27	27	27	0	0
		(100%)	(100%)		
Literal	24	22	23	2	1
		(92%)	(96%)	(8%)	(4%)
Word-for-word	16	16	16	0	0
		(100%)	(100%)		
Addition	15	14	15	1	0
		(93%)	(100%)	(7%)	
Modulation	9	9	9	0	0
		(100%)	(100%)		
Omission	8	4	4	4	4
		(50%)	(50%)	(50%)	(50%)
Indirect	3	3	2	0	1

		(100%)	(67%)		(37%)
Descriptive	2	2	1	0	1
equivalent		(100%)	(50%)		(50%)
Cultural	2	2	2	0	0
equivalent		(100%)	(100%)		
Direct	1	1	1	0	0
		(100%)	(100%)		
Transliteration	1	1	1	0	0
		(100%)	(100%)		

The above table shows the use of eleven (11) strategies in translating the sentences with adverbial clauses. It is found that the use of transposition, word-for-word, modulation, cultural equivalent, direct, as well as transliteration results in accurate and readable translations. While the use of literal, addition, omission, indirect, and descriptive equivalent strategies somehow results in inaccurate and unreadable adverbial clause translations.

It can be seen that the use of literal strategy results in 92% accuracy and 96% readability, and only 8% inaccuracy and 6% unreadability. The use of addition strategy results in 93% accuracy and 100% readability, and only 7% inaccuracy. The most significant relationship can be seen through the use of omission strategy which results in 50% accuracy and readability. It means that another 50% is inaccurate and unreadable. While for the use of indirect strategy results in 100% accuracy and 67% readability which leaves 33% unreadability. The last one is the use of descriptive equivalent strategy which results in 100%

accuracy and 50% readability. It indicates that another 50% results in unredability. For the rest strategies, they result in 100% accuracy and readability. In conclusion, a translator should be aware in applying those five strategies which result in inaccuracy and radability, especially omission and descriptive equivalent whenever translating adverbial clauses. It is probably because the strategies are inappropriate to translate adverbial clauses.

The study also presents the translations that have applied inappropriate strategies which result in inaccuracy and unredability provided with the explanations. They are as follows.

## a. Accurate-Unreadable

ST.666/	Hedwig was still angry with Harry about the disastrous car journey
Finite/	amd Ron's wand was still malfunctioning, surpassing itself on
Place	Friday morning by shooting out of Ron's hand in Charms and
	hitting tiny old Professor Flitwick squarely between the eyes,
	creating a large, throbbing green boil where it had struck. (p.104)
TT.666/	Hedwig masih marah kepada Harry soal perjalanan dengan mobil
Finite/	yang mendatangkan malapetaka itu, dan tongkat Ron masih tak
Place	bisa digunakan dengan benar, bahkan melampaui batas
	kemampuannya dengan meluncur lepas dari tangan Ron dalam
	pelajaran Mantra dan memukul Profesor Flitwick yang mungil
	tepat di antara kedua matanya, menciptakan bisul hijau besar yang
	berdenyut-denyut. (p 132)

Accy= 1.4 Read= 4

Omission strategy applied in the TT make it unreadable to the readers because no translation is provided. However, the strategy is understood as it is considered unimportant. Meanwhile, *where it had struck* is referred to a particular position/place, *tepat di antara kedua matanya*, that has been mentioned in the sentence, thus no need of rewriting.

ST.620/Finite/	Both he and Hermione were looking as though someone
Comparison	<u>had died</u> . (p196)
TT.620/Finite/	Baik dia maupun Hermione kelihatan seolah baru saja
Comparison	kematian teman. (p243)
1 2 6	D 1 01

Accy= 2.6 Read= 3.1

By applying the indirect translation, the TT, in fact, is difficult to understand as the diction is not appropriate. If the translator finds it hard to write an equivalent simile, she can simply apply a 'direct strategy' which means to reveal directly the implied meaning of the figurative language.

ST.821/Non-	"Okay", Ron sighed as though resigned to the worst.
finite/comparison	(p.272)
TT.821/Non-	"Oke," Ron menghela napas, seakan menyerah pada nasib
finite/comparison	untuk menerima yang paling buruk. (p.338)
$\Lambda_{\text{cov}} = 1.9$	Pand- 2

Accy= 1.8 Read= 3

The strategy is done in the giving the descriptive sequence *nasib untuk menerima* as a required information to describe *menyerah*. In the target language, the word *menyerah pada yang terburuk* is associated with 'fate' or 'destiny'. However, the translation is not understandable enough. Instead, the translator can apply 'literal strategy' which will make the translation more effective and readable, into *seakan menyerah pada nasib terburuk*.

## b. <u>Inacurate-Readable</u>

ST.642/Finite/	As though Hagrid had the brains, or the power! (p312)
Comparison	
TT.642/Finite/	Mana mungkin Hagrid punya otak untuk itu, atau untuk
Comparison	kekuasaan! (p386)
Inaccy= 3	Pead= 28

Inaccy= 3 Read= 2.8

The translator applies addition strategy by adding *untuk itu* in the translation. Without the addition, *mana mungkin Hagrid punya otak atau kekuasaan!*, the sequence cannot be accepted because it would be questionable of

what the brain and power is for. On the other hand, the position of the addition is not appropriate, so that the TT has a different meaning from the ST. Therefore, a rearranging is suggested in order that the readers can get the accurate transference.

ST.804/Finite/	But Lord Voldemort got you in the end, as you knew he			
Comment	<u>must</u> . (p321)			
TT.804/Finite/	Tetapi Lord Voldemort berhasil mengalahkanmu,			
Comment	akhirnya, seperti kauketahui pasti akan terjadi. (p400)			
T 2.1	D 1 2 1			

Inaccy= 3.1 Read= 2.1

As translation preserves the ST word order and some term are not translated singly, the literal strategy is applied in it. Although the TT is readable, it is considered not accurate because there is a shift in meaning. Moreover, the word choices are too strict and do not flow naturally and fluidity. The literal strategy is actually properly applied, but it needs a rewriting.

ST.786/ 822/Finite/ Purpose	His mouth held wide so that it passed through one of the stinking salmon. (p.133)
TT.786/ 822/Finite/	Mulut terbuka lebar <u>melewati salah satu ikan salem bau</u> . (p.166)
Purpose	

Inaccy= $\overline{3}$  Read= 2.6

The strategy of omission in the translation is considered inappropriately applied. The strategy, in fact, omits the subordinator *so that* which actually shows or strengthens the intention of doing one action in purpose to result in another effect or action. Without the subordinator, the translation produces a plain different meaning from the ST. Therefore, literal translation is more appropriate to apply in this case.

## c. <u>Inaccurate-Unreadable</u>

ST.561/	If they pursued theipereeeeer fixed course, there could be no
Finite/	doubt about where they would end up. (p269)
Condition	
TT.561/	
Finite/	
Condition	

Accy= 4 Read= 4

Omission is applied in the ST. The translator must have the reason of doing this. However, this makes the readers cannot both get the meaning and understand the translation at all. In other words, the translation should have translated the ST.

ST.669/Finite/	From either end of the corridor, where they stood came the
Place	sound of hundreds feet climbing the stairs, and the loud, happy
	talk of well-fed people.(p.139)
TT.669/Finite/	Dari kedua ujung koridor terdengar bunyi ratusan kaki yang
Place	menaiki tangga, juga celoteh riang dan keras anak-anak yang
	perutnya kenyang. (p 173)

Accy: 4 Read= 4

There is no translation of the underlined clause as the translator applies the omission strategy in the TT. Therefore, the readers cannot either get the meaning or understand the translation.

ST.820/Non-	Several large spiders were scuttling over the ground on the
finite/Comparison	other side of the glass, moving in an unnaturally straight
	line as though taking the shortest route to a prearranged
	meeting. (p.268)
TT.820/Non-	
finite/Comparison	

Accy= 4 Read= 4

As the translator does not translate the ST at all in purpose, the readers neither get the meaning not understand the translation.

ST.803/Finite/	"If I say it myself, Harry, I've always been able to charm
Comment	the people I needed." (p310)
TT.803/Finite/	"Walau pun aku sendiri yang bilang, Harry, aku selalu bisa
Comment	memikat orang-orang yang kuperlukan." (p.384)
Incov= 3	Pand- 2.1

Inccy= 3 Read= 3.1

Literal strategy is applied in the TT. As a result, the translation word order is too strict and does not flow naturally. It is hard to understand it. Therefore, direct strategy is suggested if the translator cannot find the equivalence in the TL. It will be *menurutku* that is simpler and easier to understand.

#### **CHAPTER V**

#### CONCLUSION

#### A. Conclusion

The study finds out that the translation of adverbial clauses by Listiana Srisanti is basically highly accurate and easy to read. The findings are proven by the following explanation.

The study analyses about 105 sentences which hold adverbial clauses. They are divided into twelve categories based on the adverbial clause classifications. The study figures out that the accuracy rate for the translations of adverbial clause is 1.7. The rate is got from two steps. Firstly, the study calculates the total score given by each respondent divided by the total sentences. Secondly, each score done in the previous is totaled and divided by five (the amount of respondents). The accuracy score indicates that the translations of adverbial clause have, basically, conveyed the content of the original test. Moreover, the translations is felt clear and no need of rewriting.

In percentage, the study figures out about 76% of the translations with high accuracy, 18% with enough accuracy, 3% with inaccuracy, and 3% with high inaccuracy. Related to translations which are inaccurate, the study finds that the translator is less aware of rendering 'intention' by 'intention'. According to Belloc in Bassnett, a translator should transfer 'intention' of the text by 'intention' in translating prose. Some cases of the inaccurate translations in this study are due to the translator's ignorance of the sentence's intention. Some words are not

translated, while actually, those words carry intention of the text. The fact points out that a translator should be aware of omitting something from the text, for the sake of getting equivalent meaning.

In the case of readability, the final rate reaches up to 2.0. According to readability rating instrument, the rate indicates that although there are some terms which are not fully understood, the translations, still, are easy to read and can be comprehended. In other words, the translations are readable, though some of them do not totally carry meaningful sequence and they may leave 'uncertainty' to the readers; or the wrong arrangement make the readable terms not understandable.

From the rate, the study can draw the percentage of the translations based on their scale. There are about 54% of translations which are highly readable. They got scale range 1-1.9. Further, the translations which are readable reach 39%. All of them got scale range 2-2.9. While for unreadable and highly unreadable translations with scale range 3-4, there are only 3% and 4%. Although 54% of the translations are considered highly readable, the readability score only gets 2.0 which means readable enough.

In the case of translation strategies used in translating adverbial clauses, the study finds that the translator applies about 11 strategies, notably transposition, literal, word-for-word, addition, modulation, omission, indirect, descriptive equivalent, cultural equivalent, direct, and transliteration. Those are arranged from the most used strategies to the least used ones. For the sake of readers' comprehension, the translator mostly changes the structure of the ST into

the most acceptable structure and arrangement in the TL via transposition and literal strategies. Among those strategies, the study finds five strategies which, in fact, result in inaccuracy and unreadability of the translations. They are literal, addition, omission, indirect and descriptive equivalent. The use of literal strategy shows 8% of inaccuracy and 4% of unreadability. The use of addition reveals 7% of inaccuracy. The use of omission shows significant number, that is 50% of inaccuracy and 50% of unreadability. The use of indirect points 37% of unreadability. The last one is the use of descriptive equivalent which shows 50% of unreadability.

As there are translations with inaccuracy and unreadability found as stated above, the study classifies the translations into three categories, they are translations which are *accurate-unreadable*, *inaccurate-readable*, and *inaccurate-unreadable*.

## 1. Accurate-unreadable

The study finds two factors that make the translations accurate but unreadable: (i) the adverbial clauses are not translated and (ii) the strategies applied are not suitable. The first factor can be shown in TT.666/Finite/Place. The application of omission strategy makes the translation unreadable as it is omitted. However, the strategy is considered appropriate because the translator has mentioned the implied place referenced by the adverbial clause somewhere else within the same sentence. The second factor can be seen in the following items. In TT.620/Finite/Comparison, the application of indirect translation cannot be accepted appropriately by the target readers in the term of readability, results in

accurate but unreadable translation. In other words, the translator should find another strategy that is more suitable. If she cannot find the closest equivalence through indirect strategy, thus she can simply transfer it using direct strategy. Same as the previous case, TT.821/Non-finite/Comparison faces inappropriateness of strategy application. The usage of descriptive equivalent really makes the translation is not understood; it would be understood if the translator applied literal strategy.

#### 2. Inaccurate-readable

For the *inaccurate but readable* translations, three factors are found, notably: (i) the misarranging of the translation sequence, (ii) inappropriate word choice and (iii) the strategies applied are not suitable. The first factor can be shown by TT.642/Finite/Comparison. The addition strategy in the item is considered suitable, but there is problem in word arranging. The added words *untuk itu* are not appropriate to be placed so, results in meaning shift. The second factor happens in TT.804/Finite/Comment when the translator applies literal strategy but, in fact, there is problem in some words choices, which are not suitable. This results in inaccuracy of the translation. The third factor can be found in TT.786/Finite/Purpose when the translator omits the adverbial conjunction *so that* resulting in meaning loss. Therefore, in order to provide the equivalent meaning to the original, literal strategy is suggested.

## 3. Inaccurate-unreadable

For the *inaccurate-unreadable*, two factors are found, namely: (i) the adverbial clauses are not translated and (ii) the strategies applied are not suitable.

First factor is shown by TT.561/Finite/Condition, TT.669/Finite/Place, and TT.820/Non-finite/Comparison. The translator has applied omission strategy in the three items. The whole adverbial clauses are not translated so that the respondents cannot assess their accuracy and readability. That is why those items are considered inaccurate and unreadable because the readers cannot either get or understand the meaning transferred. Meanwhile, for the second factor, TT.803/Finite/Comment faces problem in applying the strategy. Literal strategy which has been applied, in fact, makes the result does not sound naturally. The strict arrangement results in unnatural or uncommon way of saying it from the target language point of view.

To conclude, the translations of adverbial clause in *Harry Potter and the Chamber of Secrets* are highly accurate and readable enough. Although some terms that are difficult to understand, the result of translations are easy to read. Nevertheless, there is still found the use of translation strategies which results in inaccuracy and unreadability. It is because the strategies are inappropriately applied to translate adverbial clauses. Therefore, a translator should be careful in applying the five strategies, especially omission and descriptive equivalent in translating sentences with adverbial clauses.

## **B.** Suggestion

Although there is not slight rate of inaccuracy and unreadability found in the study, the study can be developed by another researcher who is interested in adverbial clause translation to another object.

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#### **APPENDICES**

## **Appendix 1: Translation Accuracy Questionnaire**

## ANGKET KEAKURATAN TERJEMAHAN DALAM MENERJEMAHKAN KLAUSA ADVERBIAL DALAM HARRY POTTER AND THE CHAMBER OF SECRETS MENJADI HARRY POTTER DAN KAMAR RAHASIA

Responden Yth,

Dalam rangka penulisan skripsi dengan judul **The Translation of English Adverbial Clauses in** *Harry Potter* and *The Chamber of Secrets*: A Study on the Accuracy, Acceptability, and the Strategies Applied, saya mengharapkan kesediaan saudara/i untuk meluangkan waktu mengisi kuisioner ini

Kuisioner ini dimaksudkan untuk mengukur kualitas penerjemahan klausa adverbial (*adverbial clauses*) yang ditandai dengan garis bawah dalam hal keakuratan (*accuracy*) menurut persepsi responden. Atas kesediaan saudara/i, saya ucapkan terima kasih.

Hormat saya,

Ch. Dini Dwi .A. Mahasiswi Universitas Sanata Dharma Nomor Induk Mahasiswa 044214120

Pada bagian di bawah ini, disediakan empat alternatif penilaian untuk setiap penerjemahan. Berilah tanda (X) pada salah satu kolom alternatif yang telah disediakan, yaitu:

- (1): Jika anda menganggap terjemahan tersebut sangat akurat.
- (2): Jika anda menganggap terjemahan tersebut akurat.
- (3): Jika anda menganggap terjemahan tersebut tidak akurat.
- (4): Jika anda menganggap terjemahan tersebut sangat tidak akurat.

Dan berilah komentar anda berupa alasan atau saran perbaikan terjemahan pada kolom yang disediakan.

No	Harry potter and The Chamber of Secrets	No	Harry Potter dan Kamar Rahasia	1	2	3	4
ST.10/ ite/ Time	¥	TT.10 /Finite/ Time	Sudah pukul setengah delapan malam ketika akhirnya, kelelahan, dia mendengar bibi Petunia memanggilnya. (p.18)				
Catatan:							
ST.11/ Finite/ Time	room, Harry caught a glimpse of	TT.11/ Finite/ Time	Ketika melewati pintu ruang duduk, sekilas Harry melihat paman Vernon dan Dudley memakai jas dan dasi kupu-kupu. (p.19)				

Cototom							
Catatan:							
ST.21/	"Ron, how did you - What the -?"	TT.21/	"Ron, bagaimana kau—apa i?"				
Finite/	Harry's mouth fell open as the full	Finite/	Harry ternganga ketika sadar				
Time	impact of what he was seeing hit him. (p.24)	Time	sepenuhnya apa yang dilihatnya. (p35)				
Catatan:	<u>iiiii</u> . (p.24)		(p33)	<u> </u>	I		
ST.53/	They climbed two more flights	TT.53/ Finite/	Mereka menaiki dua tangga lagi				
Finite/ Time	until they reached a door with peeling paint and a small plaque	Time	sampai tiba di pintu yang catnya mengelupas dan ada papan kecil				
Time	on it, saying RONALD'S ROOM.	Time	bertuliskan "Kamar Ronald".				
	(p.40)		(p54)				
Catatan:							
ST.63/	"Now, when you get into the fire,	TT.63/	"Setelah masuk perapian katakan				
Finite/	say where you're going and keep	Finite/	tujuanmu. Dan rapatkan sikumu,"				
Time	your elbows tucked in," (p.48)	Time	(p64)				
Catatan:							
ST.77/	The bag of gold, silver, and	TT.77/	Uang emas, perak, dan perunggu				
Finite/	bronze jangling cheerfully in	Finite/	yang bergemerincing di saku				
Time	Harry's pocket was clamoring to	Time	Harry menuntut dibelanjakan,				
	be spent, so he bought three large strawberry-and-peanut-butter ice		maka dia membeli tiga es krim stroberi-kacang besar yang				
	creams, which they slurped		mereka nikmati dengan gembira				
	happily as they wandered up the		sambil berjalan, melihat-lihat isi				
	alley, examining the fascinating		etalase yang menarik. (p75)				
	shop windows. (p 57-58)						
Catatan:							
ST.96/	He wheeled his trolley forward	TT.96/	Dia mendorong trolinya ke depan				
Finite/	cautiously until it was right		dengan hati-hati <u>sampai</u>				
Time	against the barrier and pushed with all his might. (p.68)	Time	menempel ke palang dan mendorong sekuat tenaga. (p88)				
Catatan:	with all his might. (p.08)		mendorong sekuat tenaga. (p88)		I		
ST.111/ Finite/	But a moment later, he	TT.111/ Finite/	Tetapi sesaat kemudian, ketika				
Time	understood, <u>as Snape unrolled</u> today's issue of the <i>Evening</i>	Time	<u>Snape membuka Evening</u> <u>Prophet</u> —koran sihir sore				
Time	Prophet. (p 79)	Time	terbitan hari itu, dia pun mengerti.				
	<u> </u>		(p 100)				
Catatan:							
ST.121/	As they neared the greenhouses	TT.121/	Mendekati rumah-rumah kaca,		I	[	
822/Finit	they saw the rest of the class	822/Finit	mereka melihat anak-anak lain				
e/	standing outside, waiting for	e/	sudah berdiri di depannya,				
Time	Professor Sprout. (p.89)	Time	menunggu Profesor Sprout. (p.113)				
Catatan:		1	(p.113)				
ST.435/	The chill air was whipping	TT.435/	Udara dingin menerpa wajah dan		1	1	
Finite/	through Harry's hair, and before	Finite/	rambut Harry, dan <u>belum puas dia</u>				
Time	he'd stopped enjoying the ride, it	Time	menikmatinya, perjalanan itu				
	was over—all four of them were		sudah berakhir—mereka				
	hitting the wet floor of Moaning		berempat mendarat di lantai				
	Myrtle's bathroom, (p324)		basah toilet Myrtle Merana. (p.405)				
Catatan:		ı	1 /5	I			
ST.463/	But Dobby has come to protect	ST.463/	Tetapi Dobby datang untuk		1	1	
Finite/	Harry Potter, to warn him, even <u>if</u>		melindungi Harry Potter, untuk				
Conditio	he does have to	Conditio	memperingatkannya,				
n		n					

	shut his ears in the oven later(p.16)		meskipun karena itu Dobby harus menjepit telinganya di pintu oven nanti(p.25)				
Catatan:							
ST.472/ Finite/ Conditio	But we feel they're skills worth learning, even if they are a bit slow. (p.26)	TT.472/ Finite/ Conditio	Tapi menurut kami ini kecakapan yang layak dipelajari, <u>walaupun agak lambat</u> . (p.37)				
Catatan:		n					
am 1=2/		mm 4=4 /					
ST.473/ Finite/ Conditio n	Just last night we were saying we'd come and get you ourselves if you hadn't written back to Ron by Friday. (p.34)	FT.473/ Finite/ Conditio n	Baru semalam kami katakan kami sendiri akan datang menjemputmu <u>kalau sampai hari Jumat kau tidak membalas surat Ron.</u> (p.47)				
Catatan:							
ST.493/ Finite/ Conditio	It'll be worse <u>if you don't</u> . (p.87)	TT.493/ Finite/ Conditio n/	Gawat <u>kalau tidak</u> . (p.110)				
Catatan:							
ST.502/ Finite/ Conditio	I never went in there anyway if I could avoid it. (p.133)	TT.502/ Finite/ Conditio	Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)				
Catatan:							
ST.503/ Finite/ Conditio	Can you taste it <u>if you walk</u> through it? Harry asked him. (p133)	TT.503/ Finite/ Conditio	"Bisakah kau merasakan ikan itu waktu melewatinya?" Harry menanyainya. (p.166)				
Catatan:							
ST.514/ Finite/ Conditio	If he hadn't had a very good reason for keeping Lockhart in a good mood, he would have refused to do it. (p 161)	TT.514/ Finite/ Conditio	Harry pasti sudah menolak <u>kalau</u> dia tidak ingat pada rencana Hermione. Untuk itu dia harus membuat <u>Lockhart senang</u> . (p 200)				
Catatan:							
ST.541/ Finite/ Conditio	Honestly, <u>if you were any slower</u> , you'd be going backward. (p224)	TT.541/ Finite/ Conditio	Astaga, <u>kalau lebih telmi dari ini</u> , kau akan jadi terbelakang. (p278)				
Catatan:							
ST.561/ Finite/ Conditio	If they pursued their fixed course, there could be no doubt about where they would end up. (p269)	TT.561/ Finite/ Conditio n					
Catatan:				•			
ST.584/ Finite/ Conditio n	If anymore of them find their way into innocent hand, I think Arthur Weasley, for one, will make sure they are traced back to you. (p337)	TT.584/ Finite/ Conditio n	Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah, kurasa Arthur Weasley, salah satunya, akan memastikan barang-barang itu dilacak sampai kepadamu(p418)				
Catatan:					_	_	
ST.586/ Finite/ Compari son	Harry could make out Hermione's neat writing, Ron's untidy scrawl, and even a scribble that looked <u>as</u>	TT.586/ Finite/ Compari son	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan				

though it was from the Hogwarts gamekeeper, Hagrid. (p.18)  Catatan:  The assistant looked as though he wanted to stop them leaving, but he barely came up to Hagrid's waist and seemed to think better of it. (p.63)  Catatan:  The assistant looked as though he wanted to stop them leaving, but he barely came up to Hagrid's waist and seemed to think better of it. (p.63)  Catatan:  The assistant looked as though he wanted to stop them leaving, but he barely came up to Hagrid's waist and seemed to think better of it. (p.63)  Catatan:  The assistant looked as though he wanted to stop them leaving, but he barely came up to Hagrid's son of it. (p.63)  Catatan:  The assistant looked as though he wanted to stop them leaving, but he barely came up to Hagrid's son sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)  Catatan:  The assistant looked as though he wanted to stop them leaving, but he barely came of it. (p.63)  The assistant looked as though he wanted to stop them leaving, brinted barely came of it. (p.82)  The assistant looked as though he wanted to stop them leaving, brinted barely came of it. (p.82)  Compari son  The assistant looked as though he wanted to stop them leaving, brinted barely came of it. (p.82)  The assistant looked as though frinted barely came of it. (p.83)  The assistant looked as though frinted barely came of it. (p.84)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assistant looked as though frinted barely came of it. (p.85)  The assi	
Catatan:  ST.593/ The assistant looked as though he yanted to stop them leaving, but he barely came up to Hagrid's Compari waist and seemed to think better of it. (p.63)  Catatan:  ST.595/ Harry felt as though he'd just been walloped in the stomach by one of the mad tree's larger branches. (p.79)  Catatan:  ST.597/ Snape looked as though been canceled. (p.81)  ST.597/ Finite/ Compari son  ST.600/ It looked quite ordinary to Harry, but Ron and Neville were both looking at it as though texpected it to explode. (p.87)  Si pegawai toko kelihatannya ingin mencegah mereka pergi, tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)  ST.595/ Finite/ Compari son  ST.597/ Snape looked as though Compari son  Catatan:  ST.600/ It looked quite ordinary to Harry, but Ron and Neville were both looking at it as though they expected it to explode. (p.87)  Si pegawai toko kelihatannya ingin mencegah mereka pergi, tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)  ST.595/ Finite/ Compari son  Snape looked as though Snape looked as though Compari son  Catatan:  ST.600/ It looked quite ordinary to Harry, but Ron and Neville were both looking at it as though they expected it to explode. (p.87)  Snape tampak kecewa sekali (p.103)  Compari son  Snape tampak kecewa sekali (p.103)  Compari son  Snape tampak kecewa sekali (p.103)  Compari son  Neville memandangnya ketakutan seakan amplop itu bisa meledak setiap saat (p.110)	
ST.593/ The assistant looked as though he wanted to stop them leaving, but he barely came up to Hagrid's waist and seemed to think better of it. (p.63)  Catatan:  ST.595/ Harry felt as though he'd just been walloped in the stomach by one of the mad tree's larger son branches. (p.79)  Catatan:  ST.597/ Snape looked as though branches. (p.79)  Snape looked as though (p.81)  Snape looked as though (p.81)  Snape looked quite ordinary to Harry, but Ron and Neville were both looking at it as though they expected it to explode. (p.87)  Si pegawai toko kelihatannya ingin mencegah mereka pergi, tetapi tingginya tak sampai son sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)  ST.595/ Harry felt as though he'd just been walloped in the stomach by one of the mad tree's larger son branches. (p.79)  Snape looked as though (p.81)  Snape looked as though (p.81)  Compari son  Catatan:  ST.600/ It looked quite ordinary to Harry, but Ron and Neville were both looking at it as though they expected it to explode. (p.87)  Si pegawai toko kelihatannya ingin mencegah mereka pergi, tetapi tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)  Harry merasa seakan perutnya baru saja dihantam salah satu dahan besar pohon gila itu. (p.81)  Snape tampak kecewa sekali. (p.103)  Compari son  Catatan:  ST.600/ Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville memandangnya ketakutan son seakan amplop itu bisa meledak setiap saat. (p.110)	
Finite/ Compari he barely came up to Hagrid's waist and seemed to think better of it. (p.63)  Catatan:  ST.595/ Harry felt as though he'd just been walloped in the stomach by one of the mad tree's larger branches (p.79)  Catatan:  ST.597/ Snape looked as though finite/ Compari son  ST.597/ Snape looked as though (p.81)  ST.597/ Snape looked as though (p.81)  ST.600/ It looked quite ordinary to Harry, son  Catatan:  ST.600/ It looked quite ordinary to Harry, son  Compari son  ST.600/ Sinite/ but Ron and Neville were both looking at it as though they expected it to explode. (p.87)  Snape looking at it as though they expected it to explode. (p.87)  Snape looking at it as though they expected it to explode. (p.87)	
Catatan:  ST.595/ Harry felt as though he'd just been walloped in the stomach by one of the mad tree's larger son branches. (p.79)  Catatan:  ST.597/ Snape looked as though Finite/ Compari son Christmas had been canceled. (p.81)  Compari son Catatan:  ST.600/ It looked quite ordinary to Harry, Finite/ but Ron and Neville were both Compari looking at it as though they son expected it to explode. (p.87)  ST.600/ Expected it to explode. (p.87)  ST.600/ Expected it to explode. (p.87)  Harry merasa seakan perutnya baru saja dihantam salah satu dahan besar pohon gila itu. (p. 101)  ST.597/ Snape tampak kecewa sekali. (p.103)  Compari son Catatan:  ST.600/ Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville memandangnya ketakutan son seakan amplop itu bisa meledak setiap saat. (p.110)	
Finite/ Compari one of the mad tree's larger branches (p.79)  Catatan:  ST.597/ Snape looked as though Finite/ Compari on Compari on Branches (p.81)  ST.600/ Catatan:  ST.600/ Catatan:  ST.600/ Compari on Branches (p.81)  ST.600/ Compari on Branches (p.82)  ST.600/ Compari on Branches (p.83)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)	
Finite/ Compari one of the mad tree's larger branches (p.79)  Catatan:  ST.597/ Snape looked as though Finite/ Compari on Compari on Branches (p.81)  ST.600/ Catatan:  ST.600/ Catatan:  ST.600/ Compari on Branches (p.81)  ST.600/ Compari on Branches (p.82)  ST.600/ Compari on Branches (p.83)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)  Snape tampak kecewa sekali (p.103)  Compari on Branches (p.103)	
Finite/ Compari (p.81)  ST.600/ Finite/ Compari son  Catatan:  ST.600/ Finite/ Compari son  Tr.600/ Finite/ Compari looking at it as though they son  Expected it to explode. (p.87)  Finite/ Compari son  Seakan amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Seakan amplop itu bisa meledak setiap saat. (p.110)	
Finite/ Compari (p.81)  ST.600/ Finite/ Compari son  Catatan:  ST.600/ Finite/ Compari son  Tr.600/ Finite/ Compari looking at it as though they son  Expected it to explode. (p.87)  Finite/ Compari son  Seakan amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Seakan amplop itu bisa meledak setiap saat. (p.110)	
ST.600/ It looked quite ordinary to Harry,   TT.600/ Amplop itu kelihatan biasa saja   Finite/ but Ron and Neville were both   Finite/ bagi Harry, tetapi Ron dan   Compari   looking at it as though they expected it to explode. (p.87)   Compari   Neville memandangnya ketakutan   son   seakan amplop itu bisa meledak   setiap saat (p.110)	
Finite/ but Ron and Neville were both Compari looking at it as though they expected it to explode. (p.87)  Finite/ bagi Harry, tetapi Ron dan Neville memandangnya ketakutan son seakan amplop itu bisa meledak setiap saat. (p.110)	
·	
ST.617/ As though it was magnetically TT.617/ Bagai tertarik magnet, Bludger itu	
Finite/ Compari pelted after him once more and Compari son/32 Harry was forced to fly off at full son speed. (p 168)	
Catatan:	
ST.620/ Both he and Hermione were TT.620/ Baik dia maupun Hermione Finite/ looking as though someone had Compari died. (p196) Compari son Son Son Son Script St. St. St. St. St. St. St. St. St. St	
Catatan:	
ST.622/ He returned to squint at what he'd   TT.622/ Harry menoleh untuk melihat apa   Finite/ fallen over and felt as though his stomach had dissolved. (p.202)   Compari   son   son/37   Harry menoleh untuk melihat apa   yang membuatnya jatuh, dan   hatinya mencelos. (p.251)	
Catatan:	
ST.630/ Snape was looking as though the Finite/ Compari son Potion would be forced-fed poison. (p237)  Snape was looking as though the Finite/ Finite/ Compari son Cinta akan dicekoki racun. (p294)	
Catatan:	
ST.642/ As though Hagrid had the brains, Finite/ or the power! (p312)  Compari son  Catalana  As though Hagrid had the brains, Or the power! (p312)  Finite/ Compari son  Catalana  TT.642/ Mana mungkin Hagrid punyak otak untuk itu, atau untuk kekuasaan! (p386)  Scholana	
Catatan:	
ST.648/ Harry had taken up his place at FT.648/ Harry bersekolah di sekolah sihir. Finite/ wizard school, where he and his Place scar were famous. Finite/ Place terkenal.	

Place the Meaded back to the fireside in the Leaky Cauldron, where Harry, the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder, (p.63)  Catatan:  ST.660'   He had stopped noticing the firitie' place with fantastic cloud shapes now and place training the training below, where you could buy ice-seld pumpiking juck from a trolley pushed by a plump witch. (p.72)  Catatan:  ST.661/   Harry's eyes wandered past him to where Professor Dumbledore, the Bedmaster, sat watching the Sorting from the staff table, his long silver beard and half-mon places shining brightly in the candlelight (p.77)  Catatan:  Catatan:  ST.664/   They went down to lunch, where Place Pla	Catatan:					
Finite Place Catatan:  ST 657  But it was a subdued group that stepped on it. (p. 59)  But it was a subdued group that stepped on it. (p. 59)  But it was a subdued group that stepped on it. (p. 59)  But it was a subdued group that stepped on it. (p. 50)  But it was a subdued group that stepped on it. (p. 50)  But it was a subdued group that stepped on it. (p. 50)  But it was a subdued group that stepped on it. (p. 50)  But it was a subdued group that stepped on it. (p. 50)  But it was a subdued group that stepped on it. (p. 50)  Catatan:  But it was a subdued group that stepped on it. (p. 50)  But it was a subdued group that should be train for it. (p. 50)  But it was a subdued group that should be train for it. (p. 50)  Catatan:  ST 660'  Finite' Place  Wendey, dan. semua. belanjaan mereka ban palang ke Undown semangana beau.  Dari tempat itu Harry, kelaraga Wendey, dan. semua. belanjaan mereka ban palang ke Undown semangana beau.  Dari tempat itu Harry, kelaraga Wendey, dan. semua. belanjaan mereka ban palang ke Undown semangana palace undown s						
Place   stepped on it (p.59)						
ST.650/ Place  But it was a subdued group that inheaded back to the fireside in the headed back to the fireside in the Leaky Cauldron, where Harry, the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder. (p.63)  Catatan:  ST.660/ Place  But he had stopped noticing the finite/ (p.63)  Finite/ Place  train miles below, where, your could buy ice-cold pumpkin juice from a trollery pushed by a plump witch. (p.72)  But at miles below, where, your could buy ice-cold pumpkin juice from a trollery pushed by a plump witch. (p.72)  Finite/ Place  Catatan:  ST.661/ Place  They went down to lunch, where Place training disput, can be considered and half-moon glasses shining brightly in the candlelight. (p.77)  Catatan:  ST.664/ Place  They went down to lunch, where Ron's mood was not improved by Place handled for a seat at the very back of the class, where he buised himself with pliling all seven of Lockhart's books in front of him. (p.99)  Catatan:  ST.6651/ Finite/ Place  Harry yanked his robes straight and headed for a seat at the very back of the class, where he buised himself with pliling all seven of Lockhart's books in front of him. (p.99)  Catatan:  Catatan:  ST.6661/ Finite/ Place  They went down to lunch, where ron's mood was not improved by Finite/ back of the class, where he buised himself with pliling all seven of Lockhart's books in front of him. (p.99)  Catatan:  Catatan:  Catatan:  ST.6661/ Finite/ Place  Harry yanked his robes straight and headed for a seat at the very back of the class, where he buised himself with pliling all seven of Lockhart's books in front of him. (p.99)  Catatan:  Catatan:  Catatan:  Catatan:  Catatan:  Catatan:  Catatan:  Catatan:  The finite/ Place  Ron's Ron's hand in Charms and hitting tiny old Professor Pliwick squarely between the eyes, creating a large, throbbing green boil where ithad struck (p.104)  Harry about the dasastrous car journey and Ron's wand was still many with large with place himself root plant place himself root plant place						
But it was a subdued group that headed back to the fireside in the Finite/ Lacky Cauldron, where Harry, the Weasleys, and all their shopping would be traveling back to like Burrow using Floo powder. (p.63)   Tetapi rombongan yang kembali ke perapian di Leaky Cauldron was thinking longing Floo powder. (p.63)   Tetapi rombongan yang kembali ke perapian di Leaky Cauldron was thinking longing Floo powder. (p.63)   Tetapi rombongan yang kembali ke perapian di Leaky Cauldron was thinking longing Floo powder. (p.63)   Tetapi rombongan yang kembali ke perapian di Leaky Cauldron was thinking longing floo powder. (p.63)   Tetapi rombongan yang kembali ke perapian di Leaky Cauldron was thinking longing floo powder. (p.63)   Tetapi rombongan yang kembali ke perapian di Leaky Cauldron was the perapian di Leaky Cauldron was perapian w		stepped on it. (p.59)	Place	diinjak si fotografer. (p. /8)		
Place   Dear	Catatan.					
Leaky Cauldron, where Harry, place the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder (p.63)  Catatan:  ST 660/ Finite/ Place with England Burrow and Finite/ Finite/ Place could by iee-cold pumpkin juice from a trollex pushed by a plump witch (p.72)  He had stopped noticing the fantastic cloud shapes now and Finite/ shade withinking longingly of the train miles below, where you could buy iee-cold pumpkin juice from a trollex pushed by a plump witch (p.72)  Catatan:  ST 661/ Finite/ Place he handful place from the staff table, his long silver beard and half-mon glasses shining brightly in the endlelight (p.77)  Catatan:  ST 664/ They went down to lunch, where Rois mood was not improved by Hermione's showing them the handful of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST 665/ Harry yanked his robes straight and headed for a seat at the very Place himself with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place  Rof Sm Ood was still angry with Place himself with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  Catatan:  ST 666/ Finite/ Place with pilling all seven of Lockhart's books in front of him (p.99)  C	ST.657/	But it was a subdued group that	TT.657/			
the Weateleys. and all their shopping would be traveling back to the Burrow using Floo powder. (p.63)  Catatan:  ST.660/ Finite/ Place train miles below, where you could buy ice-cold pumpkin juice from a trolley pushed by a plump witch. (p.72)  Catatan:  ST.661/ Finite/ Place  Place border from the staff table, his long silver beard and half-moon glasses shining brightly in the candlelight.(p.77)  Catatan:  ST.661/ Finite/ Place  Total to where Poissor Dumbledore, the handful of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST.666/ Harry shows in more work because the handful of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST.666/ Harry yanked his robes straight and headed for a seat at the very blace limited in the handful of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST.666/ Harry about the dasastrous carr journey and Ron's swand was still mail finite innie of Ron's band in Charms and hitting tiny old Professor Flitwick squartely between the eyes, creating a large, throbbing green boil where it had struck (p.104)  Bar tempat it in Harry, kelask, and mercka akan pulang keat The Burrow menggunakan bubuk bentuk-bentuk awan yang fantastis sekarang, dan mercka bisa membeli jusa labu keuning dingin dari troil vang didorong penyihir wanita gemuk. [p.92]  Totalam:  Totalam retra akan pulang keath bubuk bentuk-bentuk awan yang fantastis sekarang, dan memikikan kerta api mereka bisa membeli jusa labu keuning dingin dari troil vang didorong penyihir wanita gemuk keuning digin ari troil vang didorong penyihir wanita gemuk keuning digin ari troil vang didorong penyihir wanita gemuk keuning digin ari troil vang didorong penyihir wanita gemuk keuning digin ari troil vang didorong penyihir wanita gemuk keuning digin ari troil vang didorong penyihir wanita gemuk keuning digin ari troil vang didorong	Finite/					
ST.660/ Finite/ Place  The had stopped noticing the frame in long place ould be prevention to the train miles below, where you could buy iee-cold pumpkin juice from a trolley pushed by a plump witch. (p.72)  There of the headmaster, sat watching the borning silver beard and half-moon glasses shining brightly in the candlelight.(p.77)  They went down to lunch, where housed hand place had produced in Transfiguration (p.95)  They went down to lunch, where housed himself with pilling all seven of Lockhart's books in front of him. (p.99)  The catatan:  The head stopped noticing the fantastic solution was using merical and half-moon glasses shining brightly in the candlelight.(p.77)  They went down to lunch, where housed himself with pilling all seven of Lockhart's books in front of him. (p.99)  The catatan:  The head stopped noticing the fantastic solution was using merical and half-moon glasses shining brightly in the candlelight.(p.77)  They went down to lunch, where housed himself with pilling all seven of Lockhart's books in front of him. (p.99)  They are the down to lunch where fantastic solution was not improved by finite?  Place  Harry vanked his robes straight and headed for a seat at the very back of the class, where housed himself with pilling all seven of Lockhart's books in front of him. (p.99)  Catatan:  Transfiguration (p.95)  Timite/ Place  Hedwig was still angry with Harry about the dasastrous car journey and Ron's wand was still angry with pilling all seven of Lockhart's books in front of him. (p.99)  Catatan:  Transfiguration (p.95)  Transfiguration (	Place		Place			
Transfiguration (p.95)  The Harry sanked his robes straight and headed for a seat at the very Place  Transfiguration (p.95)  Transfiguration (p.96)  Transfiguration (p.96)  Transfiguration (p.97)  Transfiguration (p.97)  Transfiguration (p.97)  Transfiguration (p.95)  Transfiguration (p.95)  Transfiguration (p.95)  Transfiguration (p.96)  Transfiguration (p.97)  Transfiguration (p.98)  T						
Catatan:  ST 660/ Finite/ Place  A the set of the classes shining brightly in the candlelight (p.77)  Catatan:  ST 664/ Finite/ Place  They went down to lunch, where Roris mond was not improved by Hace and Halfall of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST 666/ Finite/ Place  Softing from the staff table, his long silver beard and half-moon glasses shining brightly in the candlelight (p.77)  Catatan:  ST 666/ Finite/ Place  A they went down to lunch, where Roris mood was not improved by Hace handful of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST 666/ Harry yanked his robes straight and headed for a seat at the very Place back of the class, where he bussed himself with pilling all seven of Lockhart's books in front of him. (p.99)  Catatan:  ST 666/ Finite/ Place  Catatan:  ST 666/ Harry yanked his robes straight and headed for a seat at the very Place hand full of perfect coat buttons she had produced in Transfiguration (p.95)  Catatan:  ST 666/ Harry about the dasastrous car journey and Roris wand was still angry with Harry about the dasastrous car fordy morning by shooting out of Ron's hand in Charms and hitting tiny old Professor Flitwick squartey between the eyes, creating a large, throbbing green boil where it had struck. (p.104)  Burrom members wat had his robes at raight and headed for a seat at the very place on Friday morning by shooting out of Ron's hand in Charms and hitting tiny old Professor Flitwick squartey between the eyes, creating a large, throbbing green boil where it had struck. (p.104)  Catatan:  ST 666/ Hedwig was still angry with Harry about the dasastrous car journey and Ron's wand was still pall place bear and hitting tiny old Professor Flitwick squar mungil tepat di antara kedua matanya, mencipakan bisul hijau besar lead to paga had nomemiskan bentuk and and memiskan bentuk awan yang dinamatira bentuk awan yang dan member was had memiskan bentuk awan pang dinamatira bentuk awan yang dan member was had memiskan bentu						
Catatam:  ST 660/ Finite/ Place  train miles below, where you could buy cie-cold pumpkin juice from a trolley pushed by a plump witch. (p.72)  Catatam:  ST 661/ Finite/ Place  To finite/ Place						
He had stopped noticing the finite/ fantastic cloud shapes now and was thinking longingly of the train miles below, where you could buy ice-cold pumpkin juice from a trolley pushed by a plump witch. (p.72)   Finite/ place   Finite/ place   Finite/ sorting from the staff table, his long silver beard and half-mon place shining brightly in the candlelight. (p.77)   Finite/ Place		<u> </u>				
Finite/ Place  Intastic cloud shapes now and was thinking longingly of the place of the class where the busies of the class wh	Catatan:					
Finite/ Place  Intastic cloud shapes now and was thinking longingly of the place of the class where the busies of the class wh	ST.660/	He had stopped noticing the	TT.660/	Dia sudah berhenti mengamati		
train miles below, where you could buy iece cold pumpkin juice from a trolley pushed by a plump witch. (p.72)  The property of the professor pumpledore, finite/ place  The place  The went down to lunch, where candlelight. (p.77)  They went down to lunch, where the handful of perfect coat buttons she had produced in Transfiguration (p.95)  The place  They went down to lunch, where the handful of perfect coat buttons she had produced in Transfiguration (p.95)  The place  They went down to lunch, where the handful of perfect coat buttons she had produced in Transfiguration (p.95)  The place  They went down to lunch, where the handful of perfect coat buttons she had produced in Transfiguration (p.95)  The place  The place  They went down to lunch, where the handful of perfect coat buttons she had produced in Transfiguration (p.95)  The place  The place  The place  The place that the very finite/ place and headed for a seat at the very finite/ place and headed for a seat at the very finite/ place  The place that the very finite/ place and headed for a seat at the very finite	Finite/					
could buy ice-cold pumpkin juice from a trolley pushed by a plump witch. (p.72)	Place		Place			
from a trolley pushed by a plump witch. (p.72)    Image: Catatan:   Image: Catatan:						
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Place journey amd Ron's wand was still malfinctioning, surpassing itself on Friday morning by shooting out of Ron's hand in Charms and hitting tiny old Professor Flitwick squarely between the eyes, creating a large, throbbing green boil where it had struck. (p.104)  Place mobil yang mendatangkan malapetaka itu, dan tongkat Ron masih tak bisa digunakan dengan benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar	Finite/	Harry about the dasastrous car		Harry soal perjalanan dengan		
on Friday morning by shooting out of Ron's hand in Charms and hitting tiny old Professor Flitwick squarely between the eyes, creating a large, throbbing green boil where it had struck. (p.104)  masih tak bisa digunakan dengan benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar	Place		Place			
out of Ron's hand in Charms and hitting tiny old Professor Flitwick squarely between the eyes, creating a large, throbbing green boil where it had struck. (p.104)  Benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar				, ,		
hitting tiny old Professor Flitwick squarely between the eyes, creating a large, throbbing green boil where it had struck. (p.104)    hitting tiny old Professor Flitwick squam meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar						
squarely between the eyes, creating a large, throbbing green boil where it had struck. (p.104)  lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar						
creating a large, throbbing green boil where it had struck. (p.104)  Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar						
tepat di antara kedua matanya, menciptakan bisul hijau besar		creating a large, throbbing green		pelajaran Mantra dan memukul		
menciptakan bisul hijau besar		boil where it had struck. (p.104)				

Catatan:						
OT CCO!	I Francischer auf e.d. 11	hrm ((0)	Desir Leden 1 1 11	ı	<del>, , ,</del>	
ST.669/	From either end of the corridor,		Dari kedua ujung koridor			
Finite/ Place	where they stood came the sound of hundreds feet climbing the	Finite/ Place	terdengar bunyi ratusan kaki yang menaiki tangga, juga celoteh			
1 lace	stairs, and the loud, happy talk of	1 lace	riang dan keras anak-anak yang			
	well-fed people.(p.139)		perutnya kenyang. (p 173)			
Catatan:	wen rea people.(p.159)		peramya nenyang. (p 175)	I		
ST.695/	It might be kinder to leave her	TT.695/	Mungkin baginya lebih baik jika			
Finite/	where she is (p285)	Finite/	dia dibiarkan membatu (p355)			
Place	where she is (p283)	Place	dia dibiarkan <u>membatu</u> (p333)			
Catatan:		race				
			1			
ST.709/	As neither Dudley nor the hedge	11.709/	Karena baik Dudley maupun			
Finite/	was in any way hurt, Aunt		pagarnya sama sekali tidak			
Reason	Petunia knew he hadn't really done magic, (p14-15)	Reason	<u>bercacat</u> , Bibi Petunia tahu dia tidak betul-betul menyihir. (p.17)			
Catatan:	done magie, (pr 13)	1	trada octar octar menyimi. (p.17)	l l		
om #1 */	In 11:1 : :::	hom es s	1			
ST.715/	Because I think another delivery	TT.715/	Karena kalau sekali lagi disuruh			
Finite/	might finish your one off. (p.45)	Finite/ Reason	mengirim surat, kurasa burung			
Reason Catatan:		Reason	yang satu ini lewat deh. (p.60)			
ST.719/	"Maybe he's left," said Harry,	TT.719/	"Mungkin dia keluar," kata			_
Finite/	"because he missed out on the		Harry, "karena tidak terpilih			
Reason	Defense Against Dark Arts job	Reason	mengajar Pertahanan terhadap			
G + +	<u>again</u> !" (p 78)		<u>Ilmu Hitam lagi!</u> " (p 99)			
Catatan:						
ST.720/	Natural to want a bit more once	TT.720/	Wajar menginginkan lebih kalau			
Finite/	you've had that first taste - and I	Finite/	kau sudah mencicipinya—dan			
Reason	blame myself for giving you that,	Reason	aku menyalahkan diriku sendiri			
	because it was bound to go to		karena memberimu itu, karena			
	your head - but see here, young		pasti akan mempengaruhi			
	man, you can't start flying cars to		pikiranmu. Tapi, Nak, kau tak			
	try and get yourself noticed. (p.91)		bisa menerbangkan mobil untuk mencoba membuat dirimu			
	(p.71)		diperhatikan. (p.115)			
Catatan:						
ST.726/	Harry knew at once that Malfoy	TT 726/	Harry langsung tahu Malfoy telah			
Finite/	had said something really bad	Finite/	mengatakan sesuatu yang benar-			
Reason	because there was an instant		benar kelewatan karena tiba-tiba			
	uproar at his words. (p 112)		saja terjadi keributan. (p 140)			
Catatan:						
ST.738/	"It matters," said Hermione,	TT.738/	"Itu penting," kata hermione,			
Finite/	speaking at last in a hushed voice,		akhirnya bicara dengan suara			
Reason	"because being able to talk to		tertekan, "karena Salazar			
	snakes was what Salazar		Slytherin terkenal justru karena			
	Slytherin was famous for." (p196)		kemampuannya bicara dengan			
Catatan:		1	<u>ular</u> ." (p 244)		1	
ST.741/	They also stole their shoes,	TT.741/	Mereka juga mencuri sepatu			_
Finite/	because their own were too far		Crabbe dan Goyle karena sepatu			
Reason	small for Crabbe-and Goyle-size-	Reason	mereka kelewat kecil untuk			
	<u>feet</u> . (p215)		ukuran kaki kedua anak Slytherin itu. (p267)			
Catatan:	1	1	<u></u> (p201)	I	1 1	
CT 750/	Tom Diddle had tomed Hearth in	TT 750/	Tom Diddle	<u> </u>	<u> </u>	
ST.750/ Finite/	Tom Riddle had turned Hagrid in because he was faced with the		Tom Riddle menyerahkan Hagrid, karena bila tidak dia			
Reason	prospect of a Muggle orphanage		harus tinggal di panti asuhan			
2 (000011	(p258)		Muggle (p321)			
Catatan:	I W 7	1	<u> </u>		1 1	

CT 754/	"Dut then Do L	TT 754/	"Tatoni Isalan kasita Tala I I	1	, ,	
ST.754/ Finite/	"But thenDo you know what did kill that girl?" said Harry.	TT.754/ Finite/	"Tetapi kalau begituTahukah kau apa yang membunuh anak			
Reason	"Because whatever it is, it's back		perempuan itu?" tanya Harry.			
recuson	and attacking people again."	reason	"Karena entah apa pun dia, dia			
	(p278)		sudah muncul kembali dan			
			menyerang orang-orang			
			<u>lagi</u> "(p346)			
Catatan:						
ST.765/	"It only put me in Gryffindor,"	TT 765/	"Topi itu menempatkan saya di			
Finite/	said Harry in a defeated voice,		Gryffindor," kata Harry pasrah,			
Reason	"because I asked not to go in		"hanya karena saya tak mau			
	Slytherin." (p333)		ditempatkan di Slytherin." (p414)			
Catatan:						
ST.766/	The ghoul in the attic howled and	TT.766/	Hantu di loteng melolong dan		1 1	
Finite/	dropped pipes whenever he felt		menjatuhkan pipa <u>setiap kali dia</u>			
Continge		Continge	merasa suasana terlalu sepi, dan			
ncy	small explosions from Fred and	ncy	ledakan-ledakan kecil dari kamar			
-	George's bedroom were		Fred dan George dianggap			
	considered perfectly normal. (p		normal. (p.56)			
Catatan:	42)					
Catatan.						
ST.767/	Ginny seemed very prone to	TT.767/	Ginny kelihatannya jadi sangat			
Finite/	knocking things over whenever	Finite/	mudah menjatuhkan barang-			
Contigen	Harry entered a room. (p.43)	Contigen	barang <u>setiap kali Harry</u>			
су		cy	memasuki ruangan. (p.57)			
Catatan:						
ST.768/	There may well come a time	TT.768/	Akan tiba waktunya ketika,			
Finite/	when, like me, you'll need to	Finite/	seperti aku, kau perlu membawa			
Contigen	keep a stack handy wherever you	-	setumpuk foto ke mana pun kau			
Cototoo	<u>go</u> . (p.98)	cy	<u>pergi.</u> (p.123)			
Catatan:						
ST.769/	Harry spent a lot of time over the	TT.768/	Selama beberapa hari			
Finite/	next few days dodging out of		sesudahnya, Harry melewatkan			
Contigen	sight whenever he saw Gilderoy		banyak waktu untuk menghindar			
су	Lockhart coming down a	су	setiap kali melihat Gilderoy			
	corridor. (p 104)		Lockhart muncul di ujung koridor. (p 131)			
Catatan:		1	<u>normor</u> . (p 131)			
GE 550/	D 111	mm 990/	<u> </u>			
ST.770/ Finite/	Ron was holding up an ashen- faced Seamus, apologizing for	TT.770/	Ron memegangi Seamus yang wajahnya sepucat tembok,			
Contigen	whatever his broken wand had		meminta maaf untuk entah apa			
cy	done. (p192)	cy	yang telah dilakukan tongkat			
- 3	(r )	,	patahnya. (p239)			
Catatan:				•		
ST.771/	Neither of them had written to	TT.771/	Tak seorang pun dari mereka			
Finite/	him all summer, even though Ron	Finite/	berdua menulis surat kepadanya			
Concessi	had said he was going to ask	Concessi	musim panas ini, meskipun Ron			
on	Harry to come and stay. (p.7)	on	sudah mengatakan akan meminta			
			Harry datang menginap di			
Catatan			rumahnya. (p.15)			
Catatan:						
ST.772/	Her Pepperup potion worked	TT.772/	Ramuan Merica mujarab-nya			
Finite/	instantly, though it left the		manjur sekali, meskipun yang			
Concessi	drinker smoking at the ears for	Concessi	meminumnya jadi mengeluarkan			
on	several hours afterward.(p 122)	on	asap dari telinga selama beberapa			
Catatan:		I	jam sesudahnya. (p 152)			
Catatan.						
ST.773/	The passageway leading to	TT.773/	Lorong menuju ke tempat pesta			

Concessi been fined with candles, too, concessi more cheerful (p 131)  Catatan:  ST.774/ Finite/ Concessi 20  Catatan:  ST.775/ Finite/ Concessi 20  Catatan:  The fact was that even though he was printed by the diary was blank, he kept absentinindedly picking it up and concessi on an image the pages, (p233)  Catatan:  The fact was that even though he key the diary was blank, he kept absentinindedly picking it up and concessi on an image the pages, (p233)  Catatan:  The fact was that even though he key the diary was blank, he kept absentining the pages, (p233)  Catatan:  The fact was that even though he key the finite/ absentining the pages, (p233)  Catatan:  The fact was that even though he key the finite/ Riddle before, it still scened to concessi on man something to him, (p233- on man						
Deen lined with candles, too, concess on though the effect was far from cheerful. (p131)   State   Policy	Finite/	Nearly Headless Nick's party had	Finite/	Nick si Kepala Nyaris Putus juga		
catatan:  SET. 774   "All I saw," said Ernies   TT.774   Finite trembling, as he spoke (p 200)   T.775   Finite trembling, as						
Catatan:  ST.774  "All I saw," said Ernies   TT.774/ stubbornly, though he was Finite/ concession   Tr.774/ stubbornly, though he was poke (p 200)   Concession   Tr.775/ strict   The fact was that even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The fact was the even though he   TT.775/ strict   The						
"All I saw," said Emies   TI.774   "Yang kulihat hanyalah," kata subbornly, though he was stubbornly, though he was stubbornly, though he was stubbornly, though he was subbornly though he was finite frinted basentrimidedly picking it up and concessi on a catatan:    TI.775	Oli		OII			
"All I saw," said Ernies   Tr.774/ stubbornly, though he was printed tembling, as he spoke (p 200)   Tr.774/ stubbornly, though he was printed tembling, as he spoke (p 200)   Tr.775/ stubbornly, though he was printed tembling, as he spoke (p 200)   Tr.775/ stubbornly, though he was printed tembling, as he spoke (p 200)   Tr.775/ stubbornly, though he was printed to concessi on   Tr.775/ stubbornly, though he was printed absentinindedly picking it up and Concessi on   Tr.775/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed absentining the pages, (p.23)   Tr.776/ stubbornly, though he was printed was printed absentining the page that was take it apprinted was printed was pr	C-1-1	cheerran. (p. 131)		<u>ceran</u> . (p 104)		
ST.775/   The fact was that even though he was printed tembling, as he spoke, (p 200)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family group absentinidedly picking it up and concession   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family group did at membuka-bukanya, (p 250)   The fact was that even though he family group data that make the family group data that provided and membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even the family group data that membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even the family group data that membukanya, (p 250)   The fact was that even the family group data that was the family group data that the family group d	Catatan:					
ST.775/   The fact was that even though he was printed tembling, as he spoke, (p 200)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family group absentinidedly picking it up and concession   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family generating (p 249)   The fact was that even though he family group did at membuka-bukanya, (p 250)   The fact was that even though he family group data that make the family group data that provided and membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even the family group data that membuka-bukanya, (p 250)   The fact was that even though he family group data that membuka-bukanya, (p 250)   The fact was that even the family group data that membukanya, (p 250)   The fact was that even the family group data that was the family group data that the family group d	COD 77.4/	(411 T 22 :1 E :	TOTE 77.4/	(37 1 11 1 1 1 1 2 1 4	1 1	-
Catatan:  ST.775/ Finite/ Concessi on  The fact was that even though he knew the diary was blank, he kept fainte/ knew the diary was blank, he kept fainte/ concessi on turning the pages, (p.233)  Catatan:  ST.776/ Finite/ Concessi on  ST.7776/ Finite/ Concessi on  ST.7776/ Finite/ Concessi on  ST.7776/ Finite/ Concessi on  ST.7776/ Finite/ Concessi on  Catatan:  ST.7777/ Finite/ Concessi on  Catatan:  ST.7777/ Finite/ Contrast on  Catatan:  ST.7778/  Finite/ Contrast on  Catatan:  ST.7779/ Finite/ Contrast on  Catatan:  ST.7780/ Finite/ Contrast on  Catatan:  ST.7781/ Finite/ Contrast on  At least Lockhart did, with much make it fly." (p 39)  At least Lockhart did, with much make it fly." (p 39)  At least Lockhart did, with much membungkuk dengan tangan berputa-puta-puta-puta-puta-puta-puta-puta-		,				
ST.775/ Finite/ Concessi on make it if year the fact was that even though he printer absentrimidedly picking it up and concess on turning the pages, (p233) on turning the pages, (p234) on turning the pages, (p234) on turning turning the pages, (p235) on turning turning the pages, (p236) on turning turning turning turning the pages, (p236) on turning turni	Finite/		Finite/			
Catatan:  ST.775/ I The fact was that even though he knew the diary was blank, he kept along the wind the word of the concess on turning the pages, (p233)  ST.776/ Catatan:  ST.776/ I And while Harry was sure he had new F. heard the name T.M. (printer to make the pages) on the concess on turning the pages, (p233)  Catatan:  ST.776/ I And while Harry was sure he had new F. heard the name T.M. (possible before, it still seemed to mean something to him, (p233-234)  Catatan:  ST.777/ I I suggest you go down to the feast, while I write to Azkaban (p334)  Catatan:  ST.778/ Finite/ Contrast  Aunt Petunia burst into tears and hugged her son, while Harry dold car and telling his wife all he wouldn't see him laughing. (p.6)  TT.779/ Finite/ Contrast  At least Lockhart did, with much thank it was take it apart to see how it worked, while fault to make it fly." (p 39)  At least Lockhart did, with much the finite/ Contrast wire finite/ Snape jerked his head irritably. (p190)  At least Lockhart did, with much thing bin as scar, while Lord Voldemort's powers were destroyed? (p313)  At least Lockhart did, with nuch wire finite/ Contrast Snape jerked his head irritably. (p190)  At least Lockhart did, with nuch wire finite/ Snape jerked his head irritably. (p190)  At least Lockhart did, with much thing but a scar, while Lord Voldemort's powers were destroyed? (p313)  At least Lockhart did, with nuch samp and berputar-putar, sementara Snape can meneture and berputar, sementara Snape dengan powers were destroyed? (p313)  At least Lockhart did, with nuch sementary and sementary	Concessi	trembling, as he spoke. (p 200)	Concessi	sambil gemetaran. (p 249)		
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Catatan:  ST.779/   "Imagine a wizard buying a rusty old car and telling his wife all he wanted to do with it was take it apart to see how it worked, while really he was enchanting it to make it fly." (p 39)  Catatan:  ST.780/   At least Lockhart did, with much twirling of his hands, whereas Snape jerked his head irritably. (p190)  Catatan:  ST.781/   How did you escape with nothing but a scar, while Lord Voldemort's powers were destroyed? (p313)  Catatan:  ST.782/   Aunt Petunia burst into tears and hugged her son, while Harry Finite/ Inite/ Inite/ Inite/ Inite/ Day of the property		wouldn't see him laughing. (p.6)				
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TT.779/ old car and telling his wife all he wanted to do with it was take it apart to see how it worked, while really he was enchanting it to make it fly." (p 39)   TT.780/ make it fly." (p 39)   TT.780/ membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu agar bisa terbang." (p.52)   TT.780/ memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu agar bisa terbang." (p.52)   TT.780/ membungkuk, dengan tangan berputar-putar, sementara Snape cuma mengedikkan kepala dengan jengkel. (p236)   TT.781/ but a scar, while Lord Voldemort's powers were destroyed? (p313)   TT.781/ membungkuk, sementara kerjanya, padahal ternyata dia menbungkuk, dengan tangan berputar-putar, sementara Snape cuma mengedikkan kepala dengan jengkel. (p236)   TT.781/ membungkuk, dengan tangan berputar-putar, sementara Snape cuma mengedikkan kepala dengan jengkel. (p236)   TT.781/ but a scar, while Lord Voldemort's powers were destroyed? (p313)   TT.781/ but a scar, while Lord Voldemort hancur? (p389)   TT.782/ membeli tua karatan dan memb						
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Finite/ Contrast	Cututan.					
Finite/ Contrast	CT 700/	At least I colchart did with	TT 700/	Daling tidal Last-hant		
Contrast Snape jerked his head irritably. Contrast berputar-putar, sementara Snape cuma mengedikkan kepala dengan jengkel. (p236)  Catatan:  ST.781/ How did you escape with nothing but a scar, while Lord Voldemort's powers were destroyed? (p313)  Catatan:  ST.782/ Aunt Petunia burst into tears and hugged her son, while Harry Finite/ bugged her son, while Harry Finite/ bush as car, while Lord Contrast berputar-putar, sementara Snape cuma mengedikkan kepala dengan jengkel. (p236)  TT.781/ Bagaimana kau selamat hanya dengan bekas luka, sementara kekuatan Lord Voldemort hancur? (p389)  Catatan:				2		1
Catatan:    Coura   mengedikkan   kepala   dengan jengkel. (p236)		· · · · · · · · · · · · · · · · · · ·				1
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Finite/ but a scar, while Lord Voldemort's powers were destroyed? (p313)  Catatan:  ST.782/ Aunt Petunia burst into tears and hugged her son, while Harry Finite/ hugged her son, while Harry Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk Finite/ dengan bekas luka, sementara kekuatan Lord Voldemort hancur? (p389)  Catatan:						
Finite/ but a scar, while Lord Voldemort's powers were destroyed? (p313)  Catatan:  ST.782/ Aunt Petunia burst into tears and hugged her son, while Harry Finite/ hugged her son, while Harry Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk Finite/ dengan bekas luka, sementara kekuatan Lord Voldemort hancur? (p389)  Catatan:	ST 781/	How did you escape with nothing	TT 781/	Bagaimana kau selamat hanya		
Contrast Voldemort's powers were destroyed? (p313)  Catatan:  ST.782/ Aunt Petunia burst into tears and hugged her son, while Harry Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk		, i				1
destroyed? (p313)   hancur? (p389)		,		,		1
Catatan:  ST.782/ Aunt Petunia burst into tears and TT.782/ Bibi Petunia menangis saking Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk	Contrast		Contrast			1
ST.782/ Aunt Petunia burst into tears and TT.782/ Bibi Petunia menangis saking Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk		destroyed? (p313)	<u> </u>	<u>hancur</u> ? (p389)		
ST.782/ Aunt Petunia burst into tears and TT.782/ Bibi Petunia menangis saking Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk	Catatan:					
Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk						
Finite/ hugged her son, while Harry Finite/ terharunya dan memeluk	ST.782/	Aunt Petunia burst into tears and	TT.782/	Bibi Petunia menangis saking		
						1
i uipose   uuekeu uiidei tiie tabie <u>so tiiey</u> puipose   aliaktiya, sedaligkali fialiy	1			3		1
	rurpose	ducked under the table so they	rurpose	anaknya, seuangkan Harry		1

	wouldn't see him laughing. (p.6)		membungkuk ke bawah meja,			
			supaya mereka tidak melihatnya			
Catatan:			tertawa. (p.14)			
Catatan.						
ST.783/	He himself fitted a cat-flap in the	TT.783/	Dia sendiri memasang pintu-			
Finite/	bedroom door, so that small	Finite/	kucing di pintu kamar, supaya			
Purpose	amounts of food could be pushed	Purpose	sedikit makanan bisa didorong			
	inside three times a day. (p22)		masuk tiga kali sehari. (p.32)			
Catatan:						
ST.784/	"Not a word to Molly," he	TT.784/	"Jamaan hilana ana ana banada	1 1	1 1	
S1./84/ Finite/	"Not a word to Molly," he whispered to Harry as he opened	Finite/	"Jangan bilang apa-apa kepada Molly," bisiknya kepada Harry			
Purpose	the trunk and showed him how it	Purpose	ketika dia membuka bagasi dan			
r urpose	had been magically expanded so	upose	menunjukkan bagaimana bagasi			
	that the luggage fitted easily.		itu sudah dibesarkan dengan sihir			
	(p.66)		sehingga bisa memuat koper-			
			<u>koper</u> . (p.85)			
Catatan:						
ST.785/	Harry yanked his robes straight	TT.785/	Harry menyentakkan dan		T T	
Finite/	and headed for a seat at the very	Finite/	meluruskan jubahnya dan menuju			
Purpose	back of the class, where he busied	Purpose	tempat duduk paling belakang			
•	himself with pilling all seven of	1	kelas. Dia lalu menyibukkan diri			
	Lockhart's books in front of him,		dengan menumouk semua buku			
	so that he could avoid looking at		Lockhart di depannya, supaya ia			
	the real thing. (p.99)		tak perlu memandang Lockhart yang sesungguhnya. (p.124)			
Catatan:		1	yang sesungguniya. (p.124)		I I	
Cututuii.						
ST.786/	His mouth held wide so that it	TT.786/	Mulut terbuka lebar melewati			
Finite/	passed through one of the	Finite/	salah satu ikan salem bau. (p.166)			
Purpose	stinking salmon. (p.133)	Purpose				
Catatan:						
ST.787/	Harry and Ron lagged behind the	TT.787/	Harry dan Ron sengaja berjalan			
Finite/	others so they could talk out of		berlama-lama di belakang yang			
Purpose	earshot. (p.269)	Purpose	lain agar bisa bicara tanpa			
-	*		didengar siapa pun. (p.334)			
Catatan:						
ST. 788/	More than once, they had to stop,	TT. 788/	Lebih dari sekali, mereka harus	1 1	1 1	
Finite/	so that Harry could crouch down	Finite/	berhenti, supaya Harry bisa			
Purpose	and find the spiders in the	Purpose	berjongkok dan menemukan			
	wandlight. (p.273)		labah-labah itu dengan cahaya			
	- · · ·		tongkatnya. (p. 339)			
Catatan:						
ST.789/	"Try and get it out," Ron	TT.789/	"Coba keluarkan," bisik Ron,	1 1	1 1	
Finite/	whispered, shifting his chair so		menggeser kursinya supaya Harry			
Purpose	that he blocked Harry from	Purpose	terhalang dari pandangan Madam			
	Madam Pomfrey's view. (p.289)		Pomfrey. (p.360)			
Catatan:						
CT 700/	I decided to leave to the Let T	TT 700/	V	1 1		
ST.790/ Finite/	I decided to leave behind a diary, preserving my sixteen-year-old	TT.790/ Finite/	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku			
Purpose	self in its pages, so that one day,	Purpose	yang berusia enam belas tahun di			
pose	with luck, I would be able to lead		dalam halaman-halamannya,			
	another in my footsteps, and		sehingga pada suatu hari nanti,			
	finish Salazar Slytherin's noble		kalau mujur, aku akan bisa			
	work. (p.312)		membimbing orang lain			
			mengikuti langkahku dan			
			menyelesaikan pekerjaan mulia Slytherin. (p.388)			
Catatan:	L	1	<u>5.7.001111</u> . (p.500)	1 1	<u>ı                                      </u>	
ST.791/	The creature slipped of the bed	TT.791/	Mahkluk itu meluncur turun dari			
Finite/	and bowed so low that the end of	Finite/	tempat tidur dan membungkuk			

Result	its long, thin nose touched the carpet. (p.12)	Result	rendah sekali <u>sehingga ujung</u> <u>hidungnya yang panjang dan</u> kurus menyentuh karpet. (p.20)		
Catatan:	1	1	(ps)	1	<u> </u>
ST.792/ Finite/ Result	"Sell them a key that keeps shrinking to nothing so they can never find it when they need it. (p.38)	Finite/	"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, sehingga mereka tidak bisa menemukannya sewaktu memerlukannya. (p.52)		
Catatan:					1
ST.793/ Finite/ Result Catatan:	Ron's jaw dropped so that Crabbe looked even more clueless than usual. (p223)		Rahang Ron terbuka lebar sehingga wajah Crabbe kelihatan lebih tolol dari biasanya. (p277)		
ST.794/ Finite/ Result	, ,	TT.794/ Finite/ Result	Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah pemandu mereka meninggalkan jalan setapak, sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan, (p337)		
Catatan:		•		•	
ST. 795/ Finite/ Result	There was a loud clicking noise and suddenly he felt something long and hairy seize him around the middle and lift him off the ground, so that he was hanging facedown. (p.275)	Finite/	Terdengar bunyi klak-klik keras, dan mendadak dia merasa sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, sehingga dia menggantung dengan kepala di bawah. (p.341)		
Catatan:			<u>ouwan</u> . (p.511)	l .	<u> </u>
ST. 796/ Finite/ Result Catatan:	The car stopped so suddenly that they were nearly thrown into the windshield. (p.280)	TT. 796/ Finite/ Result	Mobil berhenti begitu mendadak, sehingga mereka nyaris terlempar ke kaca depan. (p.348)		
ST. 797/ Finite/ Result	The tunnel was so dark that they could only see a little distance ahead. (p.302)	TT. 797/ Finite/ Result	Terowongan itu amat gelap, sehingga mereka hanya bisa melihat jarak sangat pendek di depan mereka. (p.375)		
Catatan:					
ST.798/ Finite/ Similarit y Catatan:	Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment. (p.3)	Finite/ Similarit	Sejak Harry pulang untuk liburan musim panas, Paman Vernon memperlakukannya <u>seperti bom</u> yang bisa meledak setiap waktu. (p.9)		
	I For the Control 1 C	TT 700/	Colores des mi	1	1 1
ST.799/ Finite/ Similarit y	back, Harry had enjoyed muttering nonsense words under	TT.799/ Finite/ Similarit y	Selama dua minggu pertama, Harry menikmati menggumamkan kata-kata omong kosong dan melihat Dudley kabur dari ruangan secepat kaki gemuknya bisa membawanya. (p.15)		
Catatan:					
ST.800/ Finite/ Similarit	shouted, Expelliarmus!" and just	TT.801/ Finite/ Similarit	Dia menarik tongkatnya dan berteriak, "Expelliarmus!" dan sama seperti Snape yang melucuti		

shooting out of his hand into the air. (p 239)  The shooting out of his hand into the air. (p 239)  He had stopped right behind [TT.802]  Colin, flanked, as he always was finite/ at Hogwarts by his large and Goulin, dapit, spertil bissanya di Hogwarts. (p 25)  Cotatian:  Table 1 He had stopped right behind [TT.802]  Colin, flanked, as he always was finite/ at Hogwarts by his large and Goulin, dapit, spertil bissanya di Hogwarts. (p 26)  Cotatian:  Table 2 Now, Professor Dumbledore has granted me permission to start Finite/ granted me permission to start Finite/ and youreleves and individual youreleves and yourele							
Catatan:  ST.801/ Finite/ Commen Goyle. (p.97)  Catatan:  ST.802/ Catatan:  ST.803/  "If L say it myself, Harry, I've always been able to charm the poole I needed." (p.310)  Catatan:  ST.803/  "If L say it myself, Harry, I've always been able to charm the poole I needed." (p.310)  Catatan:  ST.804/ Catatan:  ST.805/ Mr. Mason stayed just long life end, as you knew he must finite/ commen busine was whether this was their idea of a joke (p. 20)  Catatan:  ST.805/ Non-finite/ purpose  Catatan:  ST.805/ S	У	shooting out of his hand into the	у	dari tangan Malfoy, terbang ke			
ST.801/ He had stopped right behind Commen the commen and shuggsh cronies, Crabbe and Goyle (p.97)  Catatan:  ST.802/ Now, Professor Dumbledore has granted me permission to surf Finite/ Commen you all in case you ever need to defend youselves as 1 myself have done on countless occasions. (p.189)  Catatan:  ST.802/ ST.803/ ST		,					
Colin, flanked, as he always was Finite/ Commen Goyle. (p.97) Catatan:  ST.8012 Now, Professor Dumbledore has Intelected in the Intelection of the	Catatan:						
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Shuggish cronies, Crabbe and Goyle (p. 122)  Catatan:  ST.802/ Now, Professor Dumbledore has granted me permission to start Commen is little ducling club, to train of defend yourselves as 1 myself have done on countless occasions. (p. 189)  Catatan:  ST.803/ St. 1989  Catatan:  ST.803/ "If I say it myself, Harry, I've [T.804/ plane here here here here here here here he	Finite/	Colin, flanked, as he always was		Colin, diapit, seperti biasanya di			
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ST.809/ Seeing the shocked look on TT.810/ Melihat kekagetan di wajah Non- Harry's face, Ron added, "It Non- Harry, Ron menambahkan, "Ini				остисти. (р.549)			
Non- Harry's face, Ron added, "It Non- Harry, Ron menambahkan, "Ini	Catatan:				. 1		
Non- Harry's face, Ron added, "It Non- Harry, Ron menambahkan, "Ini	ST.809/	Seeing the shocked look on	TT.810/	Melihat kekagetan di wajah			
finite/Ti   doesn't hurt them—" (p.37)   finite/Ti   tidak melukai mereka—" (p. 50)	Non-	Harry's face, Ron added, "It	Non-	Harry, Ron menambahkan, "Ini			
	finite/Ti	doesn't hurt them—" (p.37)	finite/Ti	tidak melukai mereka—" (p. 50)			

	T	L	T	1	-		
me Catatan:		me					
Catatan.							
ST.810/	"Ordinary Wizard Levels,"	TT.811/	"Ordinary Wizarding Levels-				
Non-	George explained, seeing Harry's		Level Sihir Umum," George				
finite/Ti	puzzled look. (p.46)	finite/Ti	menjelaskan, <u>melihat wajah</u> kebingungan Harry. (p.61)				
me Catatan:		me	<u>keonigungan Harry</u> . (p.or)	l l			
Cututuii.							
ST.811/	Muttering darkly, Mr. Borgin	TT.812/	Sambil menggerutu sebal, Mr.				
Non-	disappeared into a back room.	Non-	Borgin menghilang ke ruang				
finite/Ti	(p.53)	finite/Ti	belakang. (p.70)				
me Catatan:		me					
Cutatum.							
ST.812/	Clutching his broken glasses to	TT.813/	Sambil menempelkan				
Non-	his face, Harry stared around.	Non-	kacamatanya yang pecah ke				
finite/Ti	(p.53)	finite/Ti	wajahnya, Harry memandang				
me Catatan:		me	berkeliling. (p.70)				
Catataii.							
ST.813/	Shivering, Harry walked past	TT.814/	Bergidik, Harry berjalan				
Non-	classrooms where lessons were	Non-	melewati ruang-ruang kelas				
finite/Ti	taking place. (p. 198)	finite/Ti	tempat pelajaran sedang				
me Catatan:		me	berlangsung. (p. 246)				
Catataii.							
ST.814/	Grinning stupidly, they stuffed	TT.815/	Sambil nyengir konyol, mereka				
Non-	the cakes whole into their large	Non-	langsung menjejalkan kue itu				
finite/Ti	mouths. (p.214)	finite/Ti	kedalam mulut besar mereka.(p.				
me Catatan		me	267)				
Catatan:							
ST.815/	Pulling their robes up over their	TT.816/	Dengan menarik jubah untuk				
Non-	face, Harry and Ron knocked	Non-	menutupi muka mereka, Harry				
finite/Ti	softly on the door. (p.215)	finite/Ti	dan Ron mengetuk pintu pelan,				
me		me	(p.267)				
Catatan:				l l			
ST.816/	When, sitting right behind	TT.817/	Waktu itu Harry, yang kebetulan				
Non-	Malfoy, Harry overheard him	Non-	duduk di belakang Malfoy,				
Finite/ti	gloating to Crabbe and Goyle.	Finite/ti	mendengarnya menyombongkan				
me	(p.266)	me	diri kepada Crabbe dan Goyle. (p.331)				
Catatan:	1	1	[ (6.551)				
ST.817/	3	TT.818/	Harry dan Ron menunggu bunyi				
Non-	distant sounds of two dormitory		dua pintu kamar yang menutup di				
Finite/ti me	doors closing before seizing the cloak, throwing it over		kejauhan, <u>sebelum menyambar</u> <u>Jubah Gaib, menyelubungkannya</u>				
inc	themselves, and climbing through	iiic	ke tubuh mereka dan melompati				
	the portrait hole. (p.271)		lubang lukisan. (p.336)				
Catatan:							
CT 010/	Coopling his well at 1	TT 020/	Manalah I '	, ,	- 1	1	
ST.819/ Non-	<u>Cracking his neck sideways</u> , he realized that they had reached the	TT.820/ Non-	Menoleh ke samping, dia menyadari bahwa mereka telah				
finite/tim	ridge of a vast hollow that had	finite/tim	tiba di tepi tanah kosong yang				
e	been cleared of trees, so that the	e	membentuk semacam lubang				
	stars shone brightly onto the		besar. Tak ada pohon di situ,				
	worst scene he had ever laid eyes		sehingga bintang-bintang bersinar				
	on. (p.275-276)		menerangi pemandang paling mengerikan yang pernah				
			dilihatnya. (p.342)				
Catatan:	1	1					
ST.820/		TT.821/					
Non-	scuttling over the ground on the	Non-					

finite/Co mparison	other side of the glass, moving in an unnaturally straight line <u>as</u> though taking the shortest route to <u>a prearranged meeting</u> . (p.268)				
Catatan:					
ST.821/ Non- finite/co mparison Catatan:	"Okay", Ron sighed <u>as though</u> resigned to the worst. (p.272)	TT.822/ Non- finite/co mparison	"Oke," Ron menghela napas, seakan menyerah pada nasib untuk menerima yang paling buruk. (p.338)		

## Appendix 2: Translation Readibility Questionnaire

## ANGKET KETERBACAAN TERJEMAHAN DALAM MENERJEMAHKAN KLAUSA ADVERBIAL DALAM HARRY POTTER AND THE CHAMBER OF SECRETS MENJADI HARRY POTTER DAN KAMAR RAHASIA

Responden Yth,

Dalam rangka penulisan skripsi dengan judul The Translation of English Adverbial Clauses in *Harry Potter* and *The Chamber of Secrets*: A Study on the Accuracy, Readability, and the Strategies Applied, saya mengharapkan kesediaan saudara/i untuk meluangkan waktu mengisi kuisioner ini

Kuisioner ini dimaksudkan untuk mengukur kualitas penerjemahan klausa adverbial (*adverbial clauses*) yand ditandai dengan garis bawah berikut ini dalam hal keterbacaan (*readability*) menurut persepsi responden. Atas kesediaan saudara/i, saya ucapkan terima kasih.

Hormat saya, Ch. Dini Dwi .A. Mahasiswi Universitas Sanata Dharma Nomor Induk Mahasiswa 044214120

Pada bagian di bawah ini, disediakan empat alternatif penilaian untuk setiap penerjemahan. Berilah tanda (X) pada salah satu kolom alternatif yang telah disediakan, yaitu:

- (1): Jika anda menganggap terjemahan tersebut sangat mudah dipahami.
- (2) : Jika anda menganggap terjemahan tersebut mudah dipahami.
- (3): Jika anda menganggap terjemahan tersebut sulit dipahami.
- (4) : Jika anda menganggap terjemahan tersebut sangat sulit didipahami.

Dan berilah komentar anda berupa alasan atau saran perbaikan terjemahan pada kolom yang disediakan.

No	Klausa Adverbial	ŀ	Penil: Keterb		
		1	2	3	4
TT.10/	Sudah pukul setengah delapan malam ketika akhirnya, kelelahan, dia mendengar				
Finite/	bibi Petunia memanggilnya. (p.18)				
Time					

Catatan:				
TT.11/	Ketika melewati pintu ruang duduk, sekilas Harry melihat paman Vernon dan			
Finite/	Dudley memakai jas dan dasi kupu-kupu. (p.19)			
Time	Dudicy memakai jas dan dasi kupu-kupu. (p.17)			
Catatan:				
TT.21/	"Ron, bagaimana kau—apa i?" Harry ternganga ketika sadar sepenuhnya apa			
Finite/	yang dilihatnya. (p35)			
	yang unmaniya. (p55)			
Time				
Catatan:				
TT.53/	Mereka menaiki dua tangga lagi sampai tiba di pintu yang catnya mengelupas dan			
Finite/				
	ada papan kecil bertuliskan "Kamar Ronald". (p54)			
Time				
Catatan:				
TT 62/	*Catalah manula nangian katalan tujuangan Dan mada an 21			
TT.63/	"Setelah masuk perapian katakan tujuanmu. Dan rapatkan sikumu," (p64)			
Finite/				
Time				
Catatan:				
		1		1
TT.77/	Uang emas, perak, dan perunggu yang bergemerincing di saku Harry menuntut			
Finite/	dibelanjakan, maka dia membeli tiga es krim stroberi-kacang besar yang mereka			
Time	nikmati dengan gembira sambil berjalan, melihat-lihat isi etalase yang menarik.			
	(p75)			
Catatan:	(P13)			
Catataii.				
TT.96/	Dia mendorong trolinya ke depan dengan hati-hati sampai menempel ke palang			
Finite/	dan mendorong sekuat tenaga. (p88)			
	dan mendorong sekuat tenaga. (poo)			
Time				
Catatan:				
TT.111/	Tetapi sesaat kemudian, ketika Snape membuka Evening Prophet-koran sihir			
Finite/	sore terbitan hari itu, dia pun mengerti. (p 100)			
Time				
Catatan:				
TT 121/	Mandalasti munah munah laga manaha mulikat suah suah lain suah 1.1.1.1.1.1.			
TT.121/	Mendekati rumah-rumah kaca, mereka melihat anak-anak lain sudah berdiri di			
Finite/	depannya, menunggu Profesor Sprout. (p.113)			
Time				
Catatan:				
	leve at the second seco		,	
TT.435/	Udara dingin menerpa wajah dan rambut Harry, dan belum puas dia			
Finite/	menikmatinya, perjalanan itu sudah berakhir-mereka berempat mendarat di			
Time	lantai basah toilet Myrtle Merana. (p.405)			
Catatan:	1			
Catalan.				
ST.463/	Tetapi Dobby datang untuk melindungi Harry Potter, untuk memperingatkannya,			
	meskipun karena itu Dobby harus menjepit telinganya di pintu oven nanti(p.25)			
Einite/	micoripan ratena na 10000 y narao mempepit tennganya ar pinta oven nana(p.23)	l		l
Finite/				
Condition				

_				
TT.472/	Tapi menurut kami ini kecakapan yang layak dipelajari, walaupun agak lambat.			
Finite/	(p.37)			
Condition	(1)			
Catatan:				
TT.473/	Baru semalam kami katakan kami sendiri akan datang menjemputmu kalau			
Finite/	sampai hari Jumat kau tidak membalas surat Ron. (p.47)			
Condition	parina ruma mana mana mana mana mana mana mana m			
Catatan:				
TT.493/	Gawat kalau tidak. (p.110)			
Finite/	(t)			
Condition				
Catatan:				
TT.502/	Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)			
Finite/				
Condition				
Catatan:				
TT.503/	'Bisakah kau merasakan ikan itu waktu melewatinya?" Harry menanyainya.			
Finite/	(p.166)			
Condition				
Catatan:				
TT.514/	Harry pasti sudah menolak kalau dia tidak ingat pada rencana Hermione. Untuk			
Finite/	itu dia harus membuat Lockhart senang. (p 200)			
Condition				
Catatan:				
	<u>,                                      </u>			
TT.541/	Astaga, <u>kalau lebih telmi dari ini</u> , kau akan jadi terbelakang. (p278)			
Finite/				
Condition				
Catatan:				
mm = 64.1				
TT.561/				
Finite/				
Condition Catatan:		L		
Catatan.				
TT 504/		1	-	
TT.584/	Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah, kurasa Arthur Wessley, seleh setunya, akan memestikan barang barang itu dilasak sempai			
Finite/ Condition	Weasley, salah satunya, akan memastikan barang-barang itu dilacak sampai kepadamu(p418)			
Catatan:	propagamu(p+10)	<u> </u>		
Catatan.				
TT.586/	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang			
Finite/	berantakan, dan bahkan coretan yang kelihatannya dikirim oleh si pengawas			
Comparison	binatang liar Hogwarts, Hagrid. (p.28)			
Catatan:				
TT.593/	Si pegawai toko kelihatannya ingin mencegah mereka pergi, tetapi tingginya			
Finite/	tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja.			
Comparison	(p.82)			

Catatan:					
TT.595/	Harry merasa seakan perutnya baru saja dihantam salah satu dahan besar pohon		Т		
Finite/	gila itu. (p 101)				
Comparison					
Catatan:					
				,	
TT.597/	Snape tampak <u>kecewa sekali</u> . (p.103)				
Finite/ Comparison					
Catatan:			1		
Cututuii.					
TT.600/	Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville				
Finite/	memandangnya ketakutan <u>seakan amplop itu bisa meledak setiap saat</u> . (p.110)				
Comparison Catatan:					
Catatan:					
TT.617/	Bagai tertarik magnet, Bludger itu kembali meluncur ke arah Harry, dan Harry		Т		
Finite/	terpaksa terbang dengan kecepatan penuh. (p 209)				
Comparison					
Catatan:					
TT.620/	D. I. Ji		1	1	
Finite/	Baik dia maupun Hermione kelihatan seolah baru saja kematian teman. (p243)				
Comparison					
Catatan:					
TT.622/	Harry menoleh untuk melihat apa yang membuatnya jatuh, dan <u>hatinya</u>				
Finite/ Comparison	mencelos. (p.251)				
Catatan:		<u> </u>		1	l
Cututuii.					
TT.630/	Tampang Snape seperti mau mengatakan orang pertama yang memintanya				
Finite/	membuat Ramuan Cinta akan dicekoki racun. (p294)				
Comparison Catatan:					
Catatan.					
TT.642/	Mana mungkin Hagrid punyak otak untuk itu, atau untuk kekuasaan! (p386)				
Finite/	17 con mangkin 17 con panyak otak antak ka, atau antak kokaasaan. (p500)				
Comparison					
Catatan:					
TTT (40/				1	
TT.648/ Finite/	Harry bersekolah di sekolah sihir. Di situ dia dan bekas lukanya terkenal.				
Place					
Catatan:		1			1
TT.655/	"Uh, dasar sok," gerutu Ron, menggosok kakinya <u>yang tadi diinjak si</u>				
Finite/	fotografer. (p.78)				
Place Catatan:		<u> </u>		1	1
Catataii.					

TT.657/	Tetapi rombongan yang kembali ke perapian di Leaky Cauldron adalah			
Finite/	rombongan yang lesu. Dari tempat itu Harry, keluarga Weasley, dan semua			
Place	belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo. (p.82)			
Catatan:				
	T			
TT.660/	Dia sudah berhenti mengamati bentuk-bentuk awan yang fantastis sekarang, dan			
Finite/	memikirkan kereta api yang berkilo-kilo meter di bawah mereka. <u>Di dalam kereta</u>			
Place	api mereka bisa membeli jus labu kuning dingin dari troli yang didorong penyihir			
	wanita gemuk. (p.92)			
Catatan:				
TT.661/	Mata Harry memandang melewati anak ini ke tempat Profesor Dumbledore,			
Finite/				
	kepala sekolah yang duduk menonton seleksi ini dari meja guru, jenggot			
Place	panjangnya yang keperakan dan kacamata bulan-separonya berkilauan tertimpa			
-	cahaya lilin. (p.98)			
Catatan:				
TT.664/	Mereka turun untuk makan siang. Suasana hati Ron tidak menjadi lebih baik			
Finite/	melihat Hermione memamerkan segenggam kancing jaket sempurna yang			
Place	dihasilkannya dalam pelajaran Transfigurasi. (p.120)			
Catatan:	anaonanya aaam pengaran manongarao. (p. 20)			
Catatan.				
TT.665/	Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling			
Finite/	belakang kelas. <u>Dia lalu menyibukkan diri dengan menumpuk semua buku</u>			
Place	Lockhart di depannya, (p.124)			
Catatan:				
TT.666/	Hedwig masih marah kepada Harry soal perjalanan dengan mobil yang			
Finite/	mendatangkan malapetaka itu, dan tongkat Ron masih tak bisa digunakan dengan			
Place	benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari			
Tace	tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil			
	tepat di antara kedua matanya, menciptakan bisul hijau besar yang berdenyut-			
	denyut. (p 132)			
Catatani	uenyut. (p 132)			
Catatan:				
TT.669/	Dari kedua ujung koridor terdengar bunyi ratusan kaki yang menaiki tangga, juga			
Finite/	celoteh riang dan keras anak-anak yang perutnya kenyang. (p 173)			
Place				
Catatan:				
TT.695/	Mungkin baginya lebih baik jika dia dibiarkan membantu (p355)			I
Finite/	iriangam oagmya ioom oara jika dia dioiarkan <u>incinoantu</u> (poo)			
Place				
Catatan:				
TT.709/	Karena baik Dudley maupun pagarnya sama sekali tidak bercacat, Bibi Petunia			
822/Finite/	tahu dia tidak betul-betul menyihir. (p.17)			
Reason	* ′			
Catatan:				
TT.715/	Karena kalau sekali lagi disuruh mengirim surat, kurasa burung yang satu ini	1		
Finite/	lewat deh. (p.60)			
Reason				
Catatan:				
<u> </u>				

TT.719/	'Mungkin dia keluar,' kata Harry, 'karena tidak terpilih mengajar Pertahanan
Finite/	terhadap Ilmu Hitam lagi!" (p 99)
Reason	ternadap rima rivani ragi: (p >>)
Catatan:	
TT.720/	Wajar menginginkan lebih kalau kau sudah mencicipinya—dan aku menyalahkan
Finite/	diriku sendiri karena memberimu itu, karena pasti akan mempengaruhi pikiranmu.
Reason	Tapi, Nak, kau tak bisa menerbangkan mobil untuk mencoba membuat dirimu
	diperhatikan. (p.115)
	претанкан. (р.115)
Catatan:	
TT.726/	Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar
Finite/	kelewatan karena tiba-tiba saja terjadi keributan. (p 140)
	Kelewatan Karena tiba-tiba saja terjadi Kenbutan. (p. 140)
Reason	
Catatan:	
1	
TT.738/	"Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, "karena
Finite/	Salazar Slytherin terkenal justru karena kemampuannya bicara dengan ular." (p
Reason	244)
Catatan:	
1	
1	
	,
TT.741/	Mereka juga mencuri sepatu Crabbe dan Goyle karena sepatu mereka kelewat
Finite/	kecil untuk ukuran kaki kedua anak Slytherin itu. (p267)
	teen untuk ukurun kuki kedudi untuk Siyurerin itu.
Reason	
Catatan:	
TT.750/	Tom Riddle menyerahkan Hagrid, karena bila tidak dia harus tinggal di panti
Finite/	asuhan Muggle (p321)
Reason	
Catatan:	
Catataii.	
TT.754/	kr. d. i lala baika Talalah langungkan kangan k
	"Tetapi kalau begituTahukah kau apa yang membunuh anak perempuan itu?"
Finite/	tanya Harry. "Karena entah apa pun dia, dia sudah muncul kembali dan
Reason	menyerang orang-orang lagi''(p346)
	meny trung trung trung aug. (ps. 10)
Catatan:	
1	
TT 7651	kg - i i i i i
TT.765/	"Topi itu menempatkan saya di Gryffindor," kata Harry pasrah, "hanya karena
Finite/	saya tak mau ditempatkan di Slytherin." (p414)
Reason	
Catatan:	
1	
L	
TT.766/	Hantu di loteng melolong dan menjatuhkan pipa setiap kali dia merasa suasana
Finite/	terlalu sepi, dan ledakan-ledakan kecil dari kamar Fred dan George dianggap
Contigency	normal. (p.56)
Catatan:	
1	
TT.767/	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang setiap kali
Finite/	Harry memasuki ruangan. (p.57)
	riarry inclinatoria ruangan. (p.57)
Contigency	
Catatan:	
1	
TT.768/	Akan tiba waktunya ketika, seperti aku, kau perlu membawa setumpuk foto ke
Finite/	mana pun kau pergi. (p.123)
Contigency	]
	· · · · · · · · · · · · · · · · · · ·
Catatan:	

TT.769/	Selama beberapa hari sesudahnya, Harry melewatkan banyak waktu untuk				
Finite/					
	menghindar setiap kali melihat Gilderoy Lockhart muncul di ujung koridor. (p				
Contigency	131)				
Catatan:					
TT.770/	Ron memegangi Seamus yang wajahnya sepucat tembok, meminta maaf untuk				
Finite/					
	entah apa yang telah dilakukan tongkat patahnya. (p239)				
Contigency					
Catatan:					
TT.771/	Tak seorang pun dari mereka berdua menulis surat kepadanya musim panas ini,				
Finite/	meskipun Ron sudah mengatakan akan meminta Harry datang menginap di				
Concession	rumahnya. (p.15)				
Catatan:	<u>rumannya</u> . (p.13)				
Catatan.					
TT.772/	Ramuan Merica mujarab-nya manjur sekali, meskipun yang meminumnya jadi				
Finite/	mengeluarkan asap dari telinga selama beberapa jam sesudahnya. (p 152)				
Concession					
Catatan:		i			
Cutatair.					
TT.773/	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga sudah diterangi				
Finite/	dengan deretan lilin, meskipun efeknya jauh dari cerah. (p 164)				
Concession	derigan deretan min, <u>mesinpan eretinya jadin dari veran</u> . (p. 101)				
Catatan:			l		
Catatan.					
TT.774/	"Yang kulihat hanyalah," kata Ernie bandel, meskipun dia bicara sambil				
Finite/	gemetaran. (p 249)				
Concession	<u>Symmum.</u> (P 2 17)				
Catatan:		1	l		
Catatan.					
TT.775/	Nyatanya, meskipun dia tahu buku harian itu kosong, berulang-ulang tanpa sadar				
Finite/	dia mengambil dan membuka-bukanya, (p290)				
Concession					
Catatan:	<u> </u>				
1					
TT 55 (	b 1: x 1: :11			-	
TT.776/	Dan meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle				
Finite/	sebelumnya, nama itu rasanya berarti sesuatu baginya, (290)				
Concession					
Catatan:					
1					
1					
TT.777/	Kusarankan kau turun dan ikut pesta, sementara aku menulis ke Azkaban. (p415)				
	rxusarankan kau turun uan ikut pesta, <u>sementara aku menuns ke Azkaban</u> . (p415)				
Finite/					
Concession					
Catatan:					
1					
1					
TT.778/	Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry				
Finite/	membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)				
Contrast	Enchrounghan ne bawan meja, supaya merena man memaniya tertawa. (p.14)				
	<u> </u>	L	i		
Catatan:					
İ					
1					
TT.779/	Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya				
Finite/	yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk				
Contrast	mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu				
Contrast	agar bisa terbang." (p.52				
	agai visa tervälig. (p.34	1	i l		

a					
Catatan:					
TT.780/	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, sementara				
Finite/ Contrast	Snape cuma mengedikkan kepala dengan jengkel. (p236)				
Catatan:		1			
Catatan.					
TT.781/	Bagaimana kau selamat hanya dengan bekas luka, sementara kekuatan Lord	т —	1		
Finite/	Voldemort hancur? (p389)				
Contrast	voluemort naneur: (p367)				
Catatan:			I		
TT.782/	Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry				
Finite/	membungkuk ke bawah meja, <u>supaya mereka tidak melihatnya tertawa</u> . (p.14)				
Purpose					
Catatan:					
TT.783/	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa</u>				
Finite/	didorong masuk tiga kali sehari. (p.32)				
Purpose		<u> </u>			
Catatan:					
TT 70.4/	kr 17 1 1 1 M II 21 1 1 Tr 1 d I I		1		
TT.784/	"Jangan bilang apa-apa kepada Molly," bisiknya kepada Harry ketika dia				
Finite/	membuka bagasi dan menunjukkan bagaimana bagasi itu sudah dibesarkan dengan sihir sehingga bisa memuat koper-koper. (p.85)				
Purpose Catatan:	uengan sinii <u>seningga bisa memuat koper-koper</u> . (p.85)				
Catatan.					
TT.785/	Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling	Т			
Finite/	belakang kelas. Dia lalu menyibukkan diri dengan menumpuk semua buku				
Purpose	Lockhart di depannya, supaya ia tak perlu memandang Lockhart yang				
urpose	sesungguhnya. (p.124)				
Catatan:	- <del></del>				
TT.786/	Mulut terbuka lebar melewati salah satu ikan salem bau. (p.166)				
Finite/					
Purpose					
Catatan:					
TOT. 50.5.	fr		ı		
TT.787/	Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain <u>agar bisa</u>				
Finite/	bicara tanpa didengar siapa pun. (p.334)				
Purpose Catatan:		1			
Catataii.					
TT. 788/	Lebih dari sekali, mereka harus berhenti, supaya Harry bisa berjongkok dan	Т			
Finite/	menemukan labah-labah itu dengan cahaya tongkatnya. (p. 339)				
Purpose	inom in unique companion production (p. 337)				
Catatan:	•	•	•	•	
TT.789/	"Coba keluarkan," bisik Ron, menggeser kursinya supaya Harry terhalang dari				
Finite/	pandangan Madam Pomfrey. (p.360)				
Purpose					
Catatan:					
	_ <del>_</del>				
TT.790/	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia				

Finite/	enam belas tahun di dalam halaman-halamannya, <u>sehingga pada suatu hari nanti,</u>	
Purpose	kalau mujur, aku akan bisa membimbing orang lain mengikuti langkahku dan	
	menyelesaikan pekerjaan mulia Slytherin. (p.388)	
Catatan:		
TT.791/	Mahkluk itu meluncur turun dari tempat tidur dan membungkuk rendah sekali	
Finite/	sehingga ujung hidungnya yang panjang dan kurus menyentuh karpet. (p.20)	
Result	sennigga ujung muungnya yang panjang dan kurus menyentuh karpet. (p.20)	
Catatan:		
TT.792/	"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang,	
Finite/	sehingga mereka tidak bisa menemukannya sewaktu memerlukannya. (p.52)	
Result		
Catatan:		
TT 702 /		
TT.793/	Rahang Ron terbuka lebar sehingga wajah Crabbe kelihatan lebih tolol dari	
Finite/	biasanya. (p277)	
Result		
Catatan:		
TT.794/	Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah	
Finite/	pemandu mereka meninggalkan jalan setapak, sehingga bintang-bintang di langit	
Result	tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan,	
Result	(p337)	
Catatan:	(1937)	
Catatan.		
TT/795/	Terdengar bunyi klak-klik keras, dan mendadak dia merasa sesuatu yang panjang	
Finite/	dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik,	
Result	sehingga dia menggantung dengan kepala di bawah. (p.341)	
Catatan:		
TT. 796/	Mobil berhenti begitu mendadak, sehingga mereka nyaris terlempar ke kaca	
Finite/	depan. (p.348)	
	<u>uepaii</u> . (p.346)	
Result		
Catatan:		
TT. 797/	Terowongan itu amat gelap, sehingga mereka hanya bisa melihat jarak sangat	
Finite/	pendek di depan mereka. (p.375)	
Result		
Catatan:	•	
TT.798/	Sejak Harry pulang untuk liburan musim panas, Paman Vernon	
Finite/	memperlakukannya seperti bom yang bisa meledak setiap waktu. (p.9)	
Similarity	y september jung over jung over minute. (p. /)	
Catatan:		
Catatan.		
TT.799/	Selama dua minggu pertama, Harry menikmati menggumamkan kata-kata omong	
Finite/	kosong dan melihat Dudley kabur dari ruangan secepat kaki gemuknya bisa	
Similarity	membawanya. (p.15)	
Catatan:		
TT.800/	Dia menarik tongkatnya dan berteriak, "Expelliarmus!" dan sama seperti Snape	
Finite/	yang melucuti Lockhart, buku harian itu melesat dari tangan Malfoy, terbang ke	

g				
Catatan:				
TT.801/	Die henhauti tauet di helebane Calin dienit sonouti hieronno di Hermante eleb	ı	ı	
Finite/	Dia berhenti tepat di belakang Colin, diapit, <u>seperti biasanya di Hogwarts</u> , oleh dua kroninya yang besar dan kejam, Crabbe dan Goyle. (p.122)			
Comment	dua kronniya yang besar dan kejani, Crabbe dan Goyle. (p.122)			
Catatan:		1		
Catataii.				
TT.802/	'Nah Profesor Dumbledore telah memberiku ijin untuk membentuk klub duel	1	ı	
Finite/	kecil ini, untuk melatih kalian semua, siapa tahu kalian perlu mempertahankan			
Comment	diri seperti yang kualami dalam banyak kesempatan—(p235)			
Catatan:	ani seperti yang kadiani dalah banyak kesempatan (p255)	l		
Cutaturi.				
TT.803/	'Walau pun aku sendiri yang bilang, Harry, aku selalu bisa memikat orang-orang			
Finite/	yang kuperlukan." (p.384)			
Comment				
Catatan:	<u> </u>			
TT.804/	Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, seperti kauketahui			
Finite/	pasti akan terjadi. (p400)			
Comment				
Catatan:				
TT.805/	Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat memberitahu			
Non-finite/	keluarga Dursley bahwa istrinya takut setengah mati pada segala macam burung			
purpose	dan bertanya apakah begini cara mereka bergurau. (p. 30)			
Catatan:				
TT.806/	Harry berlari kembali ke jendela <u>dan melihat jaruji itu bergelantungan kira-kira</u>			
Non-finite/	semeter dari tanah. (p. 37)			
purpose Catatan:				
Catatan.				
TT.807/	Mengirim pelayan rumah untuk mencegah Harry kembali ke Hogwarts	1	ı	
Non-finite/	kelihatannya juga jenis hal yang akan dilakukan Malfoy. (p.41)			
purpose	kemiatannya juga jenis nai yang akan unakukan wanoy. (p.41)			
Catatan:		l		
Cututuii.				
TT.808/	Ketika kastil sudah semakin dekat, Harry menarik jubahnya untuk memastikan			
Non-	kaki mereka tersembunyi, kemudian mendorong pintu depan yang berderit.			
Finite/	(p.349)			
purpose		<u> </u>	<u></u>	
Catatan:				
TT.809/	Melihat kekagetan di wajah Harry, Ron menambahkan, "Ini tidak melukai			
Non-	mereka—" (p. 50)			
finite/Time				
Catatan:				
mm 04 - :	ko na sanan a			
TT.810/	'Ordinary Wizarding Levels—Level Sihir Umum," George menjelaskan, melihat			
Non-	wajah kebingungan Harry. (p.61)			
finite/Time		1		
Catatan:				
TETE 011/	h 12	1	ı	
TT.811/	Sambil menggerutu sebal, Mr. Borgin menghilang ke ruang belakang. (p.70)	1		

Non- finite/Time											
Catatan:											
TT.812/	Sambil menempelkan kacamatanya yang pecah ke wajahnya, Harry memandang										
Non-	berkeliling. (p.70)										
finite/Time Catatan:											
Catatan.											
TT.813/	Bergidik, Harry berjalan melewati ruang-ruang kelas tempat pelajaran sedang										
Non-	berlangsung. (p. 246)										
finite/Time											
Catatan:											
TT.814/	Combil managin bonnal manaka langgung manisishkan lua itu kadalam mulut			ı							
11.814/ Non-	Sambil nyengir konyol, mereka langsung menjejalkan kue itu kedalam mulut besar mereka.(p. 267)										
finite/Time	везан пистема.(р. 207)										
Catatan:											
TT.815/	Dengan menarik jubah untuk menutupi muka mereka, Harry dan Ron mengetuk										
Non-	pintu pelan, (p.267)										
finite/Time Catatan:											
Catatan.											
TT.816/	Waktu itu Harry, yang kebetulan duduk di belakang Malfoy, mendengarnya										
Non-	menyombongkan diri kepada Crabbe dan Goyle. (p.331)										
Finite/time	, , ,										
Catatan:											
TT 017/	kr 1 p			1							
TT.817/ Non-	Harry dan Ron menunggu bunyi dua pintu kamar yang menutup di kejauhan, sebelum menyambar Jubah Gaib, menyelubungkannya ke tubuh mereka dan										
Finite/time	melompati lubang lukisan. (p.336)										
Catatan:	(p. 100 0)			I							
TT.819/	Menoleh ke samping, dia menyadari bahwa mereka telah tiba di tepi tanah kosong										
Non- finite/time	yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga										
inite/time	bintang-bintang bersinar menerangi pemandang paling mengerikan yang pernah dilihatnya. (p.342)										
Catatan:	unnamya. (p.342)			l							
TT.820/											
Non-											
finite/Compa	arison			<u> </u>							
Catatan:											
TT.821/	'Oke," Ron menghela napas, seakan menyerah pada nasib untuk menerima										
Non-	yang paling buruk. (p.338)										
finite/compa											
Catatan:											
1											

**Appendix 3: Data of Tabulation (Accuracy)** 

DATA TT.10	-		R2	R3	R4	Σ
11.10	2	2	3	2	2	2.2
TT.11	1	1	2	1	1	1.2
TT.21	1	2	2	1	2	1.6
TT.53	1	1	2	1	2	1.4
TT.63	2	1	2	1	1	1.4
TT.77/	2	1	2	2	3	2
TT.96	1	3	2	1	2	1.8
TT.111	3	1	1	2	3	2
TT.121	2	3	2	1	2	2
TT.435	2	1	1	1	2	1.4
TT.463/	2	2	3	2	2	2.2
TT.472	3	1	2	1	2	1.8
TT.473/	1	1	1	1	2	1.2
TT.493	2	3	2	1	2	2
TT.502/	3	1	2	1	2	1.8
TT.503	3	1	3	2	2	2.2
TT.514	3	1	3	2	3	2.4
TT.541/	1	1	3	1	2	1.6
TT.561	4	4	4	4	4	4
TT.584	2	2	2	1	2	1.4
TT.586	2	1	2	1	3	1.8
TT.593	1	1	2	1	1	1.2
TT.595	1	1	1	1	1	1
TT.597	3	3	1	1	2	2
TT.600	2	1	1	1	3	1.6
TT.617	1	1	1	1	2	1.2
TT.620	3	2	2	3	4	2.8
TT.622	3	3	3	1	3	2.6
TT.630	1	1	2	1	2	1.4
TT.642	3	3	3	3	3	3

TT.655         1         2         1.4         1         1         1         2         2         2         1         1         1         1         2         1.4         1         1         2         1.4         1         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1         2         1         1.6         1         1         2         1         1         2         1         1.6         1         1         2         1         1	TT (40	1 2		1		2	1.6
T1.657         1         1         2         1         2         1.4           T1.660         2         3         1         2         2         2           T1.661         2         1         1         1         2         1.4           T1.664         2         1         1         1         2         1.4           T1.665         1         2         2         1         3         1.8           T1.666         1         2         1         1         2         1.4           T1.669         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         2         1.4         1.4         1.4         1.6         1.6         1.7         1.6         1.6         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.7         1.4         1.7         1.4         1.7         1.4         1.7         1.7         1.7         1.6	ГТ.648	2	2	1	1	2	1.6
TI.660         2         3         1         2         2         2           TI.661         2         1         1         1         2         1.4           TI.664         2         1         1         1         2         1.4           TI.665         1         2         2         1         3         1.8           TI.666         1         2         1         1         2         1.4           TI.669         3         2         1         1.6         1         1.6         1         1.6         1         1.6         1         1.6         1         1.6         1         1.6         1         1.6         1         1.6         1	TT.655	1	1	1	1	1	1
TT.661         2         1         1         1         2         1.4           TT.664         2         1         1         1         2         1.4           TT.665         1         2         2         1         3         1.8           TT.666         1         2         1         1         2         1.4           TT.669         3         2         1.6         1.6         1.7         1.7         2         1         2         1         2         1.6         1.6         1.7         1.7         3         1         3         2         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.4         1.7         1.4         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6 </td <td>ТТ.657</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>2</td> <td>1.4</td>	ТТ.657	1	1	2	1	2	1.4
TT.664         2         1         1         1         2         1.4           TT.665         1         2         2         1         3         1.8           TT.666         1         2         1         1         2         1.4           TT.669         3         2         6         6         6         1         2         1         2         1         6         6         1         1         2         1         2         1         1.6         6         1         1         2         1         1         2         1         1.6         1         1         2         1         1.4         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1	ТТ.660	2	3	1	2	2	2
TT.665         1         2         2         1         3         1.8           TT.666         1         2         1         1         2         1.4           TT.669         3         2         6         7	ТТ.661	2	1	1	1	2	1.4
ITI.666         1         2         1         1         2         1.4           ITI.669         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         2.6         11.7         10.6         11.7         2         1         2         1         2         1.6         1.6         11.7         2         1         2         1.6         1.6         1.7         1.7         2         1         3         1         3         2         1.6         1.7         2         1         3         1.8         1.8         1.7         1.7         2         1         3         1.8         1.8         1.7         1.7         2         1         1         2         1.4         1.4         1.7         1.4         1.7         1.4         1.7         1.4         1.7         1.4         1.7         1.4         1.7         1.4         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.7         1.6         1.7         1.6         1.7         1.6         1.7         1.6         1.7 </td <td>ТТ.664</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>2</td> <td>1.4</td>	ТТ.664	2	1	1	1	2	1.4
TT.669         3         3         3         3         3         3         3         3         3         3         3         3         3         3         3         2.6         1         1         2         1         2         1         2         1         2         1         2         1.6         1         6         1         1         2         1         2         1.6         1         3         2         1         1         3         2         1         1.8         1         1         2         1         3         1.8         1         1         2         1         2         1.4         1         1         2         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         2         1.4         1         1         1.6         1         1         2         1.6         1         1.6         1         1.6         1         1.6         1         1.6         1 <td>ТТ.665</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> <td>3</td> <td>1.8</td>	ТТ.665	1	2	2	1	3	1.8
TT.695         2         3         3         2         3         2.6           TT.709         2         1         2         1         2         1.6           TT.715         2         1         3         1         3         2           TT.719         1         2         2         1         3         1.8           TT.720         1         1         2         2         1         3         1.8           TT.726         1         2         2         1         3         1.8           TT.726         1         2         2         1         2         1.4           TT.738         1         2         1         1         2         1.4           TT.741         2         2         1         1         2         1.6           TT.750         3         2         1         1         2         1.8           TT.765         1         2         2         1         2         1.6           TT.766         1         2         1         1         2         1.4           TT.769         2         2         1         1 <t< td=""><td>ТТ.666</td><td>1</td><td>2</td><td>1</td><td>1</td><td>2</td><td>1.4</td></t<>	ТТ.666	1	2	1	1	2	1.4
TT.709  2	TT.669	3	3	3	3	3	3
TT.715	TT.695	2	3	3	2	3	2.6
TT.719	TT.709	2	1	2	1	2	1.6
TT.720         1         1         2         1         2         1.4           TT.726         1         2         2         1         3         1.8           TT.738         1         2         1         1         2         1.4           TT.741         2         2         1         1         2         1.6           TT.750         3         2         1         1         2         1.8           TT.754         2         1         2         1         3         1.8           TT.765         1         2         2         1         2         1.6           TT.766         1         2         1         1         2         1.4           TT.767         2         1         1         2         2         1.6           TT.768         1         1         2         1         1         1.2           TT.770         1         3         2         1         2         1.8           TT.771         2         2         2         1         3         1.8           TT.773         2         3         1         1         3	TT.715	2	1	3	1	3	2
TT.726         1         2         2         1         3         1.8           TT.738         1         2         1         1         2         1.4           TT.741         2         2         1         1         2         1.6           TT.750         3         2         1         1         2         1.8           TT.754         2         1         2         1         3         1.8           TT.765         1         2         2         1         2         1.6           TT.766         1         2         1         1         2         1.6           TT.767         2         1         1         2         2         1.6           TT.768         1         1         2         1         1         1.2           TT.769         2         2         1         1         3         1.8           TT.770         1         3         2         1         2         1.8           TT.771         2         2         2         1         3         1.8           TT.773         2         3         1         1         3	TT.719	1	2	2	1	3	1.8
TT.738         1         2         1         1         2         1.4           TT.741         2         2         1         1         2         1.6           TT.750         3         2         1         1         2         1.8           TT.754         2         1         2         1         3         1.8           TT.765         1         2         2         1         2         1.6           TT.766         1         2         1         1         2         1.4           TT.767         2         1         1         2         2         1.6           TT.768         1         1         2         1         1         1.2           TT.769         2         2         1         1         3         1.8           TT.770         1         3         2         1         2         1.8           TT.771         2         2         2         1         3         1.8           TT.773         2         3         1         1         3         2           TT.774         2         2         1         1         2 <t< td=""><td>ГТ.720</td><td>1</td><td>1</td><td>2</td><td>1</td><td>2</td><td>1.4</td></t<>	ГТ.720	1	1	2	1	2	1.4
TT.741         2         2         1         1         2         1.6           TT.750         3         2         1         1         2         1.8           TT.754         2         1         2         1         3         1.8           TT.765         1         2         2         1         2         1.6           TT.766         1         2         1         1         2         1.4           TT.767         2         1         1         2         2         1.6           TT.768         1         1         2         1         1         1.2           TT.770         1         3         2         1         2         1.8           TT.771         2         2         2         1         2         1.8           TT.772         2         1         2         1         3         1.8           TT.773         2         3         1         1         3         2           TT.774         2         2         1         1         2         1.6           TT.775         1         1         1         1         1 <t< td=""><td>ГТ.726</td><td>1</td><td>2</td><td>2</td><td>1</td><td>3</td><td>1.8</td></t<>	ГТ.726	1	2	2	1	3	1.8
TT.750       3       2       1       1       2       1.8         TT.754       2       1       2       1       3       1.8         TT.765       1       2       2       1       2       1.6         TT.766       1       2       1       1       2       1.4         TT.767       2       1       1       2       2       1.6         TT.768       1       1       2       1       1       3       1.8         TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       2         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       1       1       1         TT.775       1       1       1       1       1       1       1       1         TT.777       2       2       1       1       2       1.6         TT.777       2       2       1       <	ГТ.738	1	2	1	1	2	1.4
TT.754       2       1       2       1       3       1.8         TT.765       1       2       2       1       2       1.6         TT.766       1       2       1       1       2       1.4         TT.767       2       1       1       2       2       1.6         TT.768       1       1       2       1       1       3       1.8         TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       1.8         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       1       1         TT.775       1       1       1       1       1       1       1       1         TT.777       2       2       1       1       1       1       1       1         TT.778       1       1       1       1       1       1       1       1	TT.741	2	2	1	1	2	1.6
TT.765         1         2         2         1         2         1.6           TT.766         1         2         1         1         2         1.4           TT.767         2         1         1         2         2         1.6           TT.768         1         1         2         1         1         1.2           TT.769         2         2         1         1         3         1.8           TT.770         1         3         2         1         2         1.8           TT.771         2         2         2         1         2         1.8           TT.772         2         1         2         1         3         1.8           TT.773         2         3         1         1         3         2           TT.774         2         2         1         1         1         1           TT.775         1         1         1         1         1         1         1           TT.776         2         2         1         1         2         1.6           TT.777         2         2         1         1         1<	ТТ.750	3	2	1	1	2	1.8
TT.766         1         2         1         1         2         1.4           TT.767         2         1         1         2         2         1.6           TT.768         1         1         2         1         1         1.2           TT.769         2         2         1         1         3         1.8           TT.770         1         3         2         1         2         1.8           TT.771         2         2         2         1         2         1.8           TT.772         2         1         2         1         3         1.8           TT.773         2         3         1         1         3         2           TT.774         2         2         1         1         2         1.6           TT.775         1         1         1         1         2         1.6           TT.777         2         2         1         1         2         1.6           TT.778         1         1         1         1         1         1	TT.754	2	1	2	1	3	1.8
TT.767       2       1       1       2       2       1.6         TT.768       1       1       2       1       1       1.2         TT.769       2       2       1       1       3       1.8         TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       1.8         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       2       1.6         TT.775       1       1       1       1       1       1       1         TT.776       2       2       1       1       2       1.6         TT.777       2       2       1       1       2       1.6         TT.778       1       1       1       1       1       1       1	ТТ.765	1	2	2	1	2	1.6
TT.768       1       1       2       1       1       1.2         TT.769       2       2       1       1       3       1.8         TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       1.8         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       2       1.6         TT.775       1       1       1       1       2       1.6         TT.776       2       2       1       1       2       1.6         TT.777       2       2       1       1       2       1.6         TT.778       1       1       1       1       1       1       1	ГТ.766	1	2	1	1	2	1.4
TT.768       1       1       2       1       1       1.2         TT.769       2       2       1       1       3       1.8         TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       1.8         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       2       1.6         TT.775       1       1       1       1       2       1.6         TT.776       2       2       1       1       2       1.6         TT.777       2       2       1       1       2       1.6         TT.778       1       1       1       1       1       1       1	ГТ.767	2	1	1	2	2	1.6
TT.769       2       2       1       1       3       1.8         TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       1.8         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       2       1.6         TT.775       1       1       1       1       2       1.6         TT.776       2       2       1       1       2       1.6         TT.777       2       2       1       1       2       1.6         TT.778       1       1       1       1       1       1       1							
TT.770       1       3       2       1       2       1.8         TT.771       2       2       2       1       2       1.8         TT.772       2       1       2       1       3       1.8         TT.773       2       3       1       1       3       2         TT.774       2       2       1       1       2       1.6         TT.775       1       1       1       1       1       1       1       1         TT.776       2       2       1       1       2       1.6         TT.777       2       2       1       1       2       1.6         TT.778       1       1       1       1       1       1       1							
TT.771     2     2     2     1     2     1.8       TT.772     2     1     2     1     3     1.8       TT.773     2     3     1     1     3     2       TT.774     2     2     1     1     2     1.6       TT.775     1     1     1     1     1     1     1       TT.776     2     2     1     1     2     1.6       TT.777     2     2     1     1     2     1.6       TT.778     1     1     1     1     1     1     1							
TT.772     2     1     2     1     3     1.8       TT.773     2     3     1     1     3     2       TT.774     2     2     1     1     2     1.6       TT.775     1     1     1     1     1     1       TT.776     2     2     1     1     2     1.6       TT.777     2     2     1     1     2     1.6       TT.778     1     1     1     1     1     1     1							
TT.773     2     3     1     1     3     2       TT.774     2     2     1     1     2     1.6       TT.775     1     1     1     1     1     1       TT.776     2     2     1     1     2     1.6       TT.777     2     2     1     1     2     1.6       TT.778     1     1     1     1     1     1     1							
TT.774         2         2         1         1         2         1.6           TT.775         1         1         1         1         1         1         1           TT.776         2         2         1         1         2         1.6           TT.777         2         2         1         1         2         1.6           TT.778         1         1         1         1         1         1         1							
TT.775     1     1     1     1     1     1       TT.776     2     2     1     1     2     1.6       TT.777     2     2     1     1     2     1.6       TT.778     1     1     1     1     1     1     1							
TT.776         2         2         1         1         2         1.6           TT.777         2         2         1         1         2         1.6           TT.778         1         1         1         1         1         1         1							
TT.777 2 2 1 1 2 1.6 TT.778 1 1 1 1 1 1 1							
TT.778 1 1 1 1 1 1 1							
TT.779 1 1 1 1 2 1.2	ГТ.778		1	1	1		
	ТТ.779	1	1	1	1	2	1.2

	1	T				
ГТ.780	1	1	2	1	2	1.4
ГТ.781	2	1	2	1	2	1.6
ТТ.782	1	2	1	1	1	1.2
ТТ.783	1	1	2	1	2	1.4
ТТ.784	2	2	1	2	2	1.8
ТТ.785	2	2	1	1	3	1.8
ТТ.786	2	3	3	3	3	3
ТТ.787	2	2	2	1	2	1.8
ТТ.788	1	2	1	2	2	1.6
TT.789	3	1	1	1	3	1.8
TT.790	2	1	1	2	2	1.6
TT.791	1	1	1	1	2	1.2
ГТ.792	2	1	1	1	2	1.4
ГТ.793	2	1	2	1	3	1.8
ГТ.794	3	1	2	1	3	2
ТТ.795	2	1	2	2	2	1.8
ТТ.796	3	1	1	1	2	1.6
ТТ.797	3	1	1	1	3	1.8
ТТ.798	2	1	1	1	2	1.4
ТТ.799	2	1	2	1	2	1.6
ТТ.800	2	2	1	1	3	1.8
TT.801	1	2	1	2	2	1.6
ТТ.802	1	1	1	1	3	1.4
ТТ.803	3	2	3	4	4	3.2
ГТ.804	3	2	3	2	3	2.6
ТТ.805	1	1	2	1	3	1.6
ТТ.806	2	2	1	1	2	1.6
ГТ.807	2	2	2	1	2	1.8
TT.808	1	1	2	1	2	1.4
TT.809	3	1	1	1	3	1.4
TT.810	1	2	3	1	2	
	2		1		2	1.8
TT.811		1		1		1.4
TT.812	2	2	2	1	2	1.8
TT.813	3	1	1	1	3	1.8

ГТ.814	1	1	1	1	2	1.2
ТТ.815	2	2	1	1	3	1.8
ГТ.816	2	2	2	2	3	2.2
ГТ.817	2	2	2	1	2	1.8
ГТ.819	2	2	1	1	2	1.6
ГТ.820	4	4	4	4	4	4
ГТ.821	3	2	2	3	3	2.6
Total	197	172	181	139	241	186.4
Σ	1.8	1.6	1.7	1.3	2.2	1.7

Note: TT = Target text  $\sum = Average$ TT = Target text Re = Researcher

R1-4 = Respondents 1-4

## Appendix 4: Data of Tabulation (Readability)

DATA	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	Σ
TT.10	2	2	3	2	3	2	4	4	3	2	2.7
TT.11	2	2	3	3	2	2	1	2	1	3	2.1
TT.21	1	1	1	3	2	2	2	3	3	3	2.1
TT.53	2	2	1	3	2	2	1	2	2	1	1.8
TT.63	3	2	2	3	2	3	2	2	2	1	2.2
TT.77	2	1	2	2	2	2	1	2	3	2	1.9
TT.96	2	3	1	1	2	2	1	2	2	2	1.8
TT.111	2	1	1	1	2	3	1	2	2	1	1.6
TT.121	3	3	2	3	2	2	1	2	2	1	2.1
TT.435	1	2	1	2	3	2	2	1	2	1	1.7
TT.463	2	3	2	2	4	3	3	3	2	1	2.5
TT.472	4	2	2	2	4	2	3	1	3	1	2.4
TT.473/	3	2	1	2	2	2	2	1	2	1	1.8
TT.493/	1	2	3	2	2	2	2	3	2	1	2
TT.502	1	1	2	1	2	2	1	1	2	1	1.4
TT.503	3	3	1	3	3	2	1	1	3	1	2.1
TT.514	2	2	1	2	2	3	2	2	2	1	1.9
TT.541	4	3	2	1	2	3	3	3	4	2	2.7
TT.561	4	4	4	4	4	4	4	4	4	4	4

TT.584	3	2	1	1	3	3	3	2	2	1	2.1
TT.586	3	1	1	1	2	2	2	1	2	1	1.6
TT.593	2	1	1	1	2	2	1	2	2	1	1.5
TT.595	2	2	1	1	2	3	1	1	2	1	1.6
TT.597	1	1	1	1	2	2	1	1	2	1	
TT.600	2	2	1	2	2	3	1	2	2	1	1.3
TT.617	1	1	1	1	2	2	1	1	3	1	1.8
TT.620	4	3	1	4	2	3	4	3	4	3	1.4
TT.622	2	3	3	4	3	3	4	2	3	1	3.1
TT.630	3	3	2	2	3	3	3	2	2	1	2.8
TT.642	3	3	3	3	3	3	4	2	2	2	2.4
TT.648	3	3	3	2	3	3	3	1	2	1	2.8
TT.655	2	2	1	1	2	2	2	1	2	1	2.4
TT.657	2	3	1	1	2	3	2	1	2	1	1.6
											1.8
TT.660	1	1	1	1	2	2	2	1	3	1	1.5
TT.661	3	1	1	1	2	2	3	1	2	1	1.7
TT.664	1	1	1	2	2	2	3	1	2	2	1.7
TT.665	2	1	1	1	2	2	2	1	2	1	1.5
TT.666	4	4	4	4	4	4	4	4	4	4	4
TT.669	4	4	4	4	4	4	4	4	4	4	4
TT.695	3	1	1	2	2	3	2	1	2	3	2
TT.709	3	3	2	3	2	3	3	2	2	2	2.5
TT.715	2	2	1	2	3	2	1	3	2	2	2.3
TT.719	2	2	2	2	2	2	2	2	2	1	1.9
TT.720	3	2	2	2	2	2	2	2	2	1	
TT.726	1	2	1	2	2	2	2	2	2	1	2
TT.738	1	1	2	2	3	2	3	3	2	1	1.7
TT.741	3	3	2	1	2	2	2	2	2	2	2
STT.750	2	1	2	1	2	2	2	1	2	3	2.1
TT.754	3	2	2	2	3	2	2	2	2	1	1.8
TT.765	1	2	1	4	2	2	3	2	2	1	2.1
TT.766	2	2	1	2	2	2	2	2	2	1	2
TT.767	1	1	1	2	2	2	2	1	2	1	1.8
TT.768	1	1	1	2	2	2	1	1	2	1	1.5
11.700			•							•	1.4

TT7.769
TT.771
TT.771         2         2         1         1         3         2         2         1         3         1         1.8           TT.772         3         2         1         1         3         2         2         2         2         2         1         1.9           TT.773         4         2         1         2         2         2         2         2         2         2         1         1.9           TT.774         1         2         1         3         2         2         2         2         2         1.9           TT.775         1         1         1         2         2         2         1         1         1.4         1.4         1.7         1.77         4         3         1         2         4         3         1         1         2         2         1         1.4         1.5         1.5         1.5         1.7         1.77         4         3         1         2         4         3         1         1         2         2         1         1.5         1.7         1.7         1.7         1.7         1.7         1.7         1.7         1.7
TT.772         3         2         1         1         3         2         2         2         2         1         1.9           TT.773         4         2         1         2         2         2         2         2         2         2         2         1.9           TT.774         1         2         1         3         2         2         2         2         2         2         1.9           TT.775         1         1         1         1         2         2         1         1         2         1         1.4           TT.776         2         1         1         1         2         2         1         2         2         1         1.5           TT.777         4         3         1         1         2         2         1         2         2         1         2         2         1         1.5           TT.778         3         1         1         1         2         2         1         3         3         2         1         1.7           TT.780         4         3         3         1         3         3         3
TT.773         4         2         1         2         2         2         2         2         1         2         3         2.1           TT.774         1         2         1         3         2         2         2         2         2         1         1.9           TT.775         1         1         1         1         2         2         2         1         1         2         1         1.4           TT.776         2         1         1         1         2         2         1         1         2         1         1.4           TT.777         4         3         1         2         4         3         1         1         2         2         1         1.5           TT.778         3         1         1         1         2         2         1         2         2         1         1.7           TT.780         4         3         3         1         3         3         3         3         2         2         2         2         2         2         1.9           TT.781         1         1         2         2         3
TT.774         1         2         1         3         2         2         2         2         2         1.9           TT.775         1         1         1         2         2         2         1         1         2         1         1.4           TT.776         2         1         1         1         2         2         1         2         2         1         1.5           TT.777         4         3         1         2         4         3         1         1         2         2         1         1.5           TT.778         3         2         1         1         2         2         1         2         2         1         1.2         2         1         1.7         2.2         1         1.7         1
TT.775         1         1         1         2         2         2         1         1         2         1         1         1.4           TT.776         2         1         1         1         2         2         1         2         2         1         1.5           TT.777         4         3         1         2         4         3         1         1         2         1         2.2           TT.778         3         2         1         1         2         2         1         2         2         1         1.7           TT.779         3         1         1         1         2         2         1         3         3         2         1.9           TT.780         4         3         3         1         3         3         3         1         2         3         2.6           TT.781         1         1         2         2         3         2         2         2         2         2         1.9           TT.782         2         1         2         2         2         2         2         2         2         2         2
TT.776         2         1         1         1         2         2         1         2         2         1         1         1.5           TT.777         4         3         1         2         4         3         1         1         2         1         1.5           TT.778         3         2         1         1         2         2         1         2         2         1         1.7           TT.779         3         1         1         1         2         2         1         3         3         2         1.9           TT.780         4         3         3         1         3         3         1         2         3         2.6           TT.781         1         1         2         2         3         2         2         2         2         2         2         1.9           TT.782         2         1         2
TT.777         4         3         1         2         4         3         1         1         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         1         1         1         1         2         2         1         1         1.7
TT.778         3         2         1         1         2         2         1         2         2         1         1.7           TT.779         3         1         1         1         2         2         1         3         3         2         1.9           TT.780         4         3         3         1         3         3         1         2         3         2.6           TT.781         1         1         2         2         3         2         2         2         2         2         2         1.9           TT.782         2         1         2         2         2         2         2         2         2         2         1.9           TT.782         2         1         2
TT.779         3         1         1         1         2         2         1         3         3         2         1.9           TT.780         4         3         3         1         3         3         1         2         3         2.6           TT.781         1         1         2         2         3         2         2         2         2         2         1.9           TT.782         2         1         2         2         2         2         1         1         2         3         1.8           TT.783         3         3         3         2         3         3         2
TT.780         4         3         3         1         3         3         1         2         3         2.6           TT.781         1         1         2         2         3         2         2         2         2         2         1.9           TT.782         2         1         2         2         2         2         1         1         2         3         1.8           TT.783         3         3         3         2         2         2         2         1         1         2         3         1.8           TT.784         1         2         1         4         2         3         2.6         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8
TT.781         1         1         2         2         3         2         2         2         2         2         1.9           TT.782         2         1         2         2         2         1         1         2         3         1.8           TT.783         3         3         3         2         2         2         2         3         1         2         3         2         2         2         2         2         3         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.9         1.9         1.9
TT.782         2         1         2         2         2         2         1         1         2         3         1.8           TT.783         3         3         3         2         3         2         2         2         1         1         2         2         1         1         2         2         1         1         2         2         2         2         2         2         2         2         2         3         1         <
TT.783         3         3         3         2         2         2         3         1         2         2         2.3           TT.784         1         2         1         4         2         3         2         2         2         2         3         2         2         2         3         3         2         2         2         3         3         2         2         2         1         1         2         2         2         1         1         2         2         1         1.8         1.8         1.8         1.8         1.8         1.8         1.9         1         2         2         2         1         1         2         2         1         1         2         2         1<
TT.784         1         2         1         4         2         3         2.4         2         2         2         2         3         3         2.4         2         2         2         3         3         2.6         2.6         3         1         1         2         4         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         2         2         1         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.8         1.9         1.9         1.9         1.9         1.9         1.9         1.9         1.9         1.8         1.7         1.7         1.7         1.7         1.7         1.7         <
TT.785         2         3         1         4         3         2         2         2         2         3         2.4           TT.786         4         3         1         3         3         2         2         2         3         3         2.6           TT.787         1         1         2         4         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         1         1         2         2         2         2         2         3         1.8           TT.789         2         1         1         2         2         2         2         2         2         3         1.8           TT.790         2         1         2         2         2         1         1         2         2         1         1         2         3         1.8           TT.791         1         2         4         1
TT.786         4         3         1         3         3         2         2         2         3         3         2.6           TT.787         1         1         2         4         2         2         1         1         2         2           TT.788         2         3         1         1         2         2         1         1         2         3         1.8           TT.789         2         1         1         1         2         2         2         2         2         3         1.8           TT.790         2         1         2         2         2         2         1         1         2         2         2         2         3         1.8           TT.791         1         3         3         1         2         2         1         1         2         3         1.8           TT.792         1         2         4         1         2         2         1         1         2         2           TT.793         3         2         1         1         2         2         1         1         2         2           <
TT.787         1         1         2         4         2         2         1         1         2         2         1.8           TT.788         2         3         1         1         2         2         1         1         2         3         1.8           TT.789         2         1         1         1         2         2         2         2         2         2         3         1.8           TT.790         2         1         2         2         2         2         1         1         2         3         1.8           TT.791         1         3         3         1         2         2         1         1         2         3         1.9           TT.792         1         2         4         1         2         2         1         1         2         2         1.8           TT.793         3         2         1         1         2         2         1         1         2         2         1.7           TT.794         4         2         2         1         4         2         1         1         2         3         2.1
TT.788         2         3         1         1         2         2         1         1         2         2         1         1         2         3         1.8           TT.789         2         1         1         1         2         2         2         2         2         2         2         3         1.8           TT.790         2         1         2         2         2         2         1         1         2         3         1.8           TT.791         1         3         3         1         2         2         1         1         2         3         1.9           TT.792         1         2         4         1         2         2         1         1         2         2         1.8           TT.793         3         2         1         1         2         2         1         1         2         2         1.7           TT.794         4         2         2         1         4         2         1         1         2         3         2.1           TT.795         1         2         2         1         4         2
TT.789         2         1         1         1         2         2         2         2         2         3         1.8           TT.790         2         1         2         2         2         2         1         1         2         3         1.8           TT.791         1         3         3         1         2         2         1         1         2         3         1.9           TT.792         1         2         4         1         2         2         1         1         2         2         1         1.8           TT.793         3         2         1         1         2         2         1         1         2         2         1         1.8           TT.794         4         2         2         1         2         2         1         1         3         3         2.1           TT.795         1         2         2         1         4         2         1         1         2         3         2.1
TT.790         2         1         2         2         2         2         2         1         1         2         3         1.8           TT.791         1         3         3         1         2         2         1         1         2         3         1.9           TT.792         1         2         4         1         2         2         1         1         2         2         1         1.8           TT.793         3         2         1         1         2         2         1         1         2         2         1         1.8           TT.794         4         2         2         1         2         2         1         1         3         3         2.1           TT.795         1         2         2         1         4         2         1         1         2         3         2.1
TT.791         1         3         3         1         2         2         1         1         2         3         1.9           TT.792         1         2         4         1         2         2         1         1         2         2           TT.793         3         2         1         1         2         2         1         1         2         2           TT.794         4         2         2         1         2         2         1         1         3         3           TT.795         1         2         2         1         4         2         1         1         2         3
TT.792         1         2         4         1         2         2         1         1         2         2         1         1         2         2         1.8           TT.793         3         2         1         1         2         2         1         1         2         2         1.7           TT.794         4         2         2         1         2         2         1         1         3         3         2.1           TT.795         1         2         2         1         4         2         1         1         2         3
TT.793     3     2     1     1     2     2     1     1     2     2     1     1     2     2       TT.794     4     2     2     1     2     2     1     1     3     3       TT.795     1     2     2     1     4     2     1     1     2     3
TT.794 4 2 2 1 2 2 1 1 3 3 2.1 TT.795 1 2 2 1 4 2 1 1 2 3
TT.795 1 2 2 1 4 2 1 1 2 3
1.9
TT.796 1 1 1 1 2 2 1 1 2 2 1.4
TT.797 3 2 1 2 3 3 1 1 2 3 2.1
TT.798 1 2 1 1 2 2 1 1 2 2 1 1.5
TT.799 1 3 2 2 2 3 2 2 2 2 2.1
TT.800 2 3 1 1 3 2 1 1 2 3 1.9
TT.801 2 3 2 2 3 2 2 2 2 2
11.001   2   3   2   2   3   2   2   2   2   2

TT 002	4	1	4	_	2	1		1	3	4	
TT.803	4	3	4	2	3	4	2	2	3	4	3.1
TT.804	3	3	1	1	2	2	2	2	2	3	2.1
TT.805	2	2	1	1	2	2	1	1	2	3	1.7
TT.806	2	2	2	1	2	2	1	2	2	2	1.8
TT.807	1	1	1	3	2	2	1	1	2	2	
TT.808	2	2	2	2	2	2	1	1	2	3	1.6
TT.809	1	2	1	1	2	2	2	2	2	3	1.9
											1.8
TT.810	3	3	2	3	2	2	3	3	3	2	2.6
TT.811	2	2	2	1	2	2	1	1	2	2	1.7
TT.812	3	2	2	2	3	2	1	1	2	3	2.1
TT.813	1	1	2	1	1	1	1	1	2	1	1.2
TT.814	2	2	2	2	2	2	2	2	2	3	2.1
TT.815	2	1	3	1	3	2	1	1	2	3	1.9
TT.816	2	1	1	1	2	3	1	1	3	3	
											1.8
TT.817	3	1	2	2	2	3	2	1	2	2	2
TT.819	1	3	1	1	3	2	3	3	2	3	2.2
TT.820	4	4	4	4	4	4	4	4	4	4	4
TT.821	3	3	3	2	4	2	3	4	3	3	3
Totsl	234	216	174	203	252	241	200	182	237	204	
											214.6
Σ	2.2	2	1.6	1.9	2.4	2.2	1.9	1.7	2.2	1.9	2.0

TT = Target text $\sum = Average score$ 

TT = Target text R1-10 = Respondents 1-10

Appendix 5: List of Sentences which Hold Adverbial Clause Analyzed

No	Harry potter and The Chamber	No	Harry Potter dan Kamar Rahasia
	of Secrets		
ST.10Fi	It was half past seven in the	TT.10/Fi	Sudah pukul setengah delapan
nite/	evening when at last, he heard Aunt	nite/	malam ketika akhirnya, kelelahan,
Time	Petunia calling him. (p.10)	Time	dia mendengar bibi Petunia
			memanggilnya. (p.18)
ST.11/Fi	As he passed the door to the living	TT.11/Fi	Ketika melewati pintu ruang duduk,
nite/	room, Harry caught a glimpse of	nite/	sekilas Harry melihat paman
Time	Uncle Vernon and Dudley in bow	Time	Vernon dan Dudley memakai jas
	ties and dinner jackets. (p.11)		dan dasi kupu-kupu. (p.19)
ST.21/Fi	"Ron, how did you - What the -?"	TT.21/Fi	"Ron, bagaimana kau—apa i?"
nite/	Harry's mouth fell open as the full	nite/	Harry ternganga <u>ketika sadar</u>
Time	impact of what he was seeing hit	Time	sepenuhnya apa yang dilihatnya.
	<u>him</u> . (p.24)		(p35)
ST.53/Fi	They climbed two more flights until	TT.53/Fi	Mereka menaiki dua tangga lagi

nite/	they reached a door with peeling	nite/	sampai tiba di pintu yang catnya
Time	paint and a small plaque on it,	Time	mengelupas dan ada papan kecil
THIC	saying RONALD'S ROOM. (p.40)	Time	bertuliskan "Kamar Ronald". (p54)
ST.63/Fi	"Now, when you get into the fire,	TT.63/Fi	"Setelah masuk perapian katakan
nite/	say where you're going and keep	nite/	tujuanmu. Dan rapatkan sikumu,"
Time	your elbows tucked in," (p.48)	Time	(p64)
ST.77/Fi	The bag of gold, silver, and bronze	TT.77/Fi	Uang emas, perak, dan perunggu
nite/	jangling cheerfully in Harry's	nite/	yang bergemerincing di saku Harry
Time	pocket was clamoring to be spent,	Time	menuntut dibelanjakan, maka dia
	so he bought three large strawberry-		membeli tiga es krim stroberi-
	and-peanut-butter ice creams,		kacang besar yang mereka nikmati
	which they slurped happily as they		dengan gembira <u>sambil berjalan</u> ,
	wandered up the alley, examining		melihat-lihat isi etalase yang
	the fascinating shop windows. (p		menarik. (p75)
ST.96/Fi	He wheeled his trolley forward	TT 06/Ei	Dia mendorong trolinya ke depan
nite/		nite/	dengan hati-hati sampai menempel
Time	the barrier and pushed with all his	Time	ke palang dan mendorong sekuat
Time	might. (p.68)	Time	tenaga. (p88)
ST.111/		TT.111/	Tetapi sesaat kemudian, ketika
Finite/		Finite/	Snape membuka <i>Evening</i>
Time	the Evening Prophet. (p 79)	Time	Prophet—koran sihir sore terbitan
	u		hari itu, dia pun mengerti. (p 100)
ST.121/		TT.121/	Mendekati rumah-rumah kaca,
Finite/		Finite/	mereka melihat anak-anak lain
Time	, ,	Time	sudah berdiri di depannya,
	Professor Sprout. (p.89)		menunggu Profesor Sprout. (p.113)
ST.435/	The chill air was whipping through	TT.435/	Udara dingin menerpa wajah dan
Finite/	Harry's hair, and <u>before he'd</u>	8Finite/	rambut Harry, dan belum puas dia
Time	stopped enjoying the ride, it was	Time	menikmatinya, perjalanan itu sudah
	over—all four of them were hitting the wet floor of Moaning Myrtle's		berakhir—mereka berempat mendarat di lantai basah toilet
	bathroom, (p324)		Myrtle Merana. (p.405)
ST.463/	But Dobby has come to protect	ST 463/	Tetapi Dobby datang untuk
Finite/	Harry Potter, to warn him, even <u>if</u>		melindungi Harry Potter, untuk
Conditio	he does have to shut his ears in the		memperingatkannya, <u>meskipun</u>
n	oven later(p.16)	n	karena itu Dobby harus menjepit
	<u> </u>		telinganya di pintu oven
			<u>nanti</u> (p.25)
ST.472/	But we feel they're skills worth		Tapi menurut kami ini kecakapan
Finite/	learning, even if they are a bit slow.		yang layak dipelajari, <u>walaupun</u>
Conditio	(p.26)	Conditio	agak lambat. (p.37)
n CT: 472/	T . 1 1	n	
ST.473/	Just last night we were saying we'd	TT.473/	Baru semalam kami katakan kami
Finite/ Conditio	come and get you ourselves <u>if you</u> hadn't written back to Ron by	Finite/ Conditio	sendiri akan datang menjemputmu
n	Friday. (p.34)	n	kalau sampai hari Jumat kau tidak membalas surat Ron. (p.47)
ST.493/	It'll be worse if you don't. (p.87)	TT.493/	Gawat <u>kalau tidak</u> . (p.110)
Finite/	1111 00 Worse 11 you don't. (p.07)	Finite/	54.74t <u>Raida ildan</u> . (p.110)
Conditio		Conditio	
n		n/	
ST.502/	I never went in there anyway if I	TT.502/	Sebisa mungkin aku tidak masuk ke
Finite/	could avoid it. (p.133)	Finite/	toilet itu. (p.165)
Conditio		Conditio	
n		n	

CT 502/	C	TT 502/	"Di1-1 1 :1 :1 :1
ST.503/	Can you taste it if you walk through	TT.503/	"Bisakah kau merasakan ikan itu
Finite/	it? Harry asked him. (p133)	Finite/	waktu melewatinya?" Harry
Conditio		Conditio	menanyainya. (p.166)
n cm 514/	TC1 1 1 2 1 1	n TTD 514/	TT (* 11 11 1
ST.514/	If he hadn't had a very good reason	TT.514/	Harry pasti sudah menolak kalau
Finite/	for keeping Lockhart in a good	Finite/	dia tidak ingat pada rencana
Conditio	mood, he would have refused to do	Conditio	Hermione. Untuk itu dia harus
n	it. (p 161)	n	membuat Lockhart senang. (p 200)
ST.541/	Honestly, if you were any slower,	TT.541/	Astaga, kalau lebih telmi dari ini,
Finite/	you'd be going backward. (p224)	Finite/	kau akan jadi terbelakang. (p278)
Conditio		Conditio	
n		n	
ST.561/	If they pursued their fixed course,	TT.561/	
Finite/	there could be no doubt about	Finite/	
Conditio	where they would end up. (p269)	Conditio	
n		n	
ST.584/	If anymore of them find their way	TT.584/	Kalau ada lagi barangnya yang
Finite/	into innocent hand, I think Arthur	Finite/	jatuh ke tangan tak bersalah, kurasa
Conditio	Weasley, for one, will make sure	Conditio	Arthur Weasley, salah satunya,
n	they are traced back to you. (p337)	n	akan memastikan barang-barang itu
			dilacak sampai kepadamu(p418)
ST.586/	Harry could make out Hermione's	TT.586/	Harry bisa mengenali tulisan
Finite/	neat writing, Ron's untidy scrawl,	Finite/	Hermione yang rapi, tulisan cakar
Compari	and even a scribble that looked as	Compari	ayam Ron yang berantakan, dan
son	though it was from the Hogwarts	son	bahkan coretan yang kelihatannya
	gamekeeper, Hagrid. (p.18)		dikirim oleh si pengawas binatang
	* /		liar Hogwarts, Hagrid. (p.28)
ST.593/	The assistant looked as though he	TT.593/	Si pegawai toko kelihatannya ingin
Finite/	wanted to stop them leaving, but he	Finite/	mencegah mereka pergi, tetapi
Compari	barely came up to Hagrid's waist	Compari	tingginya tak sampai sepinggang
son	and seemed to think better of it.	son	Hagrid. Jadi, dia memutuskan lebih
	(p.63)		baik diam saja. (p.82)
ST.595/	Harry felt as though he'd just been	TT.595/	Harry merasa seakan perutnya baru
Finite/	walloped in the stomach by one of	Finite/	saja dihantam salah satu dahan
Compari	the mad tree's larger branches.	Compari	besar pohon gila itu. (p 101)
son	(p.79)	son	,
ST.597/	Snape looked as though Christmas	TT.597/	Snape tampak kecewa sekali.
Finite/	had been canceled. (p.81)	Finite/	(p.103)
Compari		Compari	
son		son	
ST.600/	It looked quite ordinary to Harry,	TT.600/	Amplop itu kelihatan biasa saja
Finite/	but Ron and Neville were both		bagi Harry, tetapi Ron dan Neville
Compari	looking at it as though they	Compari	memandangnya ketakutan <u>seakan</u>
son	expected it to explode. (p.87)	son	amplop itu bisa meledak setiap saat.
	<u> </u>		(p.110)
ST.617/	As though it was magnetically	TT.617/	Bagai tertarik magnet, Bludger itu
Finite/	attracted to Harry, the Bludger	Finite/	kembali meluncur ke arah Harry,
Compari	pelted after him once more and	Compari	dan Harry terpaksa terbang dengan
son/32	Harry was forced to fly off at full	son	kecepatan penuh. (p 209)
	speed. (p 168)		-r r (r =>>)
ST.620/	Both he and Hermione were	TT.620/	Baik dia maupun Hermione
Finite/	looking as though someone had	Finite/	kelihatan seolah baru saja kematian
Compari	died. (p196)	Compari	teman. (p243)
son		son	
ST.622/	He returned to squint at what he'd	TT.622/	Harry menoleh untuk melihat apa
01.044	110 returned to squint at what ile u	11.044	many menoren untuk memat apa

Einita/	fallon over and falt as though his	Einite/	vana mambuatava iatub dan
Finite/	fallen over and felt as though his	Finite/	yang membuatnya jatuh, dan hatinya mencelos. (p.251)
Compari	stomach had dissolved. (p.202)	Compari	naunya mencelos. (p.231)
son	0 1 1: 4 1 4	son/37	The second secon
ST.630/	Snape was looking as though the	TT.630/	Tampang Snape seperti mau
Finite/	first person to ask him for a Love	Finite/	mengatakan orang pertama yang
Compari	Potion would be forced-fed poison.	Compari	memintanya membuat Ramuan
son	(p237)	son	Cinta akan dicekoki racun. (p294)
ST.642/	As though Hagrid had the brains, or	TT.642/	Mana mungkin Hagrid punyak otak
Finite/	the power! (p312)	Finite/	untuk itu, atau untuk kekuasaan!
Compari		Compari	(p386)
son		son	
ST.648/	Harry had taken up his place at	TT.648/	Harry bersekolah di sekolah sihir.
Finite/	wizard school, where he and his	Finite/	Di situ dia dan bekas lukanya
Place	scar were famous.	Place	terkenal.
ST.655/	"Big deal," said Ron, rubbing his	TT.655/	"Uh, dasar sok," gerutu Ron,
Finite/	foot where the photographer had	Finite/	menggosok kakinya yang tadi
Place	stepped on it. (p.59)	Place	diinjak si fotografer. (p.78)
ST.657/		TT.657/	Tetapi rombongan yang kembali ke
Finite/		Finite/	perapian di Leaky Cauldron adalah
Place	Leaky Cauldron, where Harry, the	Place	rombongan yang lesu. <u>Dari tempat</u>
race	Weasleys, and all their shopping	i iucc	itu Harry, keluarga Weasley, dan
	would be traveling back to the		semua belanjaan mereka akan
	Burrow using Floo powder. (p.63)		pulang ke The Burrow
	duriow using 1 too powder. (p.03)		menggunakan bubuk Floo. (p.82)
ST.660/	He had stopped noticing the	TT.660/	Dia sudah berhenti mengamati
Finite/		Finite/	
	fantastic cloud shapes now and was		bentuk-bentuk awan yang fantastis
Place	thinking longingly of the train miles	Place	sekarang, dan memikirkan kereta
	below, where you could buy ice-		api yang berkilo-kilo meter di
	cold pumpkin juice from a trolley		bawah mereka. <u>Di dalam kereta api</u>
	pushed by a plump witch. (p.72)		mereka bisa membeli jus labu
			kuning dingin dari troli yang
			didorong penyihir wanita gemuk.
			(p.92)
ST.661/	Harry's eyes wandered past him to		Mata Harry memandang melewati
Finite/		Finite/	anak ini ke <u>tempat Profesor</u>
Place	headmaster, sat watching the	Place	Dumbledore, kepala sekolah yang
	Sorting from the staff table, his		duduk menonton seleksi ini dari
	long silver beard and half-moon		meja guru, jenggot panjangnya
	glasses shining brightly in the		yang keperakan dan kacamata
	candlelight.(p.77)		bulan-separonya berkilauan
			tertimpa cahaya lilin. (p.98)
ST.664/	They went down to lunch, where	TT.664/	Mereka turun untuk makan siang.
Finite/	Ron's mood was not improved by	Finite/	Suasana hati Ron tidak menjadi
Place	Hermione's showing them the	Place	<u>lebih</u> baik melihat Hermione
	handful of perfect coat buttons she		memamerkan segenggam kancing
	had produced in		jaket sempurna yang dihasilkannya
	Transfiguration.(p.95)		dalam pelajaran Transfigurasi.
	· · · · · · · · · · · · · · · · · · ·		(p.120)
ST.665/	Harry yanked his robes straight and	TT.665/	Harry menyentakkan dan
Finite/		Finite/	meluruskan jubahnya dan menuju
Place	the class, where he busied himself		tempat duduk paling belakang
	with pilling all seven of Lockhart's		kelas. <u>Dia lalu menyibukkan diri</u>
	books in front of him, (p.99)		dengan menumouk semua buku
	(P. 2.)		Lockhart di depannya, (p.124)
		I.	, (p.121)

ST.666/ Finite/ Place	about the dasastrous car journey	TT.666/ Finite/ Place	Hedwig masih marah kepada Harry soal perjalanan dengan mobil yang mendatangkan malapetaka itu, dan tongkat Ron masih tak bisa digunakan dengan benar, bahkan melampaui batas kemampuannya dengan meluncur lepas dari tangan Ron dalam pelajaran Mantra dan memukul Profesor Flitwick yang mungil tepat di antara kedua matanya, menciptakan bisul hijau besar yang berdenyut-denyut. (p 132)
ST.669/ Finite/ Place	where they stood came the sound of hundreds feet climbing the stairs, and the loud, happy talk of well-fed	TT.669/ Finite/ Place	Dari kedua ujung koridor terdengar bunyi ratusan kaki yang menaiki tangga, juga celoteh riang dan keras anak-anak yang perutnya kenyang.
ST.695/ Finite/ Place	people.(p.139) It might be kinder to leave her where she is (p285)	TT.695/ Finite/ Place	(p 173) Mungkin baginya lebih baik jika dia dibiarkan <u>membantu</u> (p355)
ST.709/ Finite/ Reason	As neither Dudley nor the hedge was in any way hurt, Aunt Petunia knew he hadn't really done magic, (p14-15)	TT.709/ Finite/ Reason	Karena baik Dudley maupun pagarnya sama sekali tidak bercacat, Bibi Petunia tahu dia tidak betul-betul menyihir. (p.17)
ST.715/ Finite/ Reason	Because I think another delivery might finish your one off. (p.45)	TT.715/ Finite/ Reason	Karena kalau sekali lagi disuruh mengirim surat, kurasa burung yang satu ini lewat deh. (p.60)
ST.719/ Finite/ Reason	"Maybe he's left," said Harry, "because he missed out on the Defense Against Dark Arts job again!" (p 78)	TT.719/ Finite/ Reason	"Mungkin dia keluar," kata Harry, "karena tidak terpilih mengajar Pertahanan terhadap Ilmu Hitam lagi!" (p 99)
ST.720/ Finite/ Reason	Natural to want a bit more once you've had that first taste - and I blame myself for giving you that, because it was bound to go to your head - but see here, young man, you can't start flying cars to try and get yourself noticed. (p.91)	TT.720/ Finite/ Reason	Wajar menginginkan lebih kalau kau sudah mencicipinya—dan aku menyalahkan diriku sendiri karena memberimu itu, <u>karena pasti akan mempengaruhi pikiranmu</u> . Tapi, Nak, kau tak bisa <i>menerbangkan mobil</i> untuk mencoba membuat dirimu diperhatikan. (p.115)
ST.726/ Finite/ Reason	Harry knew at once that Malfoy had said something really bad because there was an instant uproar at his words. (p 112)		Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar- benar kelewatan <u>karena tiba-tiba</u> <u>saja terjadi keributan</u> . (p 140)
ST.738/ Finite/ Reason	"It matters," said Hermione, speaking at last in a hushed voice, "because being able to talk to snakes was what Salazar Slytherin was famous for." (p196)	TT.738/ Finite/ Reason	"Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, "karena Salazar Slytherin terkenal justru karena kemampuannya bicara dengan ular." (p 244)
ST.741/ Finite/ Reason	They also stole their shoes, <u>because</u> their own were too far small for <u>Crabbe-and Goyle-size-feet</u> . (p215)	TT.741/ Finite/ Reason	Mereka juga mencuri sepatu Crabbe dan Goyle <u>karena sepatu mereka</u> <u>kelewat kecil untuk ukuran kaki</u> <u>kedua anak Slytherin itu</u> . (p267)
ST.750/	Tom Riddle had turned Hagrid in	TT.750/	Tom Riddle menyerahkan Hagrid,

Finite/	because he was faced with the	Finite/	karena bila tidak dia harus tinggal
Reason	prospect of a Muggle orphanage	Reason	di panti asuhan Muggle (p321)
rcason	(p258)	reason	ur panti asunan waggie (p321)
ST.754/	"But thenDo you know what did	TT.754/	"Tetapi kalau begituTahukah kau
Finite/	kill that girl?" said Harry. "Because	Finite/	apa yang membunuh anak
Reason	whatever it is, it's back and	Reason	perempuan itu?" tanya Harry.
reason	attacking people again." (p278)	reason	"Karena entah apa pun dia, dia
	attacking people again. (p276)		sudah muncul kembali dan
			menyerang orang-orang lagi"(p346)
ST.765/	"It only put me in Gryffindor," said	TT.765/	"Topi itu menempatkan saya di
Finite/	Harry in a defeated voice, "because	Finite/	Gryffindor," kata Harry pasrah,
Reason	I asked not to go in Slytherin."	Reason	"hanya karena saya tak mau
iccason	(p333)	Reason	ditempatkan di Slytherin." (p414)
ST.766/	The ghoul in the attic howled and	TT.766/	Hantu di loteng melolong dan
Finite/	dropped pipes whenever he felt	Finite/	menjatuhkan pipa <u>setiap kali dia</u>
Contigen	things were getting too quiet, and	Contigen	merasa suasana terlalu sepi, dan
_	small explosions from Fred and	cv	ledakan-ledakan kecil dari kamar
cy	George's bedroom were considered	Су	
	perfectly normal. (p 42)		Fred dan George dianggap normal.
ST.767/		TT.767/	(p.56)
Finite/	Ginny seemed very prone to knocking things over whenever	Finite/	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang
			setiap kali Harry memasuki
Contigen	Harry entered a room. (p.43)	Contigen	•
cy	The second secon	cy	ruangan. (p.57)
ST.768/	There may well come a time when,	TT.768/	Akan tiba waktunya ketika, seperti
Finite/	like me, you'll need to keep a stack	Finite/	aku, kau perlu membawa setumpuk
Contigen	handy wherever you go. (p.98)	Contigen	foto ke mana pun kau pergi. (p.123)
CY 760/	II	CY	C-1 11 1i 1-1
ST.769/	<b>3</b> 1	TT.768/	Selama beberapa hari sesudahnya,
Finite/	next few days dodging out of sight		Harry melewatkan banyak waktu
Contigen	whenever he saw Gilderoy	Contigen	untuk menghindar <u>setiap kali</u>
cy	Lockhart coming down a corridor.	су	melihat Gilderoy Lockhart muncul
OT: 770/	(p 104)	TT 770/	di ujung koridor. (p 131)
ST.770/	Ron was holding up an ashen-faced	TT.770/	Ron memegangi Seamus yang
/Finite/	Seamus, apologizing for whatever	Finite/	wajahnya sepucat tembok, meminta
Contigen	his broken wand had done. (p192)	Contigen	maaf untuk <u>entah apa yang telah</u>
cy	Neither of them had written to him	cy	dilakukan tongkat patahnya. (p239)
ST.771/		TT.771/	Tak seorang pun dari mereka
Finite/	all summer, even though Ron had	Finite/	berdua menulis surat kepadanya
Concessi	said he was going to ask Harry to	Concessi	musim panas ini, meskipun Ron
on	come and stay. (p.7)	on	sudah mengatakan akan meminta
			Harry datang menginap di
CT 772/	Hor Donnoma matica1 1	TT 772/	rumahnya. (p.15)
ST.772/		TT.772/	Ramuan Merica mujarab-nya
Finite/	instantly, though it left the drinker	Finite/	manjur sekali, <u>meskipun yang</u>
Concessi	smoking at the ears for several	Concessi	meminumnya jadi mengeluarkan
on	hours afterward.(p 122)	on	asap dari telinga selama beberapa
CT 772/	The page gayyay leading to New I	TT 772/	jam sesudahnya. (p 152)
ST.773/	The passageway leading to Nearly	TT.773/	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga
Finite/ Concessi	Headless Nick's party had been lined with condless too though the	8Finite/	
	lined with candles, too, though the	Concessi	sudah diterangi dengan deretan
on	effect was from cheerful. (p 131)	on	lilin, <u>meskipun efeknya jauh dari</u>
CT 774/	"All Lagry " gold Emiles at the1	TT 774/	cerah. (p 164)
ST.774/	"All I saw," said Ernies stubbornly,	TT.774/	"Yang kulihat hanyalah," kata
Finite/	though he was trembling, as he	Finite/	Ernie bandel, <u>meskipun dia bicara</u>
Concessi	<u>spoke</u> . (p 200)	Concessi	sambil gemetaran. (p 249)

		lo <i>u</i>	
on ST.775/ Finite/ Concessi on ST.776/ Finite/ Concessi on ST.777/ Finite/ Concessi on	absentmindedly picking it up and turning the pages, (p233)  And while Harry was sure he had never heard the name T.M. Riddle before, it still seemed to mean something to him, (p233-234)  I suggest you go down to the feast, while I write to Azkaban. (p334)  Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing. (p.6)	on TT.775/ Finite/ Concessi on TT.776/ Finite/ Concessi on TT.777/ Finite/ Concessi on TT.778/ Finite/ Contrast	Nyatanya, meskipun dia tahu buku harian itu kosong, berulang-ulang tanpa sadar dia mengambil dan membuka-bukanya, (p290)  Dan meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya, nama itu rasanya berarti sesuatu baginya, (290)  Kusarankan kau turun dan ikut pesta, sementara aku menulis ke Azkaban. (p415)  Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)
ST.779/ Finite/ Contrast	"Imagine a wizard buying a rusty old car and telling his wife all he wanted to do with it was take it apart to see how it worked, while really he was enchanting it to make it fly." (p 39)	TT.779/ Finite/ Contrast	"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah menbongkarnya untuk mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu agar bisa terbang." (p.52)
ST.780/ Finite/ Contrast ST.781/ Finite/	,	Finite/ Contrast TT.781/ Finite/	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, sementara Snape Cuma mengedikkan kepala dengan jengkel. (p236)  Bagaimana kau selamat hanya dengan bekas luka, sementara
Contrast ST.782/ Finite/ Purpose	Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing. (p.6)	Finite/	kekuatan Lord Voldemort hancur? (p389)  Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)
ST.783/ Finite/ Purpose ST.784/ Finite/ Purpose	bedroom door, so that small amounts of food could be pushed inside three times a day. (p22)  "Not a word to Molly," he whispered to Harry as he opened	TT.783/ Finite/ Purpose TT.784/ Finite/ Purpose	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa didorong masuk tiga kali sehari</u> . (p.32)  "Jangan bilang apa-apa kepada Molly," bisiknya kepada Harry ketika dia membuka bagasi dan menunjukkan bagaimana bagasi itu sudah dibesarkan dengan sihir <u>sehingga bisa memuat koper-koper</u> . (p.85)

			T ==
ST.785/ Finite/ Purpose ST.786/ Finite/	Harry yanked his robes straight and headed for a seat at the very back of the class, where he busied himself with pilling all seven of Lockhart's books in front of him, so that he could avoid looking at the real thing. (p.99)  His mouth held wide so that it passed through one of the stinking	Finite/ Purpose TT.786/ Finite/	Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumouk semua buku Lockhart di depannya, supaya ia tak perlu memandang Lockhart yang sesungguhnya. (p.124)  Mulut terbuka lebar melewati salah satu ikan salem bau. (p.166)
Purpose	<u>salmon</u> . (p.133)	Purpose	
ST.787/ Finite/ Purpose	3	TT.787/ Finite/ Purpose	Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain agar bias bicara tanpa didengar siapa pun. (p.334)
ST. 788/	More than once, they had to stop,	TT. 788/	Lebih dari sekali, mereka harus
Finite/ Purpose	so that Harry could crouch down and find the spiders in the wandlight. (p.273)	/Finite/ Purpose	berhenti, <u>supaya Harry bias</u> <u>berjongkok dan menemukan labah-</u> <u>labah itu dengan cahaya</u> <u>tongkatnya</u> . (p. 339)
/Finite/	"Try and get it out." Ron	TT 790/	
Purpose	"Try and get it out," Ron whispered, shifting his chair so that he blocked Harry from Madam Pomfrey's view. (p.289)	TT.789/ Finite/ Purpose	"Coba keluarkan," bisik Ron, menggeser kursinya <u>supaya Harry</u> <u>terhalang dari pandangan Madam</u> <u>Pomfrey</u> . (p.360)
ST.790/	I decided to leave behind a diary,	TT.790/	Kuputuskan untuk meninggalkan
Finite/ Purpose	preserving my sixteen-year-old self in its pages, so that one day, with luck, I would be able to lead another in my footsteps, and finish Salazar Slytherin's noble work. (p.312)	Finite/ Purpose	buku harian, mengawetkan diriku yang berusia enam belas tahun di dalam halaman-halamannya, sehingga pada suatu hari nanti, kalau mujur, aku akan bias membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin. (p.388)
ST.791/	1.1	TT.791/	Mahkluk itu meluncur turun dari
Finite/ Result	bowed so low that the end of its long, thin nose touched the carpet. (p.12)	Finite/ Result	tempat tidur dan membungkuk rendah sekali <u>sehingga ujung</u> <u>hidungnya yang panjang dan kurus</u> <u>menyentuh karpet</u> . (p.20)
ST.792/		TT.792/	"Jual kepada mereka kunci yang
Finite/	shrinking to nothing so they can		terus mengerut sampai akhirnya
Result	never find it when they need it. (p.38)	Result	menghilang, <u>sehingga mereka tidak</u> <u>bisa menemukannya</u> sewaktu memerlukannya. (p.52)
ST.793/	Ron's jaw dropped so that Crabbe	TT.793/	Rahang Ron terbuka lebar sehingga
Finite/	looked even more clueless than	Finite/	wajah Crabbe kelihatan lebih tolol
Result	<u>usual</u> . (p223)	Result	dari biasanya. (p277)
ST.794/	Then, when the trees had become	TT.794/	Kemudian, ketika pepohonan sudah
Finite/	thicker than ever, they saw their	Finite/	semakin rapat, mereka melihat
Result	spider guides leaving the path, <u>so</u> that the stars overhead were no longer visible, and Harry's wand shone alone in the sea of dark, (p271)	Result	labah-labah pemandu mereka meninggalkan jalan setapak, sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan
<u></u>			kegelapan, (p337)

Interest was a found clicking folse and marry seize him around the middle and lift him off the ground, so that he was hanging facedown. (p.275)	OT. 705/	TTI 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	TT/705/	T 1 1 1 1 1 1 1 1 1 1
Result middle and lift him off the ground, so that he was hanging facedown. (p.275)  ST. 796/ Finite/ finite/ kesult were nearly thrown into the finite/ shead (p.302)  ST. 797/ The tunnel was so dark that they could only see a little distance finite/ bomb that might go off at any moment (p.3)  ST. 798/ Finite/ Similarit y what enjoyed muttering y moment (p.3)  ST. 799/ Finite/ Similarit y what enjoyed muttering finite/ shead disarmed Lockhart, so my moment (p.3)  ST. 801/ Finite/ Similarit y had enjoyed muttering finite/ should carry him. (p.8)  ST. 801/ Finite/ Similarit y what enjoyed muttering finite/ should carry him. (p.8)  ST. 801/ Finite/ Similarit and watching budley tearing out of the room as fast as fat legs would carry him. (p.8)  ST. 801/ Finite/ Similarit thangements with the finite/ should finite finite/ sould finite finite finite/ sould finite finite finite/ sould finite finite finite/ sould finite finite/ sould finite finite finite finite/ sould finite finite finite finite finite finite finite/ sould finite	ST. 795/		TT/795/	Terdengar bunyi klak-klik keras,
middle and lift him off the ground, so that he was hanging facedown. (p:275)  ST. 796/ Finite/ ST. 797/ The car stopped so suddenly that windshield (p:280) ST. 797/ Finite/ ST. 797/ Finite/ Result Anead: (p:302) ST. 798/ Finite/ Similarit Vernon had been treating him like a bomb that might go off at any moment (p:3) ST. 799/ Finite/ Similarit Vernon had been treating him like a bomb that might go off at any moment (p:3) ST. 799/ Finite/ Similarit Similarit Similarit Vernon had been treating him like a bomb that might go off at any moment (p:3) ST. 799/ Finite/ Similarit Similarit Similarit Similarit Similarit Similarit Vernon had been treating him like a bomb that might go off at any moment (p:3) ST. 799/ For the first couple of weeks back, TT. 799/ Harry had enjoyed muttering finite/ similarit and watching Dudley tearing out of the room as fast as fat legs would carry him. (p.8) ST. 801/ Finite/ Similarit Simila				
so that he was hanging facedown. (p.275)  ST. 796/ Finite/ Result ST. 797/ Finite/ Result ST. 797/ Finite/ Similarit y ST. 798/ Finite/ Similarit y ST. 799/ Finite/ Similarit y ST. 800/ Finite/ Similarit y ST. 801/ Finite/ Commen t ST. 803/ Finite/ Commen t ST. 804/ Finite/ Commen t ST. 804/ Finite/ Commen t ST. 805/ Finite/ Comm	Result		Result	
ST. 796/ Finite/ similarit y   ST. 801/ Finite/ Similarit and watching Dudley tearing out of the room as fast as fat legs would carry him. (p.8)   ST. 801/ Finite/ Similarit y   ST. 80		middle and lift him off the ground,		mencengkeram pinggangnya dan
ST. 796/ Finite/ Result   ST. 797/ Finite/ Result   ST. 798/ Finite/ Similarit   St. 799/ Finite/ St. 799/ Finite/ Similarit   St.		so that he was hanging facedown.		mengangkatnya dari tanah, terbalik,
ST. 796/ Finite/ Result   ST. 797/ Finite/ Result   ST. 798/ Finite/ Similarit   St. 799/ Finite/ St. 799/ Finite/ Similarit   St.				sehingga dia menggantung dengan
ST. 796/ Finite/ Result ST. 797/ Finite/ Finite/ Result ST. 797/ Finite/ Finit		a)		
Finite/ Result  Finite/ Result  The tunnel was or dark that they remember of the summer holidays, Uncle Finite/ Similarit y  Finite/ Similarit y  Finite/ Similarit onsense words under his breath y  Malfoy found the diary shooting oout of his hand into the air. (p 239)  Finite/ Commen t  Finite/	ST 796/	The car stopped so suddenly that	TT 796/	
Result				
ST. 797/ Finite/ could only see a little distance ahead (p.302)  ST.798/ Finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the summer holidays, Uncle finite/ Similarit vamate policy in the po				
Finite/ Result				
Result    Abead (p.302)   Result		<u> </u>		C 17
ST.798/ Finite/ Similarit y				
ST.798/ Finite   Similarit verone had been treating him like a bomb that might go off at any moment (p.3)	Result	<u>ahead</u> . (p.302)	Result	<u>melihat jarak sangat pendek di</u>
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ST.802/ Now, Professor Dumbledore has granted me permission to start this little dueling club, to train you all in case you ever need to defend yourselves as I myself have done on countless occasions. (p189)  ST.803/ ST.803/ Finite/ Commen to the people I needed." (p310)  ST.804/ But Lord Voldemort got you in the Finite/ Commen to the little dueling club, to train you all in case you ever need to defend yourselves as I myself have done on countless occasions. (p189)  ST.803/ ST.803/ Finite/ Commen to the people I needed." (p310)  ST.804/ But Lord Voldemort got you in the Finite/ Commen to the little dueling club, to train you all in case you ever need to defend to defend to defend to duel kecil ini, untuk membertiku ijin untuk membentuk klub duel kecil ini, untuk membentuk iklub duel kecil ini, untuk membentuk lub isa membentuk valian perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)  "TT.803/ Finite/ Commen to the perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)  "TT.803/ Finite/ Commen to the perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)  "TT.803/ Finite/ Commen to the perlu mempertahank	t	cronies, Crabbe and Goyle. (p.97)	t	besar dan kejam, Crabbe dan
ST.802/ Finite/ Gommen t		, , , , , , , , , , , , , , , , , , ,		
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yourselves as I myself have done on countless occasions. (p189)  ST.803/ Finite/ Commen to tell the Dursleys that his wife  yourselves as I myself have done on countless occasions. (p189)  perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)  TT.803/ Finite/ ST.803/ But Lord Voldemort got you in the commen to to tell the Dursleys that his wife  perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)  "Walau pun aku sendiri yang bilang, Harry, aku selalu bisa memikat orang-orang yang kuperlukan." (p.384)  TT.804/ Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, seperti kauketahui pasti akan terjadi. (p400)  ST.805/ Non-  Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat	Commen			
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Finite/ always been able to charm the Commen people I needed." (p310) Commen to the Co	ST.803/	"If I say it myself, Harry, I've	TT.803/	"Walau pun aku sendiri yang
Commen people I needed." (p310)  ST.804/ Finite/ Commen tend, as you knew he must. (p321)  ST.805/ Non-  Description:  Commen tends:  Commen tends:  Commen tends:  TT.804/ Finite/ Commen tends:  TT.805/ Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat			Finite/	
t kuperlukan." (p.384)  ST.804/ But Lord Voldemort got you in the Finite/ end, as you knew he must. (p321)  Commen t  ST.805/ Mr. Mason stayed just long enough Non- to tell the Dursleys that his wife to the standard part of the superlukan." (p.384)  Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, seperti kauketahui pasti akan terjadi. (p400)  ST.805/ Non- Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat				•
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Commen t				
t t (p400)  ST.805/ Mr. Mason stayed just long enough Non- to tell the Dursleys that his wife Non- to tell the Dursleys the Non- to tell the No		enu, <u>as you knew ne must</u> . (p321)		, , <u> </u>
ST.805/ Mr. Mason stayed just long enough TT.805/ Sebelum bergegas menyusul to tell the Dursleys that his wife Non- istrinya, Mr. Mason masih sempat	Commen		Commen	•
Non- to tell the Dursleys that his wife Non- istrinya, Mr. Mason masih sempat	t		t	u /
finite/ was mortally afraid of birds of all finite/ memberitahu keluarga Dursley	Non-			
	finite/	was mortally afraid of birds of all	finite/	memberitahu keluarga Dursley

	1 1 1 1 1	1	
purpose	shapes and sizes, and to ask	purpose	bahwa istrinya takut setengah mati
	whether this was their idea of a		pada segala macam burung dan
	<u>joke</u> . (p. 20)		bertanya apakah begini cara mereka
			bergurau. (p. 30)
ST.806/	Harry ran back to the window to	TT.806/	Harry berlari kembali ke jendela
Non-	see the bars dangling a few feet	Non-	dan melihat jaruji itu
finite/	above the ground. (p. 24)	finite/	bergelantungan kira-kira semeter
purpose		purpose	dari tanah. (p. 37)
ST.807/	Sending the family servant to stop	TT.807/	Mengirim pelayan rumah untuk
Non-	Harry from going back to Hogwarts	Non-	mencegah Harry kembali ke
finite/	also sounded exactly like the sort of	finite/	Hogwarts kelihatannya juga jenis
purpose	thing Malfoy would do. (p.30)	purpose	hal yang akan dilakukan Malfoy.
purpose	umig manoy would do. (p.50)	punpose	(p.41)
ST.808/	As the castle loomed nearer Harry	TT.808/	Ketika kastil sudah semakin dekat,
Non-	twitched the cloak to make sure	Non-	Harry menarik jubahnya <i>untuk</i>
Finite/	their feet were hidden, then, pushed	Finite/	memastikan kaki mereka
purpose	the creaking front doors ajar.	purpose	tersembunyi, kemudian mendorong
	(p.281)		pintu depan yang berderit. (p.349)
ST.809/	Seeing the shocked look on Harry's	TT.809/	Melihat kekagetan di wajah Harry,
Non-	face, Ron added, "It doesn't hurt	Non-	Ron menambahkan, "Ini tidak
finite/Ti	them—"(p.37)	finite/Ti	melukai mereka—" (p. 50)
me	(p.37)	me	(р. 50)
ST.810/	"Ordinary Wizard Levels," George	TT.810/	"Ordinary Wizarding Levels—
Non-	explained, seeing Harry's puzzled	Non-	Level Sihir Umum," George
finite/Ti	look. (p.46)	finite/Ti	menjelaskan, melihat wajah
	100K. (p.40)	me	kebingungan Harry. (p.61)
me ST.811/	Mattain dada Ma Dania		
	Muttering darkly, Mr. Borgin	TT.811/	Sambil menggerutu sebal, Mr.
Non-	disappeared into a back room.	Non-	Borgin menghilang ke ruang
finite/Ti	(p.53)	finite/Ti	belakang. (p.70)
me		me	
ST.812/	Clutching his broken glasses to his	TT.812/	Sambil menempelkan kacamatanya
Non-	face, Harry stared around. (p.53)	Non-	yang pecah ke wajahnya, Harry
finite/Ti		finite/Ti	memandang berkeliling. (p.70)
me		me	
ST.813/		TT.813/	Bergidik, Harry berjalan melewati
Non-	clasrooms where lessons were	Non-	ruang-ruang kelas tempat pelajaran
finite/Ti	taking place. (p. 198)	finite/Ti	sedang berlangsung. (p. 246)
me		me	
ST.814/	Grinning stupidly, they stuffed the	TT.814/	Sambil nyengir konyol, mereka
822/Non	cakes whole into their large mouths.		langsung menjejalkan kue itu
L	(p.214)	_	kedalam mulut besar mereka.(p.
finite/Ti	· · · /	finite/Ti	267)
me		me	201)
ST.815/	Pulling their robes up over their	TT.815/	Dengan menarik jubah untuk
Non-	face, Harry and Ron knocked softly	Non-	menutupi muka mereka, Harry dan
finite/Ti	on the door. (p.215)	finite/Ti	Ron mengetuk pintu pelan, (p.267)
me	on the door. (p.213)	me	1011 mengetuk pintu peran, (p.207)
ST.816/	When, sitting right behind Malfoy,	TT.816/	Waktu itu Harry, yang kebetulan
Non-	Harry overheard him gloating to	Non-	
Finite/ti	Crabbe and Goyle. (p.266)	Finite/ti	mendengarnya menyombongkan
me		me	diri kepada Crabbe dan Goyle.
am a : = :			(p.331)
ST.817/	,	TT.817/	Harry dan Ron menunggu bunyi
Non-	distant sounds of two dormitory	Non-	dua pintu kamar yang menutup di

Finite/ti	doors closing before seizing the	Finite/ti	kejauhan, <u>sebelum menyambar</u>
me		me	Jubah Gaib, menyelubungkannya
	and climbing through the portrait		ke tubuh mereka dan melompati
	hole. (p.271)		lubang lukisan. (p.336)
ST.819/	Cracking his neck sideways, he	TT.819/	Menoleh ke samping, dia menyadari
Non-	realized that they had reached the		bahwa mereka telah tiba di tepi
finite/ti	ridge of a vast hollow that had been	finite/ti	tanah kosong yang membentuk
me	cleared of trees, so that the stars	me	semacam lubang besar. Tak ada
	shone brightly onto the worst scene		pohon di situ, sehingga bintang-
	he had ever laid eyes on. (p.275-		bintang bersinar menerangi
	276)		pemandang paling mengerikan
			yang pernah dilihatnya. (p.342)
ST.820/	Several large spiders were scuttling	TT.820/	
Non-	over the ground on the other side of	Non-	
finite/Co	the glass, moving in an unnaturally	finite/Co	
mpariso	straight line as though taking the	mpariso	
n	shortest route to a prearranged	n	
	<u>meeting</u> . (p.268)		
ST.821/	"Okay", Ron sighed as though	TT.821/	"Oke," Ron menghela napas,
Non-	resigned to the worst. (p.272)	Non-	seakan menyerah pada nasib untuk
finite/co		finite/co	menerima yang paling buruk.
mpariso		mpariso	(p.338)
n		n	