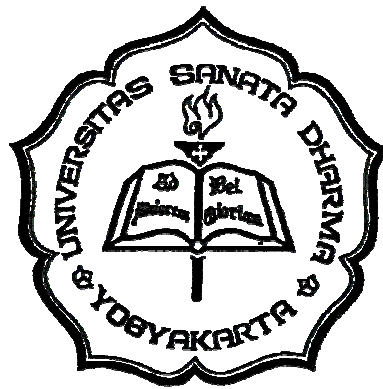


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*HARRY POTTER DAN KAMAR RAHASIA*:  
A STUDY ON THE ACCURACY, READABILITY, AND  
STRATEGIES APPLIED**

**AN UNDERGRADUATE THESIS**

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



By

**CHATARINA DINI DWI ASTUTI**

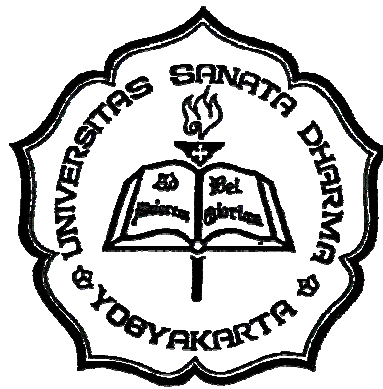
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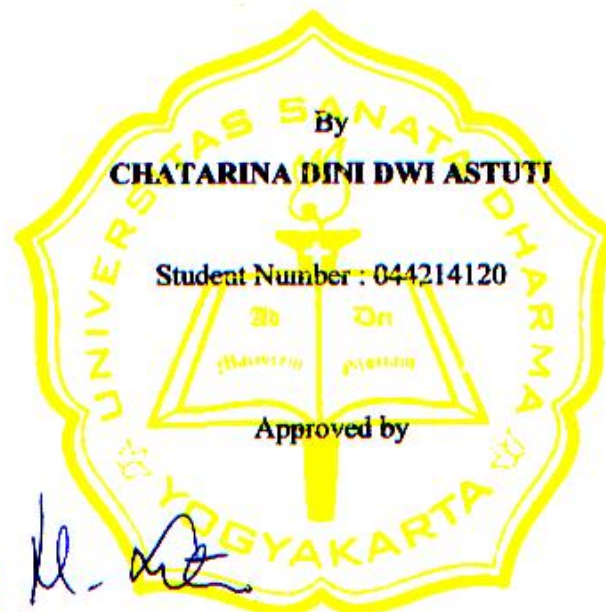
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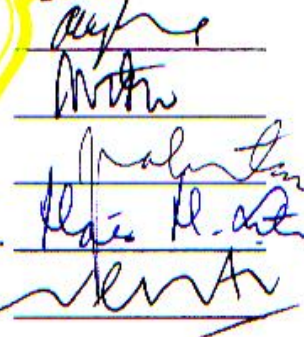
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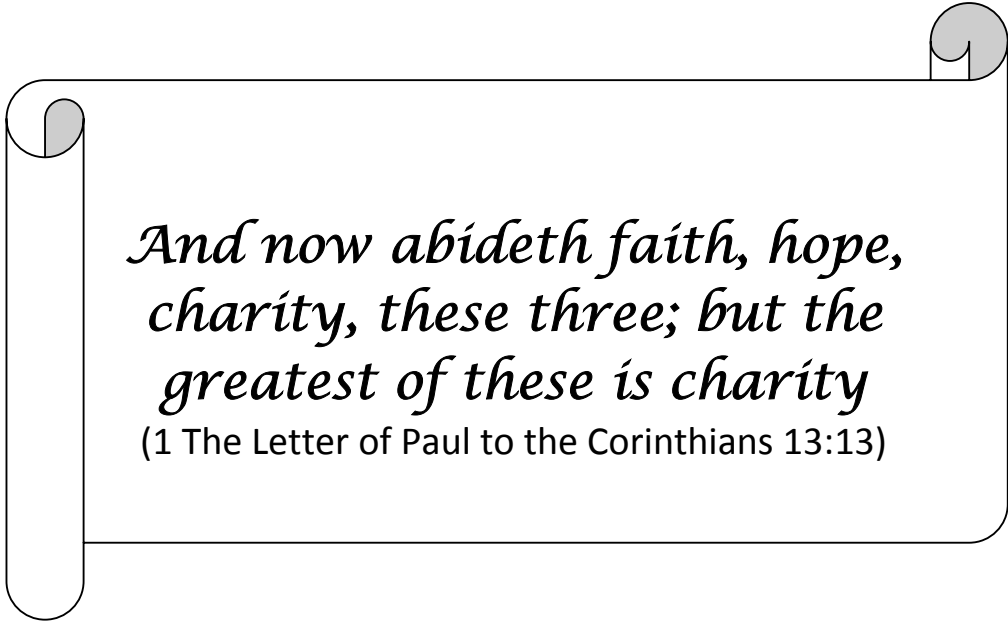
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Yogyakarta, August 31, 2010  
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Dean



  
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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**

**LEMBAR PERNYATAAN PERSETUJUAN**  
**PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

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Pada tanggal : 1 September 2010

Yang menyatakan



Chatarina Dini Dwi Astuti

## STATEMENT OF ORIGINALITY

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



## **ACKNOWLEDGEMENTS**

First of all, I would like to praise the Lord for the blessings during the long writing process of this undergraduate thesis. I got many learning points during the writing process before finally I came to this piece. Special thanks to my beloved Mom and Dad who always pray for me and encourage me.

I am very grateful to my advisor Pak Harris for helping me doing my undergraduate thesis for almost 4 semesters. He gave me lots of advices and guidance, and lent me some helpful books. I would like to say thank you also to Bu Venti as my co-advisor who was very helpful and giving me some good advices on preparing for thesis defense. Special thanks also to the secretariat staff, mbak Ninik, mbak Rus, and the SAC staff, mbak Eliz and mas Yoyok for helping a lot during this process and for their helpful concerns especially when I was waiting for Pak Harris for consultation.

I must give many thanks also for students of English Letters 2004, especially my best friends: Cherry, Iin, Oyo, Dyah, and Dewi (I share most good and bad times with them). For all my respondents, Pak Aldi, Tante Murti, mas Nikodemus, Adit, Galih, Ferdy, Hardian, Tutik, Elly, Chandra, Nia, Tini, Stephanus, and my friends of English Education 2004, Patrice, Cahya, and Sita. Last but not least, I would like to say special thanks to mas Tonny, with his patience and affection, for supporting me. Finally, I would like to express many thanks to all people I cannot mention here who have supported me during my study in Sanata Dharma University.

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 backgrounds 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

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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.

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 Setiajidi (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 as though Christmas had been canceled.* (p.81)

It is transferred into:

[TT.597/Finite/Comparison]

*Snapé 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 contrast, 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 Lorsch (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 thorough 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](http://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.translationjournal.net](http://www.translationjournal.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 well-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 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:

1. 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.
4. 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 Setiajidi (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.

Jaaskelainen (1999:71) in Ordudari ([www.translationjournal.net](http://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	<i>fenomena</i> (spelling and pronunciation)
effective	effective	<i>efektif</i> (spelling and pronunciation)
hanger	hanger	<i>hanger</i> (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)

TI : 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 that 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)

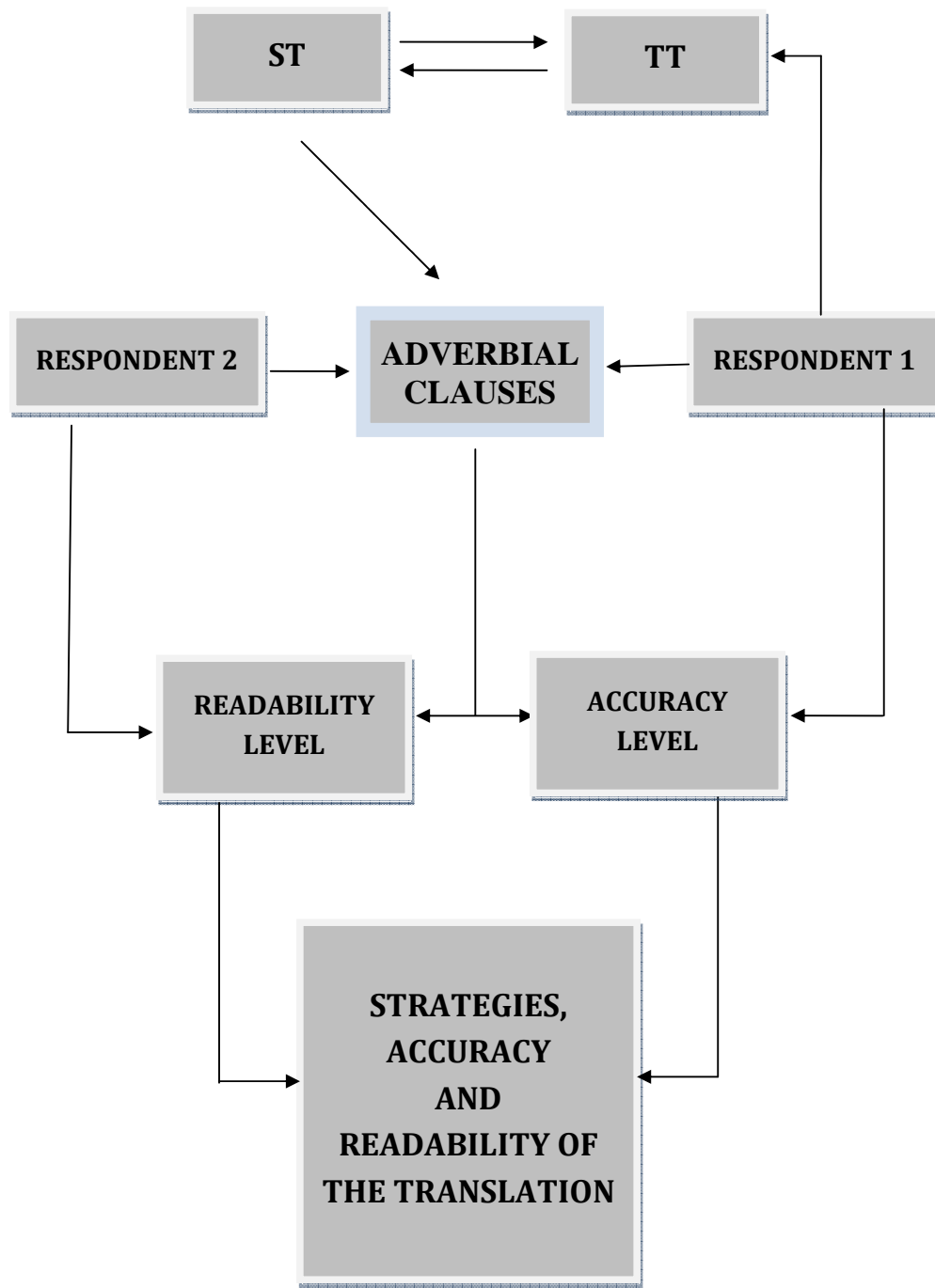
[ST.822/Non-finite/Comparison] *“Okay”, Ron sighed **as though resigned to the worst.*** (p.272)

### **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 result, nine (9) adverbial clauses of purpose, five (5) 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**

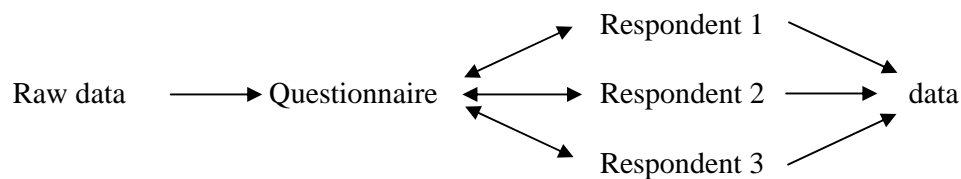
The researcher takes 10 data from each category of adverbial clauses that have more than ten data. For example, for finite adverbial clause of time, there are about 452 data; thus 10 of 452 data are selected randomly to be analyzed. While for the data that are less than 10 will be all analyzed. The sample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

called internal sampling (Sutopo, 2002: 55). This is done because qualitative research tends to emphasize 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 of 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 (Setiajidi, 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. The researcher compares the ST and TT sentences which hold 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/ Time	<u>As he passed the door to the living room</u> , Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. (p.11)
TT.11/Finite/ Time	<u>Ketika melewati pintu ruang duduk</u> , sekilas Harry melihat paman 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/ Time	"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/ Time	"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 sepenuhnya* indicates the fullness of the effect.

ST.53/Finite/ Time They climbed two more flights until they reached a door with peeling paint and a small plaque on it, saying RONALD'S ROOM. (p.40)

TT.53/Finite/ Time Mereka menaiki dua tangga lagi sampai tiba di pintu yang catnya mengelupas dan ada papan kecil bertuliskan "Kamar Ronald". (p54)

Score: 1.4

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 mengelupas dan ada papan kecil* could be regarded accurate.

ST.63/Finite/ Time "Now, when you get into the fire, say where you're going and keep your elbows tucked in," (p.48)

TT.63/Finite/ Time "Setelah masuk perapian katakan tujuanmu. Dan rapatkan sikumu," (p64)

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/ Time	He wheeled his trolley forward cautiously <u>until it was right against the barrier</u> and pushed with all his might. (p.68)
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TT.96/Finite/ Time	Dia mendorong trolinya ke depan dengan hati-hati <u>sampai menempel ke palang</u> dan mendorong sekuat tenaga. (p.88)
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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/ Time	The chill air was whipping through Harry’ hair and <u>before he’d stopped enjoying the ride</u> , it was over—all four of them were hitting the wet floor of the Moaning Myrtle’s bathroom. (p.324)
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TT.435/Finite/ Time	Udara dingin menerpa wajah dan rambut Harry, dan <u>belum puas dia menikmatinya</u> , perjalanan itu berakhir—mereka berempat mendarat di lantai basah toilet Myrtle Merana.
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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	But we feel they're skills worth learning, <u>even if they are a bit slow</u> . (p.26)
TT. 472/Finite/ Condition	Tapi menurut kami ini kecakapan yang layak dipelajari, <u>walaupun agak lambat</u> . (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 <u>if you hadn't written back to Ron by Friday</u> . (p.34)
TT.473/Finite/ Condition	Baru semalam kami katakan kami sendiri akan datang menjemputmu <u>kalau sampai hari Jumat kau tidak membalas surat Ron</u> . (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.

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/ Condition	I never went in there anyway <u>if I could avoid it</u> . (p.133)
TT.502/Finite/ Condition	<u>Sebisa mungkin</u> aku tidak masuk ke toilet itu. (p.165)

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/ Condition	Honestly, <u>if you were any slower</u> , you'd be going backward. (p224)
TT.541/Finite/ Condition	Astaga, <u>kalau lebih telmi dari ini</u> , kau akan jadi 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/ Condition	<u>If anymore of them find their way into innocent hand</u> , I think Arthur Weasley, for one, will make sure they are traced back to you. (p337)
TT.584/Finite/ Condition	<u>Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah</u> , 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 word-for-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/ Comparison	Harry could make out Hermione's neat writing, Ron's untidy scrawl, and even a scribble that looked <u>as though it was from the Hogwarts gamekeeper, Hagrid</u> . (p.18)
TT. 586/Finite/ Comparison	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan coretan yang <u>kelihatannya dikirim oleh si pengawas binatang liar Hogwarts, Hagrid</u> . (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/ Comparison	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)
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TT. 593/Finite/ Comparison	Si pegawai toko <i>kelihatannya ingin mencegah mereka pergi</i> , tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)
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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. (p.87)

Comparison

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 pelted after him once more and Harry was forced to fly off at full speed. (p 168)

Comparison

TT.617/Finite/ Bagai tertarik magnet, Bludger itu kembali meluncur ke arah Harry, dan Harry terpaksa terbang dengan kecepatan penuh. (p 209)

Comparison

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	Snape was looking <u>as though the first person to ask him for a Love Potion would be forced-fed poison.</u> (p237)
TT.630/Finite/ Comparison	Tampang Snape <u>seperti mau mengatakan orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun.</u> (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/ Place	Harry had taken up his place at wizard school, <u>where he and his scar were famous.</u>
TT.648/Finite/ Place	Harry bersekolah di sekolah sihir. <u>Di situ dia dan bekas 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/ Place	"Big deal," said Ron, rubbing his foot <u>where the photographer had stepped on it</u> . (p.59)
TT.655/Finite/ Place	"Uh, dasar sok," gerutu Ron, menggosok kakinya <u>yang tadi 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 stepped on. on the whole, the TT is felt clear and there is no need of rewriting.

ST.657/Finite/ Place	But it was a subdued group that headed back to the fireside in the Leaky Cauldron, <u>where Harry, the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder</u> . (p.63)
TT.657/Finite/ Place	Tetapi rombongan yang kembali ke perapian di Leaky Cauldron adalah rombongan yang lesu. <u>Dari tempat itu Harry, keluarga Weasley, dan semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo</u> . (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/ Place	Harry's eyes wandered past him <u>to where Professor Dumbledore, the headmaster, sat watching the Sorting from the staff table</u> , his long silver beard and half-moon glasses shining brightly in the candlelight.(p.77)
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TT.661/Finite/ Place	Mata Harry memandang melewati anak ini ke <u>tempat Profesor Dumbledore, kepala sekolah yang duduk menonton seleksi ini dari meja guru</u> , jenggot panjangnya yang keperakan dan kacamata bulan-separonya berkilauan tertimpa cahaya lilin. (p.98)
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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 ke arah meja guru tempat Profesor Dumbledore, kepala sekolah, duduk menonton seleksi”.

ST.664/Finite/ Place	They went down to lunch, <u>where Ron's mood was not improved by Hermione's showing them the handful of perfect coat buttons she had produced in Transfiguration.</u> (p.95)
TT.664/Finite/ Place	Mereka turun untuk makan siang. <u>Suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran 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, <u>where he busied himself with pilling all seven of Lockhart's books in front of him,</u> (p.99)
TT.665/Finite/ Place	Harry menyentak 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 malfunctioning, 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	<u>As neither Dudley nor the hedge was in any way hurt</u> , Aunt Petunia knew he hadn't really done magic, (p14-15)
TT.709/Finite/ Reason	<u>Karena baik Dudley maupun pagarnya sama sekali tidak bercacat</u> , 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	"Maybe he's left," said Harry, " <u>because he missed out on the Defense Against Dark Arts job again!</u> " (p 78)
TT.719/Finite/ Reason	"Mungkin dia keluar," kata Harry, " <u>karena tidak terpilih mengajar Pertahanan terhadap Ilmu Hitam lagi!</u> " (p 99)
Score : 1.8	

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/ Reason	Natural to want a bit more once you've had that first taste - and I blame myself for giving you that, <u>because it was bound to go to your head</u> - 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 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	Harry knew at once that Malfoy had said something really bad <u>because there was an instant uproar at his words</u> . (p 112)
TT.726/Finite/ Reason	Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan <u>karena tiba-tiba saja terjadi keributan</u> . (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/ Reason	"It matters," said Hermione, speaking at last in a hushed voice, <u>"because being able to talk to snakes was what Salazar Slytherin was famous for."</u> (p196)
TT.738/Finite/ Reason	"Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, <u>"karena Salazar Slytherin terkenal justru karena kemampuannya bicara dengan ular."</u> (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/ Reason	They also stole their shoes, <u>because their own were too far small for Crabbe-and Goyle-size-feet.</u> (p215)
TT.741/Finite/ Reason	Mereka juga mencuri sepatu Crabbe dan Goyle <u>karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin 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 not 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/ Reason	Tom Riddle had turned Hagrid in <u>because he was faced with the prospect of a Muggle orphanage</u> (p258)
TT.750/Finite/ Reason	Tom Riddle menyerahkan Hagrid, <u>karena bila tidak dia harus 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. “ <u>Because whatever it is, it’s back and attacking people again.</u> ” (p278)
TT.754/ Finite/Reason	“Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?” tanya Harry. “ <u>Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang lagi</u> ”(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/ Finite/Reason	“It only put me in Gryffindor,” said Harry in a defeated voice, “ <u>because I asked not to go in Slytherin.</u> ” (p333)
TT.765/ Finite/Reason	“Tapi itu menempatkan saya di Gryffindor,” kata Harry pasrah, “ <u>hanya karena saya tak mau ditempatkan di Slytherin.</u> ” (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/ Finite/Contingency	The ghoul in the attic howled and dropped pipes <u>whenever he felt things were getting too quiet</u> , and small explosions from Fred and George's bedroom were considered perfectly normal. (p 42)
TT.766/ Finite/Contingency	Hantu di loteng melolong dan menjatuhkan pipa <u>setiap kali dia merasa suasana terlalu sepi</u> , 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/ Finite/Contingency	Ginny seemed very prone to knocking things over <u>whenever Harry entered a room.</u> (p.43)
TT.767/ Finite/Contingency	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang <u>setiap kali Harry memasuki ruangan.</u> (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/ Finite/Contingency	There may well come a time when, like me, you’ll need to keep a stack handy <u>wherever you go</u> . (p.98)
TT.768/ Finite/Contingency	Akan tiba waktunya ketika, seperti aku, kau perlu membawa setumpuk foto <u>ke mana pun kau pergi</u> . (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/ Finite/Contingency	Harry spent a lot of time over the next few days dodging out of sight <u>whenever he saw Gilderoy Lockhart coming down a corridor</u> . (p 104)
TT.769/ Finite/Contingency	Selama beberapa hari sesudahnya, Harry melewati banyak waktu untuk menghindari <u>setiap kali melihat Gilderoy Lockhart muncul di ujung koridor</u> . (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/ Finite/Contingency	Ron was holding up an ashen-faced Seamus, apologizing for <u>whatever his broken wand had done</u> . (p192)
TT.770/ Finite/Contingency	Ron memegangi Seamus yang wajahnya sepucat tembok, meminta maaf untuk <u>entah apa yang telah dilakukan tongkat patahnya</u> . (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/ Finite/Concession	Neither of them had written to him all summer, <u>even though Ron had said he was going to ask Harry to come and stay</u> . (p.7)
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 rumahnya</u> . (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/ Finite/Concession	Her Pepperup potion worked instantly, <u>though it left the drinker smoking at the ears for several hours afterward.</u> (p 122)
TT.772/ Finite/Concession	Ramuan Merica mujarab-nya manjur sekali, <u>meskipun yang meminumnya jadi mengeluarkan asap dari telinga selama beberapa jam sesudahnya.</u> (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/ Finite/Concession	"All I saw," said Ernie stubbornly, <u>though he was trembling, as he spoke.</u> (p 200)
TT.774/ Finite/Concession	"Yang kulihat hanyalah," kata Ernie bandel, <u>meskipun dia bicara sambil gemetaran.</u> (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*. Although 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/ Finite/Concession	The fact was that <u>even though he knew the diary was blank,</u> he kept absentmindedly picking it up and turning the pages, (p233)
TT.775/ Finite/Concession	Nyatanya, <u>meskipun dia tahu buku harian itu kosong,</u> berulang-ulang tanpa sadar dia mengambil dan membukanya, (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/ Finite/Concession	And <u>while Harry was sure he had never heard the name T.M. Riddle before,</u> it still seemed to mean something to him, (p233-234)
TT.776/ Finite/Concession	Dan <u>meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya,</u> 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/ Finite/Concession	I suggest you go down to the feast, <u>while I write to Azkaban.</u> (p334)
TT.777/ Finite/Concession	Kusarankan kau turun dan ikut pesta, <u>sementara aku menulis ke Azkaban.</u> (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/ Aunt Petunia burst into tears and hugged her son, while Harry  
 Finite/Contrast ducked under the table so they wouldn't see him laughing. (p.6)  
 TT.778/ Bibi Petunia menangis saking terharunya dan memeluk  
 Finite/Contrast 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 the whole closest meaning of the original text. Meanwhile, it is a reasonable and accepted sequence.

ST.779/ "Imagine a wizard buying a rusty old car and telling his wife  
 Finite/Contrast 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/ "Bayangkan, penyihir yang membeli mobil tua karatan dan  
 Finite/Contrast memberitahu istrinya yang ingin dilakukannya dengan mobil  
 itu hanyalah membongkarnya untuk mengetahui bagaimana  
 cara kerjanya, padahal ternyata dia menyihir mobil itu agar  
 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/ Finite/Contrast	At least Lockhart did, with much twirling of his hands, <u>whereas Snape jerked his head irritably</u> . (p190)
TT.780/ Finite/Contrast	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, <u>sementara Snape cuma mengedikkan kepala dengan jengkel</u> . (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/ Finite/Contrast	How did you escape with nothing but a scar, <u>while Lord Voldemort's powers were destroyed?</u> (p313)
TT.781/ Finite/Contrast	Bagaimana kau selamat hanya dengan bekas luka, <u>sementara 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	Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table <u>so they wouldn't see him laughing</u> . (p.6)
TT.782/ Finite/Purpose	Bibi Petunia menangis saking terharunya dan memeluk anaknya, <u>sedangkan Harry membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa</u> . (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/ Purpose	He himself fitted a cat-flap in the bedroom door, <u>so that small amounts of food could be pushed inside three times a day</u> . (p22)
TT.783/Finite/ Purpose Score : 1.4	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa didorong masuk tiga kali sehari</u> . (p.32)

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/ Finite/Purpose	"Not a word to Molly," he whispered to Harry as he opened the trunk and showed him how it had been magically expanded <u>so that the luggage fitted easily</u> . (p.66)
TT.784/ Finite/Purpose Score : 1.8	"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)

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 it can be in the passive form and the meaning is proper to replace *fitted*.

ST.785/ Harry yanked his robes straight and headed for a seat at the  
Finite/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/ Harry menyentak dan meluruskan jubahnya dan menuju  
Finite/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)

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 tanpa 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/ Finite/Purpose	More than once, they had to stop, <u>so that Harry could crouch down and find the spiders in the wandlight.</u> (p.273)
TT. 788/ Finite/Purpose	Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bisa berjongkok dan menemukan labah-labah itu dengan cahaya tongkatnya.</u> (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/ Finite/Purpose	“Try and get it out,” Ron whispered, shifting his chair <u>so that he blocked Harry from Madam Pomfrey’s view.</u> (p.289)
TT.789/ Finite/Purpose	“Coba keluarkan,” bisik Ron, menggeser kursinya <u>supaya Harry terhalang dari pandangan Madam Pomfrey.</u> (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/ Finite/Purpose	I decided to leave behind a diary, preserving my sixteen-year-old self in its pages, <u>so that one day, with luck, I would be able to lead another in my footsteps, and finish Salazar Slytherin's noble work.</u> (p.312)
TT.790/ Finite/Purpose	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia enam belas tahun di dalam halaman-halamannya, <u>sehingga pada suatu hari nanti, kalau mujur, aku akan bisa membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin.</u> (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/ Finite/Result	The creature slipped of the bed and bowed <u>so low that the end of its long, thin nose touched the carpet.</u> (p.12)
TT.791/ Finite/Result	Mahkluk itu meluncur turun dari tempat tidur dan membungkuk rendah sekali <u>sehingga ujung hidungnya yang panjang dan kurus menyentuh karpet.</u> (p.20)
Score : 1.2	

The word-for-word translation applied in the TT sounds suitable to this part. In spite of the suitability, 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 <u>so they can never find it</u> when they need it. (p.38)
TT.792/ Finite/Result	"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, <u>sehingga mereka tidak bisa menemukannya</u> 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 <u>so that Crabbe looked even more clueless than usual</u> . (p223)
TT.793/ Finite/Result	Rahang Ron terbuka lebar <u>sehingga wajah Crabbe kelihatan lebih tolol dari biasanya</u> . (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/ 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, <u>so that he was hanging facedown</u> . (p.275)
TT/795/ Finite/Result	Terdengar bunyi klak-klak keras, dan mendadak dia merasa sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, <u>sehingga dia menggantung dengan kepala di bawah</u> . (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/ Finite/Result	The car stopped <u>so suddenly that they were nearly thrown into the windshield</u> . (p.280)
TT. 796/ Finite/Result	Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris 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, sehingga mereka hanya bisa melihat  
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,  
Finite/Similarity    Uncle Vernon had been treating him like a bomb that might  
                              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 as fast as fat legs would carry him. (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)

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 seperti 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, as he always was at Hogwarts by his large and shuggish cronies, Crabbe and Goyle. (p.97)

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

TT.802/ Finite/Comment      “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)

Score : 1.4

Although it is given score 1.6, some evaluators feel that the translation *seperti 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/ 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/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 : 1.6

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/ Non-finite/purpose	Harry ran back to the window <u>to see the bars dangling a few feet above the ground</u> . (p. 24)
TT.806/ Non-finite/purpose	Harry berlari kembali ke jendela <u>dan melihat jaruji itu 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/ Non-finite/purpose	Sending the family servant <u>to stop Harry from going back to Hogwarts</u> also sounded exactly like the sort of thing Malfoy would do. (p.30)
TT.807/ Non-finite/purpose	Mengirim pelayan rumah <u>untuk mencegah Harry kembali ke Hogwarts</u> 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/ Non-Finite/purpose	As the castle loomed nearer Harry twitched the cloak <u>to make sure their feet were hidden</u> , then, pushed the creaking front doors ajar. (p.281)
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TT.808/ Ketika kastil sudah semakin dekat, Harry menarik  
Non-Finite/purpose jubahnya untuk memastikan kaki mereka tersembunyi,  
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 puzzled look. (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/ Non-finite/Time	<u>Muttering darkly</u> , Mr. Borgin disappeared into a back room. (p.53)
TT.811/ Non-finite/Time	<u>Sambil menggerutu sebal</u> , Mr. Borgin menghilang ke ruang 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/ Non-finite/Time	<u>Clutching his broken glasses to his face</u> , Harry stared around. (p.53)
TT.812/ Non-finite/Time	<u>Sambil menempelkan kacamatanya yang pecah ke wajahnya</u> , 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 falls 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/ Non-finite/Time	<u>Shivering</u> , Harry walked past classrooms where lessons were taking place. (p. 198)
TT.813/ Non-finite/Time	<u>Bergidik</u> , Harry berjalan melewati ruang-ruang kelas tempat 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)  
TT.814/ Sambil nyengir konyol, mereka langsung menjejalkan kue itu  
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)  
TT.815/ Dengan menarik jubah untuk menutupi muka mereka, Harry  
Non-finite/Time dan Ron mengetuk pintu pelan, (p.267)  
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)  
TT.817/ Harry dan Ron menunggu bunyi dua pintu kamar yang  
Non-Finite/time menutup di kejauhan, sebelum menyambar Jubah Gaib, menyelungkannya 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/  
Non-finite/time      Cracking his neck sideways, he realized that they had 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-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 bintang-bintang bersinar menerangi pemandangan 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/  
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)

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/  
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)

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	<u>As they neared the greenhouses</u> , they saw the rest of the class standing outside, waiting for Professor Sprout. (p. 89)
TT.121/Finite/ Time	<u>Mendekati rumah kaca</u> , mereka melihat anak-anak lain sudah berdiri di depannya, menunggu Profesor Sprout. (p. 113)
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

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

ST. 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)  
 TT. 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: 2.2

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/ Condition It'll be worse if you don't. (p.87)  
 ST.493/Finite/ Condition Gawat kalau tidak. (p.110)

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/ Condition Can you taste it if you walk through it? Harry asked him. (p133)  
 TT.503/Finite/ Condition Bisakah kau merasakan ikan itu waktu melewatinya? Harry 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/ Condition 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/ Condition Harry pasti sudah menolak kalau dia tidak ingat pada rencana Hermione. Untuk itu dia harus membuat Lockhart senang. (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 as though Christmas had been canceled. (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 died. (p196)  
 TT.620/Finite/ Comparison Baik dia maupun Hermione kelihatan seolah baru saja kematian teman. (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 more 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/ Comparison Harry menoleh untuk melihat apa yang membuatnya jatuh, dan hatinya mencelos. (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/  
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 : 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/ Finite/Concession	The passageway leading to Nearly Headless Nick’s party had been lined with candles, too, <u>though the effect was far from cheerful</u> . (p 131)
TT.773/ Finite/Concession	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga sudah diterangi dengan deretan lilin, <u>meskipun efeknya jauh dari cerah</u> . (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/  
Finite/Comment But Lord Voldemort got you in the end, as you knew he must. (p321)

TT.804/  
Finite/Comment  
Score : 2.6

Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, seperti kauketahui pasti akan terjadi. (p400)

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/ Non-Finite/time	<u>When, sitting right behind Malfoy,</u> Harry overheard him gloating to Crabbe and Goyle. (p.266)
TT.816/ Non-Finite/time	<u>Waktu itu Harry, yang kebetulan duduk di belakang Malfoy,</u> 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/ Non-finite/ Comparison	“Okay”, Ron sighed <u>as though resigned to the worst</u> . (p.272)
TT.821/ Non-finite/ Comparison	“Oke,” Ron menghela napas, <u>seakan menyerah pada nasib untuk menerima yang paling buruk</u> . (p.338)
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 kekuasaan! (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 melewati salah satu ikan salem bau*, the purpose clause becomes clear and well explains why the mouth is held wide.

ST.803/ Finite/Comment “If I say it myself, Harry, I’ve always been able to charm the people I needed.” (p310)  
 TT.803/ Finite/Comment “Walau pun aku sendiri yang bilang, Harry, aku selalu bisa 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...’

#### 4. Very inaccurate

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

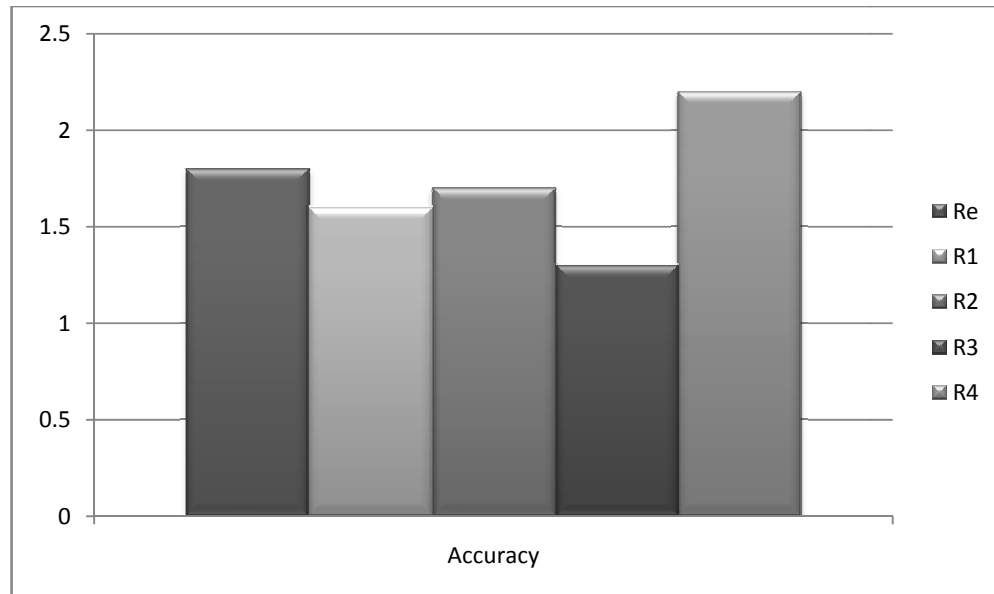
ST.820/ Non-finite/Comparison      Several large spiders were scuttling over the ground on the other side of the glass, moving in an unnaturally straight line as though taking the shortest route to a prearranged meeting. (p.268)

ST.820/ Non-finite/Comparison  
Score : 4

The translator skips the entire text from the whole context. The purpose of doing this is uncertain, whether the sentence is difficult to translate or 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.

$$\Sigma = \frac{\text{total scores}}{\text{total assessors}}$$

total assessors

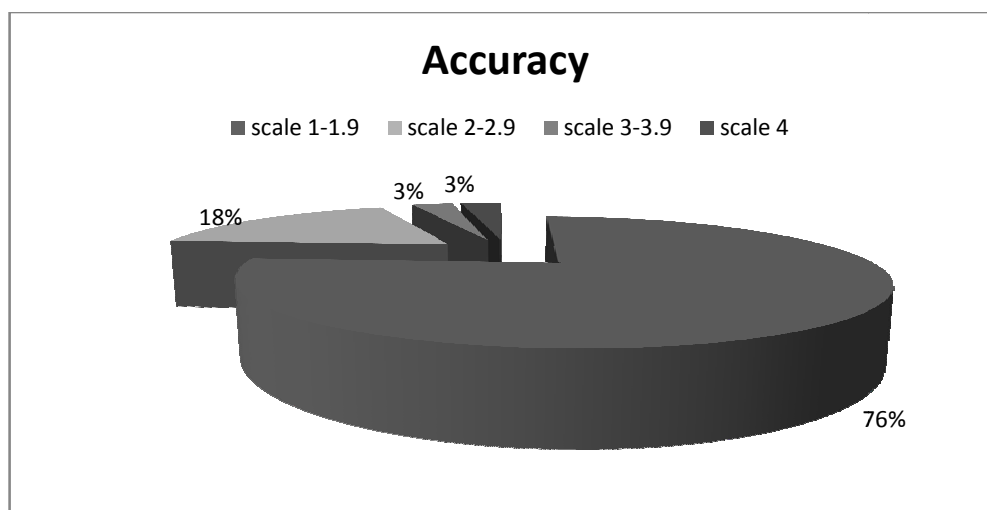
$$\Sigma = \frac{1.8+1.6+1.7+1.3+2.2}{5}$$

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 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.

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.53/821/Finite/  
Time      Mereka menaiki dua tangga lagi sampai tiba di pintu yang catnya mengelupas dan ada papan kecil 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)  
Score : 1.9

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/  
Time                      Dia mendorong trolinya ke depan dengan hati-hati sampai 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/  
Time                      Tetapi sesaat kemudian, ketika Snape membuka *Evening Prophet*—koran sihir sore terbitan hari itu, 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/  
Condition                      Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)  
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/  
Condition                      Harry pasti sudah menolak kalau dia tidak ingat pada rencana Hermione. Untuk itu dia harus membuat Lockhart senang. (p 200)  
Score : 1.9

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 ingin mencegah mereka pergi, tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)  
Score : 1.5

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/  
Comparison                Snape tampak kecewa sekali. (p.103)  
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                Bagai tertarik magnet, 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/  
Place                      ”Uh, dasar sok,” gerutu Ron, menggosok kakinya yang tadi diinjak si fotografer. (p.78)  
Score : 1.6

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/  
Place

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. Suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran Transfigurasi. (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 dihasilkannya dalam pelajaran Transfigurasi.*

TT.665/Finite/  
Place                Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan 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, "karena tidak terpilih 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/  
Reason                Tom Riddle menyerahkan Hagrid, karena bila tidak dia 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/  
Contingency      Hantu di loteng melolong dan menjatuhkan pipa setiap kali dia merasa suasana terlalu sepi, 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/  
Contingency      Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang 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/  
Contingency      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/  
Contingency      Selama beberapa hari sesudahnya, Harry melewati banyak waktu untuk menghindar setiap kali melihat Gilderoy Lockhart muncul di ujung koridor. (p 131)

Score : 1.9

The translation is accepted due to its understandable words and non-clumsy 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, meskipun Ron sudah mengatakan akan meminta Harry datang menginap di rumahnya. (p.15)

Score : 1.8

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, meskipun yang 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      “Yang kulihat hanyalah,” kata Ernie bandel, meskipun dia bicara sambil gemetaran. (p 249)  
Score: 1.9

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

TT.775/Finite/  
Concession      Nyatanya, meskipun dia tahu buku harian itu kosong, berulang-ulang 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 meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya, nama itu rasanya berarti sesuatu baginya, (290)  
Score : 1.5

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 membongkarnya 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 kind of 'wasting' words, thus making the translation less effective. The translator should have chosen one of them to fit the clause.

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

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, supaya mereka tidak melihatnya tertawa. (p.14)

Score : 1.8

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/ Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain  
Finite/ agar bisa bicara tanpa didengar siapa pun. (p.334)  
Purpose  
Score : 1.8

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/ Lebih dari sekali, mereka harus berhenti, supaya Harry bisa  
Finite/ berjongkok dan menemukan labah-labah itu dengan cahaya  
Purpose tongkatnya. (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 supaya Harry  
Finite/ terhalang dari pandangan Madam Pomfrey. (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/ Finite/  
Result Mahkluk itu meluncur turun dari tempat tidur dan membungkuk rendah sekali sehingga ujung hidungnya yang panjang dan kurus 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/ Finite/  
Result “Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, sehingga mereka tidak bisa menemukannya 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/ Finite/  
Result Rahang Ron terbuka lebar sehingga wajah Crabbe kelihatan lebih tolol dari biasanya. (p.277)

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/ Finite/  
Result 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)

Score : 1.9



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, sehingga mereka nyaris  
Finite/ terlempar ke kaca depan. (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.  
Similarity (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 sama  
Finite/ seperti Snape yang melucuti Lockhart, buku harian itu melesat  
Similarity dari tangan Malfoy, terbang ke udara. (p297)  
Score : 1.9

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  
Finite/ membentuk klub duel kecil ini, untuk melatih kalian semua, siapa  
Comment tahu kalian perlu mempertahankan diri seperti yang kualami dalam banyak kesempatan—(p235)  
Score : 1.8

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/ Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat  
Non-finite/ memberitahu keluarga Dursley bahwa istrinya takut setengah mati  
Purpose 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/ Harry berlari kembali ke jendela dan melihat jeruji itu  
Non-finite/ 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/ Mengirim pelayan rumah untuk mencegah Harry kembali  
Non-finite/ ke Hogwarts kelihatannya juga jenis hal yang akan  
Purpose 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/ Ketika kastil sudah semakin dekat, Harry menarik  
Non- jubahnya untuk memastikan kaki mereka tersembunyi,  
Finite/ 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/  
Non-finite/Time      Melihat kekagetan di wajah Harry, Ron menambahkan,  
Score : 1.8      “Ini tidak melukai mereka—“ (p. 50)

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/  
Non-finite/Time      Sambil menggerutu sebal, Mr. Borgin menghilang ke  
Score : 1.7      ruang belakang. (p.70)

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/  
Non-finite/Time      Dengan menarik jubah untuk menutupi muka mereka,  
Score : 1.9      Harry dan Ron mengetuk pintu pelan, (p.267)

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

TT.816/  
Non-      Waktu itu Harry, yang kebetulan duduk di belakang Malfoy,  
Finite/time      mendengarnya menyombongkan diri kepada Crabbe dan Goyle.  
Score : 1.8      (p.331)

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/  
Time      Sudah pukul setengah delapan malam ketika akhirnya,  
Score : 2.7      kelelahan, dia mendengar bibi Petunia memanggilnya. (p.18)

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/  
Time                    “Ron, bagaimana kau—apa i...?” Harry ternganga ketika sadar sepenuhnya apa yang dilihatnya. (p35)

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/  
Time                    “Setelah masuk perapian katakan tujuanmu. Dan rapatkan 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 kalau tidak. (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/ Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah,  
 Condition 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/ Harry menoleh untuk melihat apa yang membuatnya jatuh, dan  
 Comparison 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 be used to describe the situation. Moreover, it seems proper to modify one’s heart.

TT.630/Finite/ Tampang Snape seperti mau mengatakan orang pertama yang  
 Comparison memintanya membuat Ramuan Cinta akan dicekoki racun.  
 (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 flow naturally, it needs rearranging. The suggestion is *seakan mengatakan mau mencekoki orang pertama yang memintanya membuat Ramuan Cinta dengan racun.*

TT.642/Finite/ Mana mungkin Hagrid punya otak untuk itu, atau untuk  
 Comparison 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. Di situ dia dan bekas  
Place lukanya terkenal.  
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/ Karena baik Dudley maupun pagarnya sama sekali tidak  
Reason 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/ Karena kalau sekali lagi disuruh mengirim surat, kurasa burung  
Reason 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/ 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)

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/ “Itu penting,” kata hermione, akhirnya bicara dengan  
Reason 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 lagi”(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 respondents can get the idea conveyed in the translation. It is already understood, and thus, is acceptable to the target language readers.

TT.770/Finite/ Contingency	Ron memegangi Seamus yang wajahnya sepucat tembok, meminta maaf untuk <u>entah apa yang telah dilakukan tongkat patahnya</u> . (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, <u>meskipun efeknya jauh dari cerah</u> . (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, <u>sementara aku menulis ke Azkaban</u> . (p415)
Score : 2.2	

Most respondents can hardly understand the translation. The conjunction ‘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 ‘menedikkan’. The term comes from a root ‘kedik’ which means the action of puffing up chest or head. Hence, ‘menedikkan’ 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/  
Finite/  
Purpose      Dia sendiri memasang pintu-kucing di pintu kamar, supaya sedikit makanan bisa didorong masuk tiga kali sehari. (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/  
Finite/  
Purpose      “Jangan bilang apa-apa kepada Molly,” bisiknya kepada Harry ketika dia membuka bagasi dan menunjukkan 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 menyentak 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/  
Finite/  
Purpose Mulut terbuka lebar melewati salah satu ikan salem bau. (p.166)

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/  
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 : 2.1

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/  
Finite/  
Result  
Score : 2.1

Terowongan itu amat gelap, sehingga mereka hanya bisa melihat jarak sangat pendek di depan mereka. (p.375)

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/  
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)

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/  
Finite/  
Comment  
Score : 2.2

Dia berhenti tepat di belakang Colin, diapit, seperti biasanya di Hogwarts, oleh dua kroninya yang besar dan kejam, Crabbe dan Goyle. (p.122)

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/  
Finite/  
Comment  
Score : 2.1

Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, seperti kauketahui pasti akan terjadi. (p400)

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/  
Non-finite/Time      Sambil menempelkan kacamatanya yang pecah ke  
wajahnya, Harry memandang berkeliling. (p.70)  
Score : 2.1

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 Score : 2.1  
Sambil nyengir konyol, mereka langsung menjejalkan kue itu kedalam mulut besar mereka.(p. 267)

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 Score : 2.0  
 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)

The respondents can easily understand the translation. It is well arranged and contains no clumsy terms.

TT.819/ Non-finite/time Score : 2.2  
Menoleh ke samping, dia menyadari bahwa mereka telah tiba di tepi tanah kosong yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga bintang-bintang bersinar menerangi pemandangan paling mengerikan yang pernah dilihatnya. (p.342)

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 Score : 1.2  
Bergidik, Harry berjalan melewati ruang-ruang kelas tempat pelajaran sedang berlangsung. (p. 246)

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/  
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 : 4

The whole adverbial clause is not translated. Therefore, the translation is not readable.

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 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/  
Comment      “Walau pun aku sendiri yang bilang, Harry, aku selalu bisa  
Score : 3.1      memikat orang-orang yang kuperlukan.” (p.384)

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*.

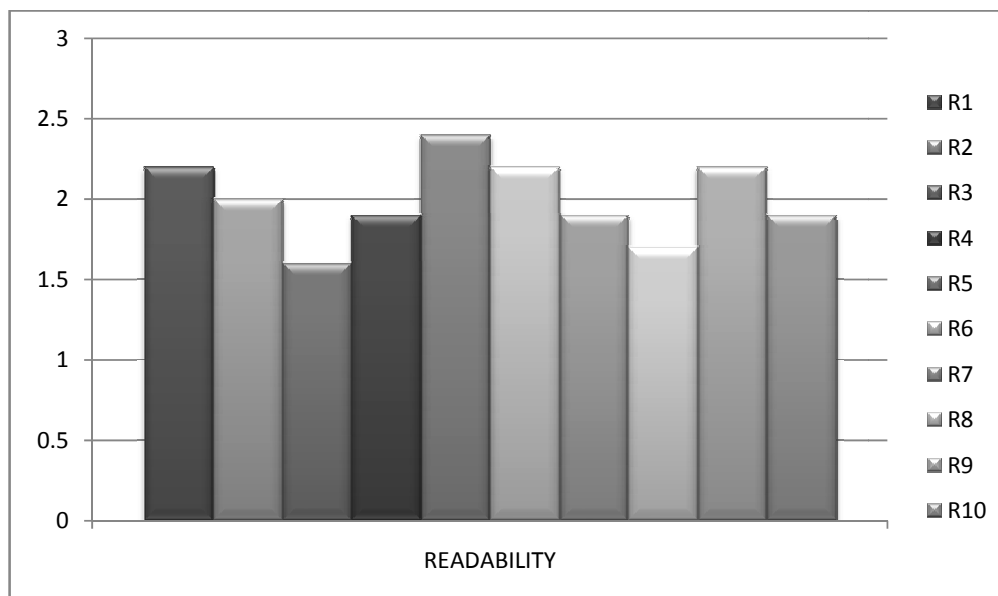
TT.820/  
Non-  
finite/Comparison  
Score : 4

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:

$$\Sigma = \frac{\text{total average score}}{\text{total respondents}}$$

total respondents

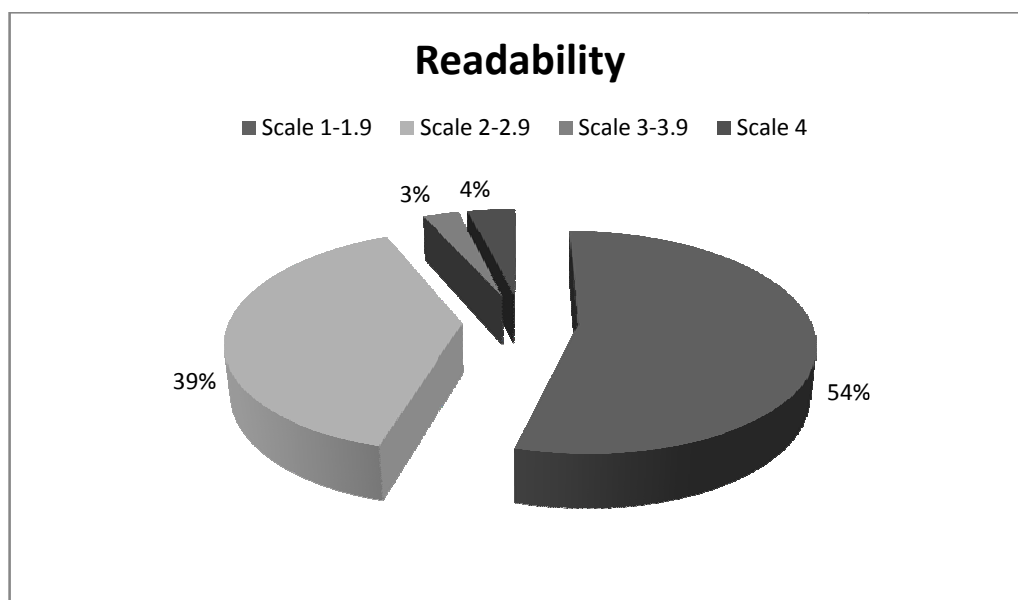
$$\Sigma = \frac{2.2+2+1.6+1.9+2.4+2.2+1.9+1.7+2.2+1.9}{10}$$

10

$$\Sigma = 2$$

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/ Time	It was half past seven in the evening <u>when at last, he heard Aunt Petunia calling him.</u> (p.10)
TT.10/Finite/ Time	Sudah pukul setengah delapan malam <u>ketika akhirnya kelelahan,</u> dia mendengar bibi Petunia memanggilnya. (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/ Condition	But Dobby has come to protect Harry Potter, to warn him, even <u>if he does have to shut his ears in the oven later...</u> (p.16)
ST.463/Finite/ Condition	Tetapi Dobby datang untuk melindungi Harry Potter, untuk memperingatkannya, <u>meskipun karena itu Dobby harus menjepit telinganya di pintu oven nanti...</u> (p.25)

In the translation, addition is applied by adding *karena itu* to smooth the clarity of the TT clause.

ST.541/Finite/ Condition	Honestly, <u>if you were any slower,</u> you'd be going backward. (p224)
TT.541/Finite/ Condition	Astaga, <u>kalau lebih telmi dari ini,</u> kau akan jadi 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/ Comparison	Snape was looking <u>as though the first person to ask him for a Love Potion would be forced-fed poison.</u> (p237)
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TT.630/Finite/ Comparison	Tampang Snape <u>seperti mau mengatakan</u> orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun. (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/ Comparison	As though Hagrid had the brains, or the power! (p312)
TT.642/Finite/ Comparison	Mana mungkin Hagrid punya otak untuk itu, atau untuk 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/ Reason	Tom Riddle had turned Hagrid in because he was faced with the prospect of a Muggle orphanage (p258)
TT.750/Finite/ Reason	Tom Riddle menyerahkan Hagrid, <u>karena bila tidak dia harus tinggal di panti asuhan Muggle</u> (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/ Contingency	Harry spent a lot of time over the next few days dodging out of sight whenever he saw Gilderoy Lockhart coming down a corridor. (p 104)
TT.768/Finite/ Contingency	Selama beberapa hari sesudahnya, Harry melewati banyak waktu untuk menghindari <u>setiap kali melihat Gilderoy Lockhart muncul di ujung koridor</u> . (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/ Contrast	At least Lockhart did, with much twirling of his hands, <u>whereas Snape jerked his head irritably.</u> (p190)
TT.780/Finite/ Contrast	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, <u>sementara Snape <b>cuma</b> mengedikkan kepala dengan jengkel.</u> (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/ 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, <u>so that he could avoid looking at the real thing.</u> (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, <u>supaya ia tak perlu memandang <b>Lockhart</b> yang sesungguhnya.</u> (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 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)

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-finite/Time	<u>Muttering darkly</u> , Mr. Borgin disappeared into a back room. (p.53)
TT.811/Non-finite/Time	<b>Sambil</b> menggerutu sebal, Mr. Borgin menghilang ke 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-finite/Time	<u>Clutching his broken glasses to his face</u> , Harry stared around. (p.53)
TT.812/Non-finite/Time	<b>Sambil</b> menempelkan kacamatanya yang pecah ke 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-finite/Time	<u>Grinning stupidly</u> , they stuffed the cakes whole into their large mouths. (p.214)
TT.814/Non-finite/Time	<b>Sambil</b> nyengir konyol, mereka langsung menjejalkan kue 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-finite/Time	<u>Pulling their robes up over their face</u> , Harry and Ron knocked softly on the door. (p.215)
TT.815/Non-finite/Time	<u>Dengan menarik jubah untuk menutupi muka mereka</u> , 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/ NonFinite/time	<u>When, sitting right behind Malfoy</u> , Harry overheard him gloating to Crabbe and Goyle. (p.266)
TT.816/ Non-Finite/time	Waktu itu <b>Harry, yang kebetulan</b> duduk di belakang <u>Malfoy</u> , 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/ Time	The chill air was whipping through Harry’s hair, and <u>before he’d stopped enjoying the ride</u> , it was over—all four of them were hitting the wet floor of Moaning Myrtle’s bathroom, (p324)
TT.435/Finite/ Time	Udara dingin menerpa wajah dan rambut Harry, dan <u>belum puas dia menikmatinya</u> , 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/ Place	But it was a subdued group that headed back to the fireside in the Leaky Cauldron, <u>where Harry, the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder.</u> (p.63)
TT.657//Finite/ Place	Tetapi rombongan yang kembali ke perapian di Leaky Cauldron adalah rombongan yang lesu. <u>Dari tempat itu Harry, keluarga Weasley, dan semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo.</u> (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/ Reason	They also stole their shoes, <u>because their own were too far small for Crabbe-and Goyle-size-feet.</u> (p215)
TT.741/Finite/ Reason	Mereka juga mencuri sepatu Crabbe dan Goyle <u>karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin itu.</u> (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/ Reason	“But then...Do you know what did kill that girl?” said Harry. <u>“Because whatever it is, it’s back and attacking people again.”</u> (p278)
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TT.754/Finite/ Reason	“Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?” tanya Harry. “ <u>Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang lagi</u> ”(p346)
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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/ Reason	“It only put me in Gryffindor,” said Harry in a defeated voice, “ <u>because I asked not to go in Slytherin.</u> ” (p333)
TT.765/Finite/ Reason	“Topi itu menempatkan saya di Gryffindor,” kata Harry pasrah, “ <u>hanya karena saya tak mau ditempatkan di Slytherin.</u> ” (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/ Contingency	The ghoul in the attic howled and dropped pipes <u>whenever he felt things were getting too quiet</u> , and small explosions from Fred and George's bedroom were considered perfectly normal. (p 42)
TT.766/Finite/ Contingency	Hantu di loteng melolong dan menjatuhkan pipa <u>setiap kali dia merasa suasana terlalu sepi</u> , 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.767/Finite/ Contingency	Ginny seemed very prone to knocking things over <u>whenever Harry entered a room.</u> (p.43)
TT.767/Finite/ Contingency	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang <u>setiap kali Harry memasuki ruangan.</u> (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/ Concession	Neither of them had written to him all summer, <u>even though Ron had said he was going to ask Harry to come and stay.</u> (p.7)
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 rumahnya.</u> (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/ Concession	And <u>while Harry was sure he had never heard the name T.M. Riddle before,</u> it still seemed to mean something to him, (p233-234)
TT.776/Finite/ Concession	Dan <u>meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya,</u> 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/ Contrast	Aunt Petunia burst into tears and hugged her son, <u>while Harry ducked under the table</u> so they wouldn't see him laughing. (p.6)
TT.778/Finite/ Contrast	Bibi Petunia menangis saking terharunya dan memeluk anaknya, <u>sedangkan Harry membungkuk ke bawah meja</u> , 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/ Purpose	I decided to leave behind a diary, preserving my sixteen-year-old self in its pages, <u>so that one day, with luck, I would be able to lead another in my footsteps, and finish Salazar Slytherin's noble work.</u> (p.312)
TT.790/Finite/ Purpose	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia enam belas tahun di dalam halaman-halamannya, <u>sehingga pada suatu hari nanti, kalau mujur, aku akan bisa membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin.</u> (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/ Result	The creature slipped of the bed and bowed so low <u>that the end of its long, thin nose touched the carpet.</u> (p.12)
TT.791/Finite/ Result	Mahkluk itu meluncur turun dari tempat tidur dan membungkuk rendah sekali <u>sehingga ujung hidungnya yang panjang dan kurus menyentuh karpet.</u> (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/ Result	"Sell them a key that keeps shrinking to nothing <u>so they can never find it</u> when they need it. (p.38)
TT.792/Finite/ Result	“Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, <u>sehingga mereka tidak bisa menemukannya</u> 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/ Result	Then, when the trees had become thicker than ever, they saw their spider guides leaving the path, <u>so that the stars overhead were no longer visible, and Harry’s wand shone alone in the sea of dark,</u> (p271)
TT.794/Finite/ Result	Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah pemandu mereka meninggalkan jalan setapak, <u>sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan,</u> (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/ 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, <u>so that he was hanging facedown.</u> (p.275)
TT/795/Finite/ Result	Terdengar bunyi klak-klik keras, dan mendadak dia merasa sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, <u>sehingga dia menggantung dengan kepala di bawah.</u> (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/ Result	The tunnel was so dark <u>that they could only see a little distance ahead.</u> (p.302)
TT. 797/Finite/ Result	Terowongan itu amat gelap, <u>sehingga mereka hanya bisa melihat jarak sangat pendek di depan mereka.</u> (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/ Comment	“ <u>If I say it myself</u> , Harry, I’ve always been able to charm the people I needed.” (p310)
TT.803/Finite/ Comment	“ <u>Walau pun aku sendiri yang bilang</u> , Harry, aku selalu bisa 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/ Comment	But Lord Voldemort got you in the end, <u>as you knew he must.</u> (p321)
TT.804/Finite/ Comment	Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, <u>seperti kauketahui pasti akan terjadi.</u> (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 produce the translation ridiculous.

ST.805/Non-finite/ Purpose	Mr. Mason stayed just long enough to tell the Dursleys that <u>his wife was mortally afraid of birds of all shapes and sizes, and to ask whether this was their idea of a joke.</u> (p. 20)
TT.805/Non-finite/ Purpose	Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat <u>memberitahu keluarga Dursley bahwa istrinya takut setengah mati pada segala macam burung dan bertanya apakah begini cara mereka bergurau.</u> (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/ Purpose	Sending the family servant <u>to stop Harry from going back to Hogwarts</u> also sounded exactly like the sort of thing Malfoy would do. (p.30)
TT.807/Non-finite/ Purpose	Mengirim pelayan rumah <u>untuk mencegah Harry kembali ke Hogwarts</u> 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-finite/ Time	<u>Seeing the shocked look on Harry's face</u> , Ron added, "It doesn't hurt them—" (p.37)
TT.809/Non-finite/ Time	<u>Melihat kekagetan di wajah Harry</u> , Ron menambahkan, "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-finite/Time	“Ordinary Wizard Levels,” George explained, <u>seeing Harry’s puzzled look</u> . (p.46)
ST.810/Non-finite/Time	“Ordinary Wizarding Levels—Level Sihir Umum,” George menjelaskan, <u>melihat wajah kebingungan Harry</u> . (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-finite/Time	<u>Clutching his broken glasses to his face</u> , Harry stared around. (p.53)
TT.812/Non-finite/Time	<u>Sambil menempelkan kacamatanya yang pecah ke wajahnya</u> , 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-Finite/time	Harry and Ron waited for the distant sounds of two dormitory doors closing <u>before seizing the cloak, throwing it over themselves, and climbing through the portrait hole</u> . (p.271)
TT.817/Non-Finite/time	Harry dan Ron menunggu bunyi dua pintu kamar yang menutup di kejauhan, <u>sebelum menyambar Jubah Gaib, menyelubungkannya ke tubuh mereka dan melompati lubang lukisan</u> . (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/ Place	Harry's eyes wandered past him to <u>where Professor Dumbledore, the headmaster, sat watching the Sorting from the staff table</u> , his long silver beard and half-moon glasses shining brightly in the candlelight.(p.77)
TT.661//Finite/ Place	Mata Harry memandang melewati anak ini ke <u>tempat Profesor Dumbledore, kepala sekolah yang duduk menonton seleksi ini dari meja guru</u> , 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/ Contingency	There may well come a time when, like me, you'll need to keep a stack handy <u>wherever you go</u> . (p.98)
TT.768/Finite/ Contingency	Akan tiba waktunya ketika, seperti aku, kau perlu membawa setumpuk foto <u>ke mana pun kau pergi</u> . (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/ Concession	The passageway leading to Nearly Headless Nick's party had been lined with candles, too, <u>though the effect was far from cheerful</u> . (p 131)
TT.773/Finite/ Concession	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga sudah diterangi dengan deretan lilin, <u>meskipun efeknya jauh dari cerah</u> . (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/ Concession	The fact was that <u>even though he knew the diary was blank</u> , he kept absentmindedly picking it up and turning the pages, (p233)
TT.775/Finite/ Concession	Nyatanya, <u>meskipun dia tahu buku harian itu kosong</u> , berulang-ulang tanpa sadar dia mengambil dan membukanya, (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/ Concession	I suggest you go down to the feast, <u>while I write to Azkaban.</u> (p334)
TT.777/Finite/ Concession	Kusarankan kau turun dan ikut pesta, <u>sementara aku menulis ke Azkaban.</u> (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, <u>while really he was enchanting it to make it fly.</u> " (p 39)
TT.779/Finite/ Contrast	"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah membongkarnya untuk mengetahui bagaimana cara kerjanya, <u>padahal ternyata dia menyihir mobil itu agar bisa terbang.</u> " (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/ Contrast	How did you escape with nothing but a scar, <u>while Lord Voldemort's powers were destroyed?</u> (p313)
TT.781/Finite/ Contrast	Bagaimana kau selamat hanya dengan bekas luka, <u>sementara kekuatan Lord Voldemort hancur?</u> (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/ Purpose	Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table <u>so they wouldn't see him laughing.</u> (p.6)
TT.782/Finite/ Purpose	Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, <u>supaya mereka tidak melihatnya tertawa.</u> (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/ Purpose	He himself fitted a cat-flap in the bedroom door, <u>so that small amounts of food could be pushed inside three times a day.</u> (p.22)
TT.783/Finite/ Purpose	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa didorong masuk tiga kali sehari.</u> (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/ Purpose	More than once, they had to stop, <u>so that Harry could crouch down and find the spiders in the wandlight.</u> (p.273)
TT. 788/Finite/ Purpose	Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bisa berjongkok dan menemukan labah-labah itu dengan cahaya tongkatnya.</u> (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/ Result	The car stopped so suddenly <u>that they were nearly thrown into the windshield.</u> (p.280)
TT. 796/Finite/ Result	Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris terlempar ke kaca depan.</u> (p.348)

The translation preserves the ST word order and applies the most common meanings to the words translated.

ST.798/Finite/ Similarity	Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him <u>like a bomb that might go off at any moment.</u> (p.3)
TT.798/Finite/ Similarity	Sejak Harry pulang untuk liburan musim panas, Paman Vernon memperlakukannya <u>seperti bom yang bisa meledak setiap waktu.</u> (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/ Similarity	He pulled out his wand and shouted, 'Expelliarmus!' and <u>just as Snape had disarmed Lockhart,</u> so Malfoy found the diary shooting out of his hand into the air. (p 239)
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TT.800/Finite/ Similarity	Dia menarik tongkatnya dan berteriak, “Expelliarmus!” dan <u>sama seperti Snape yang melucuti Lockhart</u> , buku harian itu melesat dari tangan Malfoy, terbang ke udara. (p297)
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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/ Comment	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 <u>as I myself have done on countless occasions</u> . (p189)
TT.802/Finite/ Comment	“Nah Profesor Dumbledore telah memberiku ijin untuk membentuk klub duel kecil ini, untuk melatih kalian semua, siapa tahu kalian perlu mempertahankan diri <u>seperti yang dialami dalam banyak kesempatan</u> —(p235)

The strategy of literal translation is done in that *as I myself have done on countless occasions* which is translated into *seperti yang dialami dalam banyak kesempatan*. The point is *I myself have done* is translated into *yang dialami* 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-Finite/ Purpose	As the castle loomed nearer Harry twitched the cloak <u>to make sure their feet were hidden</u> , 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)

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-finite/Time	<u>Shivering</u> , Harry walked past classrooms where lessons were taking place. (p. 198)
TT.813/Non-finite/Time	<u>Bergidik</u> , Harry berjalan melewati ruang-ruang kelas 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/ Condition	<u>If they pursued their fixed course</u> , there could be no doubt about where they would end up. (p269)
TT.561/ Finite/ Condition	

The translator omits the whole sentence including the underlined clause.

Therefore, the strategy used is omission.

ST.586/Finite/ Comparison	Harry could make out Hermione's neat writing, Ron's untidy scrawl, and even a scribble that looked <u>as though it was from the Hogwarts gamekeeper, Hagrid.</u> (p.18)
TT.586/Finite/ Comparison	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan coretan yang kelihatannya <u>dikirim oleh si pengawas binatang liar Hogwarts, Hagrid.</u> (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/ Comparison	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/ Comparison	Si pegawai toko kelihatannya <u>ingin mencegah mereka pergi</u> , 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/ Finite/ Place	Hedwig was still angry with Harry about the dasastrous car 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 <u>where it had struck.</u> (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)

The translator omits the whole clause which is underlined. Therefore, strategy of omission is applied in the translation.

ST.669/Finite/ Place	From either end of the corridor, <u>where they stood</u> 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)

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 <u>so that it passed through one of the stinking salmon.</u> (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-finite/time	<u>Cracking his neck sideways</u> , he realized that they had 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-finite/time	<u>Menoleh ke samping</u> , dia menyadari bahwa mereka telah tiba di tepi tanah kosong yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga bintang-bintang bersinar menerangi pemandangan 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-finite/Comparison	Several large spiders were scuttling over the ground on the other side of the glass, moving in an unnaturally straight line <u>as though taking the shortest route to a prearranged 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/Time	But a moment later, he understood, <u>as Snape unrolled today's issue of the <i>Evening Prophet</i></u> . (p 79)
TT. 111/Finite/Time	Tetapi sesaat kemudian, <u>ketika Snape membuka <i>Evening Prophet</i>—<b>koran sihir sore</b> terbitan hari itu</u> , dia pun mengerti. (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-finite/comparison	“Okay”, Ron sighed <u>as though resigned to the worst.</u> (p.272)
TT.821/Non-finite/comparison	“Oke,” Ron menghela napas, <u>seakan menyerah pada nasib untuk menerima yang paling buruk.</u> (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 teburuk* needs more explanation.

#### f. Cultural equivalent

ST.586/Finite/Comparison	Harry could make out Hermione's neat writing, Ron's untidy scrawl, and even a scribble that looked <u>as though it was from the Hogwarts <b>gamekeeper</b>.</u> Hagrid. (p.18)
TT.586/Finite/Comparison	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan coretan yang <u>kelihatannya dikirim oleh si <b>pengawas binatang liar</b> Hogwarts,</u> 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/Purpose	Harry ran back to the window <u>to see the bars dangling a few feet above the ground.</u> (p. 24)
TT.806/Non-finite/Purpose	Harry berlari kembali ke jendela <u>dan melihat jaruji itu bergelantungan kira-kira semeter dari tanah.</u> (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/ Time	<u>As he passed the door to the living room</u> , Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. (p.11)
TT.11/Finite/ Time	<u>Ketika melewati pintu ruang duduk</u> , sekilas Harry melihat 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/ Time	They climbed two more flights <u>until they reached a door with peeling paint and a small plaque on it</u> , saying RONALD'S ROOM. (p.40)
TT.53/Finite/ Time	Mereka menaiki dua tangga lagi <u>sampai tiba di pintu yang catnya mengelupas dan ada papan kecil</u> 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/ Time	"Now, <u>when you get into the fire</u> , say where you're going and keep your elbows tucked in," (p.48)
TT.63/Finite/ Time	" <u>Setelah masuk perapian</u> katakan tujuanmu. Dan rapatkan 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 ('tujuanmu').

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 <u>as they wandered up the alley, examining the fascinating shop windows.</u> (p 57-58)
TT.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 <u>sambil berjalan, melihat-lihat isi etalase yang menarik.</u> (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 *as 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/ Time	He wheeled his trolley forward cautiously <u>until it was right against the barrier and pushed with all his might.</u> (p.68)
TT.96/Finite/ Time	Dia mendorong trolinya ke depan dengan hati-hati <u>sampai menempel ke palang</u> 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/ Time	<u>As they neared the greenhouses</u> they saw the rest of the class standing outside, waiting for Professor Sprout. (p.89)
TT.121/Finite/ Time	<u>Mendekati rumah-rumah kaca</u> , mereka melihat anak-anak 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/ Condition	But we feel they're skills worth learning, <u>even if they are a bit slow</u> . (p.26)
TT.472/Finite/ Condition	Tapi menurut kami ini kecakapan yang layak dipelajari, <u>walaupun agak lambat</u> . (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/ Condition	It'll be worse <u>if you don't</u> . (p.87)
TT.493/Finite/ Condition/	Gawat <u>kalau tidak</u> . (p.110)

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/ Condition	<u>Sebisa mungkin</u> aku tidak masuk ke toilet itu. (p.165)

Although the translation provides a rather unfamiliar meaning to the original, the strategy makes the translation easily understandable.

ST.503/Finite/ Condition	Can you taste it <u>if you walk through it</u> ? Harry asked him. (p133)
TT.503/Finite/ Condition	“Bisakah kau merasakan ikan itu <u>waktu melewatinya</u> ?” Harry menyanyainya. (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/ Condition	<u>If he hadn't had a very good reason for keeping Lockhart in a good mood</u> , he would have refused to do it. (p 161)
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TT.514/Finite/ Condition	Harry pasti sudah menolak <u>kalau dia tidak ingat pada rencana Hermione</u> . Untuk itu dia harus membuat Lockhart senang. (p 200)
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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/ Condition	Honestly, <u>if you were any slower</u> , you'd be going backward. (p224)
TT.541/Finite/ Condition	Astaga, <u>kalau lebih telmi dari ini</u> , kau akan jadi 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/ Comparison	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/ Comparison	Si pegawai toko kelihatannya <u>ingin mencegah mereka pergi</u> , 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/ Comparison	<u>As though it was magnetically attracted to Harry</u> , the Bludger pelted after him once more and Harry was forced to fly off at full speed. (p 168)
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)

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/ Place	Harry had taken up his place at wizard school, <u>where he and his scar were famous.</u>
TT.648//Finite/ Place	Harry bersekolah di sekolah sihir. <u>Di situ dia dan bekas lukanya terkenal.</u>

The strategy of transposition is applied when the translator divides the single ST sentence into two independent clauses.

ST.655/Finite/ Place	"Big deal," said Ron, rubbing his foot <u>where the photographer had stepped on it.</u> (p.59)
TT.655/Finite/ Place	"Uh, dasar sok," gerutu Ron, menggosok kakinya <u>yang tadi diinjak si fotografer.</u> (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/ Place	He had stopped noticing the fantastic cloud shapes now and was thinking longingly of the train miles below, <u>where you could buy ice-cold pumpkin juice from a trolley pushed by a plump witch.</u> (p.72)
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. <u>Di dalam kereta api mereka bisa membeli jus labu kuning dingin dari troli yang didorong penyihir wanita gemuk.</u> (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/ Place	They went down to lunch, <u>where Ron's mood was not improved by Hermione's showing them the handful of perfect coat buttons she had produced in Transfiguration.</u> (p.95)
TT.664//Finite/ Place	Mereka turun untuk makan siang. <u>Suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran Transfigurasi.</u> (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/ Place	Harry yanked his robes straight and headed for a seat at the very back of the class, <u>where he busied himself with pilling all seven of Lockhart's books in front of him,</u> (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)

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/ Reason	<u>Because I think another delivery might finish your one off.</u> (p.45)
TT.715/Finite/ Reason	<u>Karena kalau sekali lagi disuruh mengirim surat,</u> kurasa 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/ Reason	"Maybe he's left," said Harry, " <u>because he missed out on the Defense Against Dark Arts job again!</u> " (p 78)
TT.719//Finite/ Reason	"Mungkin dia keluar," kata Harry, " <u>karena tidak terpilih mengajar Pertahanan terhadap Ilmu Hitam lagi!</u> " (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/ Reason	Natural to want a bit more once you've had that first taste - and I blame myself for giving you that, <u>because it was bound to go to your head</u> - 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 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/ Reason	Harry knew at once that Malfoy had said something really bad <u>because there was an instant uproar at his words</u> . (p 112)
TT.726/Finite/ Reason	Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan <u>karena tiba-tiba saja terjadi keributan</u> . (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/ Contingency	Ron was holding up an ashen-faced Seamus, apologizing for <u>whatever his broken wand had done</u> . (p192)
TT.770/Finite/ Contingency	Ron memegang Seamus yang wajahnya sepuat tembok, meminta maaf untuk <u>entah apa yang telah dilakukan tongkat patahnya</u> . (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/ Purpose	Harry and Ron lagged behind the others <u>so they could talk out of earshot</u> . (p.269)
TT.787/Finite/ Purpose	Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain <u>agar bisa bicara tanpa didengar siapa pun</u> . (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 <u>so that he blocked Harry from Madam Pomfrey’s view</u> . (p.289)
TT.789/Finite/ Purpose	“Coba keluarkan,” bisik Ron, menggeser kursinya <u>supaya Harry terhalang dari pandangan Madam Pomfrey</u> . (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/ Comment	He had stopped right behind Colin, flanked, <u>as he always was at Hogwarts</u> by his large and shuggish cronies, Crabbe and Goyle. (p.97)
TT.801/Finite/ Comment	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)

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/ Comparison	Snape looked <u>as though Christmas had been canceled</u> . (p.81)
TT.597/Finite/ Comparison	Snape tampak <u>kecewa sekali</u> . (p.103)

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/ Comparison	Both he and Hermione were looking <u>as though someone had died</u> . (p196)
TT.620/Finite/ Comparison	Baik dia maupun Hermione kelihatan <u>seolah baru saja kematian teman</u> . (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/ Comparison	He returned to squint at what he'd fallen over and felt <u>as though his stomach had dissolved</u> . (p.202)
TT.622//Finite/ Comparison	Harry menoleh untuk melihat apa yang membuatnya jatuh, 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 <u>where she is</u> (p285)
TT.695/Finite/ Place	Mungkin baginya lebih baik jika dia dibiarkan <u>membatu</u> (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/ Time	"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/ Time	"Ron, bagaimana kau—apa i...?" Harry ternganga <u>ketika sadar sepenuhnya apa yang dilihatnya.</u> (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/ Condition	Just last night we were saying we'd come and get you ourselves <u>if you hadn't written back to Ron by Friday.</u> (p.34)
TT.473/Finite/ Condition	Baru semalam kami katakan kami sendiri akan datang menjemputmu <u>kalau sampai hari Jumat kau tidak membalas surat Ron.</u> (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/ Comparison	Harry felt <u>as though he'd just been walloped in the stomach by one of the mad tree's larger branches.</u> (p.79)
TT.595/Finite/ Comparison	Harry merasa <u>seakan perutnya baru saja dihantam salah satu dahan besar pohon gila itu.</u> (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/ Comparison	It looked quite ordinary to Harry, but Ron and Neville were both looking at it <u>as though they expected it to explode.</u> (p.87)
TT.600/Finite/ Comparison	Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville memandangnya ketakutan <u>seakan amplop itu bisa meledak setiap saat.</u> (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/ Reason	"It matters," said Hermione, speaking at last in a hushed voice, " <u>because being able to talk to snakes was what Salazar Slytherin was famous for.</u> " (p196)
TT.738/Finite/ Reason	"Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, " <u>karena Salazar Slytherin terkenal justru karena kemampuannya bicara dengan ular.</u> " (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, <u>though it left the drinker smoking at the ears for several hours afterward.</u> (p 122)
TT.772/Finite/ Concession	Ramuan Merica mujarab-nya manjur sekali, <u>meskipun yang meminumnya jadi mengeluarkan asap dari telinga selama beberapa jam sesudahnya.</u> (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/ Concession	“All I saw,” said Ernies stubbornly, <u>though he was trembling, as he spoke.</u> (p 200)
TT.774/Finite/ Concession	“Yang kulihat hanyalah,” kata Ernie bandel, <u>meskipun dia bicara sambil gemetaran.</u> (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/ Purpose	"Not a word to Molly," he whispered to Harry as he opened the trunk and showed him how it had been magically expanded <u>so that the luggage fitted easily.</u> (p.66)
TT.784/Finite/ Purpose	“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)

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/ Purpose	“Try and get it out,” Ron whispered, shifting his chair <u>so that he blocked Harry from Madam Pomfrey’s view.</u> (p.289)
TT.789/Finite/ Purpose	“Coba keluarkan,” bisik Ron, menggeser kursinya <u>supaya Harry terhalang dari pandangan Madam 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, <u>as Snape unrolled today's issue of the <i>Evening Prophet</i>.</u> (p 79)
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TT.111/Finite/Time	Tetapi sesaat kemudian, <u>ketika Snape membuka Evening Prophet</u> —koran sihir sore terbitan hari itu, dia pun mengerti. (p 100)
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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 Accuracy and Readability**

Strategies	Total Applied	Accuracy	Readability	Inaccuracy	Unreadability
Transposition	27	27 (100%)	27 (100%)	0	0
Literal	24	22 (92%)	23 (96%)	2 (8%)	1 (4%)
Word-for-word	16	16 (100%)	16 (100%)	0	0
Addition	15	14 (93%)	15 (100%)	1 (7%)	0
Modulation	9	9 (100%)	9 (100%)	0	0
Omission	8	4 (50%)	4 (50%)	4 (50%)	4 (50%)
Indirect	3	3	2	0	1

		(100%)	(67%)		(37%)
Descriptive equivalent	2	2 (100%)	1 (50%)	0	1 (50%)
Cultural equivalent	2	2 (100%)	2 (100%)	0	0
Direct	1	1 (100%)	1 (100%)	0	0
Transliteration	1	1 (100%)	1 (100%)	0	0

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 unreadability. 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 readability, 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 unreadability provided with the explanations. They are as follows.

**a. Accurate-Unreadable**

ST.666/ Finite/ Place	Hedwig was still angry with Harry about the disastrous car journey and Ron's wand was still malfunctioning, 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 <u>where it had struck</u> . (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)

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/ Comparison	Both he and Hermione were looking <u>as though someone had died</u> . (p196)
TT.620/Finite/ Comparison	Baik dia maupun Hermione kelihatan <u>seolah baru saja kematian teman</u> . (p243)
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-finite/comparison	"Okay", Ron sighed <u>as though resigned to the worst</u> . (p.272)
TT.821/Non-finite/comparison	"Oke," Ron menghela napas, <u>seakan menyerah pada nasib untuk menerima yang paling buruk</u> . (p.338)
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. Inacurate-Readable**

ST.642/Finite/ Comparison	<u>As though Hagrid had the brains, or the power!</u> (p312)
TT.642/Finite/ Comparison	<u>Mana mungkin Hagrid punya otak untuk itu, atau untuk kekuasaan!</u> (p386)
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/ Comment	But Lord Voldemort got you in the end, <u>as you knew he must.</u> (p321)
TT.804/Finite/ Comment	Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, <u>seperti kauketahui pasti akan terjadi.</u> (p400)
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 <u>so that it passed through one of the stinking salmon.</u> (p.133)
TT.786/ 822/Finite/ Purpose	Mulut terbuka lebar <u>melewati salah satu ikan salem bau.</u> (p.166)
Inaccy= 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. **Inaccurate-Unreadable**

ST.561/ Finite/ Condition	<u>If they pursued theipereeeeer fixed course</u> , there could be no doubt about where they would end up. (p269)
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/ Place	From either end of the corridor, <u>where they stood</u> 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)

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- finite/Comparison	Several large spiders were scuttling over the ground on the other side of the glass, moving in an unnaturally straight line <u>as though taking the shortest route to a prearranged meeting</u> . (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/ Comment	“ <u>If I say it myself</u> , Harry, I’ve always been able to charm the people I needed.” (p310)
TT.803/Finite/ Comment	“ <u>Walau pun aku sendiri yang bilang</u> , Harry, aku selalu bisa memikat orang-orang yang kuperlukan.” (p.384)
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	It was half past seven in the evening <u>when at last, he heard Aunt Petunia calling him.</u> (p.10)	TT.10/ Finite/ Time	Sudah pukul setengah delapan malam ketika akhirnya, kelelahan, <u>dia mendengar bibi Petunia memanggilnya.</u> (p.18)				
Catatan:							
ST.11/ Finite/ Time	<u>As he passed the door to the living room,</u> Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. (p.11)	TT.11/ Finite/ Time	<u>Ketika melewati pintu ruang duduk,</u> sekilas Harry melihat paman Vernon dan Dudley memakai jas dan dasi kupu-kupu. (p.19)				

Catatan:							
ST.21/ Finite/ Time	"Ron, how did you - What the -?" Harry's mouth fell open as the full impact of what he was seeing hit him. (p.24)	TT.21/ Finite/ Time	"Ron, bagaimana kau—apa i...?" Harry ternganga <u>ketika sadar sepenuhnya apa yang dilihatnya</u> . (p35)				
Catatan:							
ST.53/ Finite/ Time	They climbed two more flights until they reached a door with peeling paint and a small plaque on it, saying RONALD'S ROOM. (p.40)	TT.53/ Finite/ Time	Mereka menaiki dua tangga lagi sampai tiba di pintu yang catnya mengelupas dan ada papan kecil bertuliskan "Kamar Ronald". (p54)				
Catatan:							
ST.63/ Finite/ Time	"Now, when you get into the fire, say where you're going and keep your elbows tucked in," (p.48)	TT.63/ Finite/ Time	"Setelah masuk perapian katakan tujuanmu. Dan rapatkan sikumu," (p64)				
Catatan:							
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)	TT.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)				
Catatan:							
ST.96/ Finite/ Time	He wheeled his trolley forward cautiously until it was right against the barrier and pushed with all his might. (p.68)	TT.96/ Finite/ Time	Dia mendorong trolinya ke depan dengan hati-hati sampai menempel ke palang dan mendorong sekuat tenaga. (p88)				
Catatan:							
ST.111/ Finite/ Time	But a moment later, he understood, as Snape unrolled today's issue of the <i>Evening Prophet</i> . (p 79)	TT.111/ Finite/ Time	Tetapi sesaat kemudian, <u>ketika</u> Snape membuka <i>Evening Prophet</i> —koran sihir sore terbitan hari itu, dia pun mengerti. (p 100)				
Catatan:							
ST.121/ 822/Finite/ Time	As they neared the greenhouses they saw the rest of the class standing outside, waiting for Professor Sprout. (p.89)	TT.121/ 822/Finite/ Time	Mendekati rumah-rumah kaca, mereka melihat anak-anak lain sudah berdiri di depannya, menunggu Profesor Sprout. (p.113)				
Catatan:							
ST.435/ Finite/ Time	The chill air was whipping through Harry's hair, and 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/ 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)				
Catatan:							
ST.463/ Finite/ Condition	But Dobby has come to protect Harry Potter, to warn him, even if he does have to	ST.463/ Finite/ Condition	Tetapi Dobby datang untuk melindungi Harry Potter, untuk memperingatkannya,				

	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/ Condition	But we feel they're skills worth learning, even if they are a bit slow. (p.26)	TT.472/ Finite/ Condition	Tapi menurut kami ini kecakapan yang layak dipelajari, walaupun agak lambat. (p.37)				
Catatan:							
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/ Condition	Baru semalam kami katakan kami sendiri akan datang menjemputmu kalau sampai hari Jumat kau tidak membalas surat Ron. (p.47)				
Catatan:							
ST.493/ Finite/ Condition	It'll be worse if you don't. (p.87)	TT.493/ Finite/ Condition	Gawat kalau tidak. (p.110)				
Catatan:							
ST.502/ Finite/ Condition	I never went in there anyway if I could avoid it. (p.133)	TT.502/ Finite/ Condition	Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)				
Catatan:							
ST.503/ Finite/ Condition	Can you taste it if you walk through it? Harry asked him. (p133)	TT.503/ Finite/ Condition	"Bisakah kau merasakan ikan itu waktu melewatinya?" Harry menyanyainya. (p.166)				
Catatan:							
ST.514/ Finite/ Condition	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/ Condition	Harry pasti sudah menolak kalau dia tidak ingat pada rencana Hermione. Untuk itu dia harus membuat Lockhart senang. (p 200)				
Catatan:							
ST.541/ Finite/ Condition	Honestly, if you were any slower, you'd be going backward. (p224)	TT.541/ Finite/ Condition	Astaga, kalau lebih telmi dari ini, kau akan jadi terbelakang. (p278)				
Catatan:							
ST.561/ Finite/ Condition	If they pursued their fixed course, there could be no doubt about where they would end up. (p269)	TT.561/ Finite/ Condition					
Catatan:							
ST.584/ Finite/ Condition	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/ 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)				
Catatan:							
ST.586/ Finite/ Comparison	Harry could make out Hermione's neat writing, Ron's untidy scrawl, and even a scribble that looked as	TT.586/ Finite/ Comparison	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan				

	<u>though it was from the Hogwarts gamekeeper, Hagrid. (p.18)</u>		coretan yang kelihatannya dikirim oleh si pengawas binatang liar Hogwarts, Hagrid. (p.28)				
Catatan:							
ST.593/ Finite/ Compari son	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/ Compari son	Si pegawai toko kelihatannya <u>ingin mencegah mereka pergi</u> , tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)				
Catatan:							
ST.595/ Finite/ Compari son	Harry felt <u>as though he'd just been walloped in the stomach by one of the mad tree's larger branches</u> . (p.79)	TT.595/ Finite/ Compari son	Harry merasa <u>seakan perutnya baru saja dihantam salah satu dahan besar pohon gila itu</u> . (p.101)				
Catatan:							
ST.597/ Finite/ Compari son	Snapo looked <u>as though Christmas had been canceled</u> . (p.81)	TT.597/ Finite/ Compari son	Snapo tampak <u>kecewa sekali</u> . (p.103)				
Catatan:							
ST.600/ Finite/ Compari son	It looked quite ordinary to Harry, but Ron and Neville were both looking at it <u>as though they expected it to explode</u> . (p.87)	TT.600/ Finite/ Compari son	Amlop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville memandangnya ketakutan <u>seakan amplop itu bisa meledak setiap saat</u> . (p.110)				
Catatan:							
ST.617/ Finite/ Compari son/32	<u>As though it was magnetically attracted to Harry</u> , the Bludger pelted after him once more and Harry was forced to fly off at full speed. (p.168)	TT.617/ Finite/ Compari son	<u>Bagai tertarik magnet</u> , Bludger itu kembali meluncur ke arah Harry, dan Harry terpaksa terbang dengan kecepatan penuh. (p.209)				
Catatan:							
ST.620/ Finite/ Compari son	Both he and Hermione were looking <u>as though someone had died</u> . (p.196)	TT.620/ Finite/ Compari son	Baik dia maupun Hermione kelihatan <u>seolah baru saja kematian teman</u> . (p.243)				
Catatan:							
ST.622/ Finite/ Compari son	He returned to squint at what he'd fallen over and felt <u>as though his stomach had dissolved</u> . (p.202)	TT.622/ Finite/ Compari son/37	Harry menoleh untuk melihat apa yang membuatnya jatuh, dan hatinya mencelos. (p.251)				
Catatan:							
ST.630/ Finite/ Compari son	Snapo was looking <u>as though the first person to ask him for a Love Potion would be forced-fed poison</u> . (p.237)	TT.630/ Finite/ Compari son	Tampang Snapo <u>seperti mau mengatakan orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun</u> . (p.294)				
Catatan:							
ST.642/ Finite/ Compari son	<u>As though Hagrid had the brains, or the power!</u> (p.312)	TT.642/ Finite/ Compari son	<u>Mana mungkin Hagrid punya otak untuk itu, atau untuk kekuasaan!</u> (p.386)				
Catatan:							
ST.648/ Finite/ Place	Harry had taken up his place at wizard school, <u>where he and his scar were famous</u> .	TT.648/ Finite/ Place	Harry bersekolah di sekolah sihir. <u>Di situ dia dan bekas lukanya terkenal</u> .				



Catatan:							
ST.655/ Finite/ Place	"Big deal," said Ron, rubbing his foot <u>where the photographer had stepped on it.</u> (p.59)	TT.655/ Finite/ Place	"Uh, dasar sok," gerutu Ron, menggosok kakinya <u>yang tadi diinjak si fotografer.</u> (p.78)				
Catatan:							
ST.657/ Finite/ Place	But it was a subdued group that headed back to the fireside in the Leaky Cauldron, <u>where Harry, the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder.</u> (p.63)	TT.657/ Finite/ Place	Tetapi rombongan yang kembali ke perapian di Leaky Cauldron adalah rombongan yang lesu. <u>Dari tempat itu Harry, keluarga Weasley, dan semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo.</u> (p.82)				
Catatan:							
ST.660/ Finite/ Place	He had stopped noticing the fantastic cloud shapes now and was thinking longingly of the train miles below, <u>where you could buy ice-cold pumpkin juice from a trolley pushed by a plump witch.</u> (p.72)	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 <u>mereka bisa membeli jus labu kuning dingin dari troli yang didorong penyihir wanita gemuk.</u> (p.92)				
Catatan:							
ST.661/ Finite/ Place	Harry's eyes wandered past him to <u>where Professor Dumbledore, the headmaster, sat watching the Sorting from the staff table,</u> his long silver beard and half-moon glasses shining brightly in the candlelight.(p.77)	TT.661/ Finite/ Place	Mata Harry memandang melewati anak ini ke <u>tempat Profesor Dumbledore, kepala sekolah yang duduk menonton seleksi ini dari meja guru,</u> jenggot panjangnya yang keperakan dan kacamata bulan-separonya berkelilauan tertimpa cahaya lilin. (p.98)				
Catatan:							
ST.664/ Finite/ Place	They went down to lunch, <u>where Ron's mood was not improved by Hermione's showing them the handful of perfect coat buttons she had produced in Transfiguration</u> (p.95)	TT.664/ Finite/ Place	Mereka turun untuk makan siang. <u>Suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran Transfigurasi.</u> (p.120)				
Catatan:							
ST.665/ Finite/ Place	Harry yanked his robes straight and headed for a seat at the very back of the class, <u>where he busied himself with pilling all seven of Lockhart's books in front of him.</u> (p.99)	TT.665/ Finite/ Place	Harry menyentak 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)				
Catatan:							
ST.666/ Finite/ Place	Hedwig was still angry with Harry about the dasastrous car journey amd Ron's wand was still malfunctioning, 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 <u>where it had struck.</u> (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)				

Catatan:					
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)		
Catatan:					
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 <u>membatu</u> (p355)		
Catatan:					
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)		
Catatan:					
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 <u>mengirim surat</u> , kurasa burung yang satu ini lewat deh. (p.60)		
Catatan:					
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 <u>mengajar Pertahanan terhadap Ilmu Hitam lagi!</u> " (p 99)		
Catatan:					
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 he 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, karena pasti akan mempengaruhi <u>pikiranmu</u> . Tapi, Nak, kau tak bisa menerbangkan mobil untuk mencoba membuat dirimu diperhatikan. (p.115)		
Catatan:					
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)	TT.726/ Finite/ Reason	Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan karena tiba-tiba saja terjadi keributan. (p 140)		
Catatan:					
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)		
Catatan:					
ST.741/ Finite/ Reason	They also stole their shoes, because their own were too far small for Crabbe-and Goyle-size-feet. (p215)	TT.741/ Finite/ Reason	Mereka juga mencuri sepatu Crabbe dan Goyle karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin itu. (p267)		
Catatan:					
ST.750/ Finite/ Reason	Tom Riddle had turned Hagrid in because he was faced with the prospect of a Muggle orphanage (p258)	TT.750/ Finite/ Reason	Tom Riddle menyerahkan Hagrid, karena bila tidak dia harus tinggal di panti asuhan Muggle (p321)		
Catatan:					

ST.754/ Finite/ Reason	“But then...Do you know what did kill that girl?” said Harry. “ <u>Because whatever it is, it’s back and attacking people again.</u> ” (p278)	TT.754/ Finite/ Reason	“Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?” tanya Harry. “ <u>Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang lagi</u> ”(p346)				
Catatan:							
ST.765/ Finite/ Reason	“It only put me in Gryffindor,” said Harry in a defeated voice, “ <u>because I asked not to go in Slytherin.</u> ” (p333)	TT.765/ Finite/ Reason	“Tapi itu menempatkan saya di Gryffindor,” kata Harry pasrah, “ <u>hanya karena saya tak mau ditempatkan di Slytherin.</u> ” (p414)				
Catatan:							
ST.766/ Finite/ Contingency	The ghoul in the attic howled and dropped pipes whenever he felt <u>things were getting too quiet</u> , and small explosions from Fred and George’s bedroom were considered perfectly normal. (p 42)	TT.766/ Finite/ Contingency	Hantu di loteng melolong dan menjatuhkan pipa setiap kali dia <u>merasa suasana terlalu sepi</u> , dan ledakan-ledakan kecil dari kamar Fred dan George dianggap normal. (p.56)				
Catatan:							
ST.767/ Finite/ Contingency	Ginny seemed very prone to knocking things over <u>whenever Harry entered a room.</u> (p.43)	TT.767/ Finite/ Contingency	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang <u>setiap kali Harry memasuki ruangan.</u> (p.57)				
Catatan:							
ST.768/ Finite/ Contingency	There may well come a time when, like me, you’ll need to keep a stack handy <u>wherever you go.</u> (p.98)	TT.768/ Finite/ Contingency	Akan tiba waktunya ketika, seperti aku, kau perlu membawa setumpuk foto <u>ke mana pun kau pergi.</u> (p.123)				
Catatan:							
ST.769/ Finite/ Contingency	Harry spent a lot of time over the next few days dodging out of sight whenever he saw Gilderoy Lockhart <u>coming down a corridor.</u> (p 104)	TT.768/ Finite/ Contingency	Selama beberapa hari sesudahnya, Harry melewati banyak waktu untuk menghindari setiap kali melihat Gilderoy Lockhart <u>muncul di ujung koridor.</u> (p 131)				
Catatan:							
ST.770/ Finite/ Contingency	Ron was holding up an ash-faced Seamus, apologizing for <u>whatever his broken wand had done.</u> (p192)	TT.770/ Finite/ Contingency	Ron memegang Seamus yang wajahnya sepuat tembok, meminta maaf untuk <u>entah apa yang telah dilakukan tongkat patahnya.</u> (p239)				
Catatan:							
ST.771/ Finite/ Concession	Neither of them had written to him all summer, <u>even though Ron had said he was going to ask Harry to come and stay.</u> (p. 7)	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 rumahnya.</u> (p.15)				
Catatan:							
ST.772/ Finite/ Concession	Her Pepperup potion worked instantly, <u>though it left the drinker smoking at the ears for several hours afterward.</u> (p 122)	TT.772/ Finite/ Concession	Ramuan Merica mujarab-nya manjur sekali, <u>meskipun yang meminumnya jadi mengeluarkan asap dari telinga selama beberapa jam sesudahnya.</u> (p 152)				
Catatan:							
ST.773/ Finite/ Concession	The passageway leading to	TT.773/ Finite/ Concession	Lorong menuju ke tempat pesta				

Finite/ Concession	Nearly Headless Nick's party had been lined with candles, too, <u>though the effect was far from cheerful.</u> (p 131)	Finite/ Concession	Nick si Kepala Nyaris Putus juga sudah diterangi dengan deretan lilin, <u>meskipun efeknya jauh dari cerah.</u> (p 164)				
Catatan:							
ST.774/ Finite/ Concession	"All I saw," said Ernie stubbornly, <u>though he was trembling, as he spoke.</u> (p 200)	IT.774/ Finite/ Concession	"Yang kulihat hanyalah," kata Ernie bandel, <u>meskipun dia bicara sambil gemetaran.</u> (p 249)				
Catatan:							
ST.775/ Finite/ Concession	The fact was that <u>even though he knew the diary was blank, he kept absentmindedly picking it up and turning the pages,</u> (p233)	IT.775/ Finite/ Concession	Nyatanya, <u>meskipun dia tahu buku harian itu kosong, berulang-ulang tanpa sadar dia mengambil dan membuka-bukanya,</u> (p290)				
Catatan:							
ST.776/ Finite/ Concession	And while Harry was sure he had <u>never heard the name T.M. Riddle before,</u> it still seemed to mean something to him, (p233-234)	IT.776/ Finite/ Concession	Dan <u>meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya,</u> nama itu rasanya berarti sesuatu baginya, (290)				
Catatan:							
ST.777/ Finite/ Concession	I suggest you go down to the feast, while I write to Azkaban. (p334)	IT.777/ Finite/ Concession	Kusarankan kau turun dan ikut pesta, <u>sementara aku menulis ke Azkaban.</u> (p415)				
Catatan:							
ST.778/ Finite/ Contrast	Aunt Petunia burst into tears and hugged her son, while Harry <u>ducked under the table so they wouldn't see him laughing.</u> (p.6)	IT.778/ Finite/ Contrast	Bibi Petunia menangis saking terharunya dan memeluk anaknya, <u>sedangkan Harry membungkuk ke bawah meja,</u> supaya mereka tidak melihatnya tertawa. (p.14)				
Catatan:							
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, <u>while really he was enchanting it to make it fly.</u> " (p 39)	IT.779/ Finite/ Contrast	"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah membongkarnya untuk mengetahui bagaimana cara kerjanya, <u>padahal ternyata dia menyihir mobil itu agar bisa terbang.</u> " (p.52)				
Catatan:							
ST.780/ Finite/ Contrast	At least Lockhart did, with much twirling of his hands, <u>whereas Snape jerked his head irritably.</u> (p190)	IT.780/ Finite/ Contrast	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, <u>sementara Snape cuma mengedikkan kepala dengan jengkel.</u> (p236)				
Catatan:							
ST.781/ Finite/ Contrast	How did you escape with nothing but a scar, <u>while Lord Voldemort's powers were destroyed?</u> (p313)	IT.781/ Finite/ Contrast	Bagaimana kau selamat hanya dengan bekas luka, <u>sementara kekuatan Lord Voldemort hancur?</u> (p389)				
Catatan:							
ST.782/ Finite/ Purpose	Aunt Petunia burst into tears and hugged her son, while Harry <u>ducked under the table so they</u>	IT.782/ Finite/ Purpose	Bibi Petunia menangis saking terharunya dan memeluk anaknya, <u>sedangkan Harry</u>				

	wouldn't see him laughing. (p.6)		membungkuk ke bawah meja, supaya mereka tidak melihatnya tertawa. (p.14)				
Catatan:							
ST.783/ Finite/ Purpose	He himself fitted a cat-flap in the bedroom door, <u>so that small amounts of food could be pushed inside three times a day.</u> (p.22)	TT.783/ Finite/ Purpose	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa didorong masuk tiga kali sehari.</u> (p.32)				
Catatan:							
ST.784/ Finite/ Purpose	"Not a word to Molly," he whispered to Harry as he opened the trunk and showed him how it had been magically expanded <u>so that the luggage fitted easily.</u> (p.66)	TT.784/ Finite/ Purpose	"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)				
Catatan:							
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, <u>so that he could avoid looking at the real thing.</u> (p.99)	TT.785/ Finite/ Purpose	Harry menyentak dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumuk semua buku Lockhart di depannya, <u>supaya ia tak perlu memandang Lockhart yang sesungguhnya.</u> (p.124)				
Catatan:							
ST.786/ Finite/ Purpose	His mouth held wide so that it <u>passed through one of the stinking salmon.</u> (p.133)	TT.786/ Finite/ Purpose	Mulut terbuka lebar melewati salah satu ikan salem bau. (p.166)				
Catatan:							
ST.787/ Finite/ Purpose	Harry and Ron lagged behind the others <u>so they could talk out of earshot.</u> (p.269)	TT.787/ Finite/ Purpose	Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain <u>agar bisa bicara tanpa didengar siapa pun.</u> (p.334)				
Catatan:							
ST. 788/ Finite/ Purpose	More than once, they had to stop, <u>so that Harry could crouch down and find the spiders in the wandlight.</u> (p.273)	TT. 788/ Finite/ Purpose	Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bisa berjongkok dan menemukan labah-labah itu dengan cahaya tongkatnya.</u> (p. 339)				
Catatan:							
ST.789/ Finite/ Purpose	"Try and get it out," Ron whispered, shifting his chair <u>so that he blocked Harry from Madam Pomfrey's view.</u> (p.289)	TT.789/ Finite/ Purpose	"Coba keluarkan," bisik Ron, menggeser kursinya <u>supaya Harry terhalang dari pandangan Madam Pomfrey.</u> (p.360)				
Catatan:							
ST.790/ Finite/ Purpose	I decided to leave behind a diary, preserving my sixteen-year-old self in its pages, <u>so that one day, with luck, I would be able to lead another in my footsteps, and finish Salazar Slytherin's noble work.</u> (p.312)	TT.790/ Finite/ Purpose	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia enam belas tahun di dalam halaman-halamannya, <u>sehingga pada suatu hari nanti, kalau mujur, aku akan bisa membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin.</u> (p.388)				
Catatan:							
ST.791/ Finite/	The creature slipped of the bed and bowed so low <u>that the end of</u>	TT.791/ Finite/	Mahhluk itu meluncur turun dari tempat tidur dan membungkuk				

Result	<u>its long, thin nose touched the carpet.</u> (p.12)	Result	rendah sekali sehingga ujung hidungnya yang panjang dan kurus menyentuh karpet. (p.20)				
Catatan:							
ST.792/ Finite/ Result	"Sell them a key that keeps shrinking to nothing <u>so they can never find it</u> when they need it. (p.38)	TT.792/ Finite/ Result	"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, <u>sehingga mereka tidak bisa menemukannya</u> sewaktu memerlukannya. (p.52)				
Catatan:							
ST.793/ Finite/ Result	Ron's jaw dropped <u>so that Crabbe looked even more clueless than usual.</u> (p.223)	TT.793/ Finite/ Result	Rahang Ron terbuka lebar <u>sehingga wajah Crabbe kelihatan lebih tolol dari biasanya.</u> (p.277)				
Catatan:							
ST.794/ Finite/ Result	Then, when the trees had become thicker than ever, they saw their spider guides leaving the path, <u>so that the stars overhead were no longer visible, and Harry's wand shone alone in the sea of dark.</u> (p.271)	TT.794/ Finite/ Result	Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah pemandu mereka meninggalkan jalan setapak, <u>sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan.</u> (p.337)				
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, <u>so that he was hanging facedown.</u> (p.275)	TT.795/ Finite/ Result	Terdengar bunyi klak-klak keras, dan mendadak dia merasa sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, <u>sehingga dia menggantung dengan kepala di bawah.</u> (p.341)				
Catatan:							
ST. 796/ Finite/ Result	The car stopped so suddenly <u>that they were nearly thrown into the windshield.</u> (p.280)	TT. 796/ Finite/ Result	Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris terlempar ke kaca depan.</u> (p.348)				
Catatan:							
ST. 797/ Finite/ Result	The tunnel was so dark <u>that they could only see a little distance ahead.</u> (p.302)	TT. 797/ Finite/ Result	Terowongan itu amat gelap, <u>sehingga mereka hanya bisa melihat jarak sangat pendek di depan mereka.</u> (p.375)				
Catatan:							
ST.798/ Finite/ Similarity	Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him <u>like a bomb that might go off at any moment.</u> (p.3)	TT.798/ Finite/ Similarity	Sejak Harry pulang untuk liburan musim panas, Paman Vernon memperlakukannya <u>seperti bom yang bisa meledak setiap waktu.</u> (p.9)				
Catatan:							
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 mengumamkan kata-kata omong kosong dan melihat Dudley kabur dari ruangan <u>secepat kaki gemuknya bisa membawanya.</u> (p.15)				
Catatan:							
ST.800/ Finite/ Similarity	He pulled out his wand and shouted, <u>Expelliarmus!</u> " and just as Snape had disarmed Lockhart,	TT.801/ Finite/ Similarity	Dia menarik tongkatnya dan berteriak, " <u>Expelliarmus!</u> " dan sama seperti Snape yang melucuti				

y	so Malfoy found the diary shooting out of his hand into the air. (p.239)	y	Lockhart, buku harian itu melesat dari tangan Malfoy, terbang ke udara. (p.297)				
Catatan:							
ST.801/ Finite/ Commen t	He had stopped right behind Colin, flanked, <u>as he always was at Hogwarts</u> by his large and shuggish cronies, Crabbe and Goyle. (p.97)	IT.802/ Finite/ Commen t	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)				
Catatan:							
ST.802/ Finite/ Commen t	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 <u>as I myself have done on countless occasions.</u> (p.189)	IT.803/ Finite/ Commen t	“Nah Profesor Dumbledore telah memberiku ijin untuk membentuk klub duel kecil ini, untuk melatih kalian semua, siapa tahu kalian perlu mempertahankan diri <u>seperti yang kualami dalam banyak kesempatan—</u> ”(p.235)				
Catatan:							
ST.803/ Finite/ Commen t	“If I say it myself, Harry, I’ve always been able to charm the people I needed.” (p.310)	IT.804/ Finite/ Commen t	“ <u>Walau pun aku sendiri yang bilang</u> , Harry, aku selalu bisa memikat orang-orang yang kuperlukan.” (p.384)				
Catatan:							
ST.804/ Finite/ Commen t	But Lord Voldemort got you in the end, <u>as you knew he must.</u> (p.321)	IT.805/ Finite/ Commen t	Tetapi Lord Voldemort berhasil mengalahkannya, akhirnya, <u>seperti kauketahui pasti akan terjadi.</u> (p.400)				
Catatan:							
ST.805/ Non- finite/ purpose	Mr. Mason stayed just long enough to tell the Dursleys <u>that his wife was mortally afraid of birds of all shapes and sizes, and to ask whether this was their idea of a joke.</u> (p. 20)	IT.806/ Non- finite/ purpose	Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat <u>memberitahu keluarga Dursley bahwa istrinya takut setengah mati pada segala macam burung dan bertanya apakah begini cara mereka bergurau.</u> (p. 30)				
Catatan:							
ST.806/ Non- finite/ purpose	Harry ran back to the window <u>to see the bars dangling a few feet above the ground.</u> (p. 24)	IT.807/ Non- finite/ purpose	Harry berlari kembali ke jendela dan <u>melihat jaruji itu bergelantungan kira-kira semeter dari tanah.</u> (p. 37)				
Catatan:							
ST.807/ Non- finite/ purpose	Sending the family servant <u>to stop Harry from going back to Hogwarts</u> also sounded exactly like the sort of thing Malfoy would do. (p.30)	IT.808/ Non- finite/ purpose	Mengirim pelayan rumah <u>untuk mencegah Harry kembali ke Hogwarts</u> kelihatannya juga jenis hal yang akan dilakukan Malfoy. (p.41)				
Catatan:							
ST.808/ Non- finite/ purpose	As the castle loomed nearer Harry twitched the cloak <u>to make sure their feet were hidden</u> , then, pushed the creaking front doors ajar. (p.281)	IT.809/ Non- finite/ purpose	Ketika kastil sudah semakin dekat, Harry menarik jubahnya untuk memastikan kaki mereka <u>tersembunyi</u> , kemudian mendorong pintu depan yang berderit. (p.349)				
Catatan:							
ST.809/ Non- finite/Ti	<u>Seeing the shocked look on Harry’s face</u> , Ron added, “It doesn’t hurt them—“ (p.37)	IT.810/ Non- finite/Ti	<u>Melihat kekagetan di wajah Harry</u> , Ron menambahkan, “Ini tidak melukai mereka—“ (p. 50)				

me		me					
Catatan:							
ST.810/ Non- finite/Ti me	“Ordinary Wizard Levels,” George explained, <u>seeing Harry’s puzzled look.</u> (p.46)	TT.811/ Non- finite/Ti me	“Ordinary Wizarding Levels—Level Sihir Umum,” George menjelaskan, <u>melihat wajah kebingungan Harry.</u> (p.61)				
Catatan:							
ST.811/ Non- finite/Ti me	<u>Muttering darkly,</u> Mr. Borgin disappeared into a back room. (p.53)	TT.812/ Non- finite/Ti me	<u>Sambil menggerutu sebal,</u> Mr. Borgin menghilang ke ruang belakang. (p.70)				
Catatan:							
ST.812/ Non- finite/Ti me	<u>Clutching his broken glasses to his face,</u> Harry stared around. (p.53)	TT.813/ Non- finite/Ti me	<u>Sambil menempelkan kacamatanya yang pecah ke wajahnya,</u> Harry memandang berkeliling. (p.70)				
Catatan:							
ST.813/ Non- finite/Ti me	<u>Shivering,</u> Harry walked past classrooms where lessons were taking place. (p. 198)	TT.814/ Non- finite/Ti me	<u>Bergidik,</u> Harry berjalan melewati ruang-ruang kelas tempat pelajaran sedang berlangsung. (p. 246)				
Catatan:							
ST.814/ Non- finite/Ti me	<u>Grinning stupidly,</u> they stuffed the cakes whole into their large mouths. (p.214)	TT.815/ Non- finite/Ti me	<u>Sambil nyengir konyol,</u> mereka langsung menjejalkan kue itu kedalam mulut besar mereka.(p. 267)				
Catatan:							
ST.815/ Non- finite/Ti me	<u>Pulling their robes up over their face,</u> Harry and Ron knocked softly on the door. (p.215)	TT.816/ Non- finite/Ti me	<u>Dengan menarik jubah untuk menutupi muka mereka,</u> Harry dan Ron mengetuk pintu pelan, (p.267)				
Catatan:							
ST.816/ Non- Finite/ti me	<u>When, sitting right behind Malfoy,</u> Harry overheard him gloating to Crabbe and Goyle. (p.266)	TT.817/ Non- Finite/ti me	<u>Waktu itu Harry, yang kebetulan duduk di belakang Malfoy,</u> mendengarnya menyombongkan diri kepada Crabbe dan Goyle. (p.331)				
Catatan:							
ST.817/ Non- Finite/ti me	Harry and Ron waited for the distant sounds of two dormitory doors closing <u>before seizing the cloak, throwing it over themselves, and climbing through the portrait hole.</u> (p.271)	TT.818/ Non- Finite/ti me	Harry dan Ron menunggu bunyi dua pintu kamar yang menutup di kejauhan, <u>sebelum menyambar Jubah Gaib, menyelubungkannya ke tubuh mereka dan melompati lubang lukisan.</u> (p.336)				
Catatan:							
ST.819/ Non- finite/tim e	<u>Cracking his neck sideways,</u> he realized that they had 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.820/ Non- finite/tim e	<u>Menoleh ke samping,</u> dia menyadari bahwa mereka telah tiba di tepi tanah kosong yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga bintang-bintang bersinar menerangi pemandangan paling mengerikan yang pernah dilihatnya. (p.342)				
Catatan:							
ST.820/ Non-	Several large spiders were scuttling over the ground on the	TT.821/ Non-					



finite/Comparison	other side of the glass, moving in an unnaturally straight line <u>as though taking the shortest route to a prearranged meeting.</u> (p.268)	finite/Comparison				
Catatan:						
ST.821/Non-finite/co-mparison	“Okay”, Ron sighed <u>as though resigned to the worst.</u> (p.272)	TT.822/Non-finite/co-mparison	“Oke,” Ron menghela napas, <u>seakan menyerah pada nasib untuk menerima yang paling buruk.</u> (p.338)			
Catatan:						

## Appendix 2: Translation Readability 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*) yang 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.  
Mahasiswa 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 dipahami.

Dan berilah komentar anda berupa alasan atau saran perbaikan terjemahan pada kolom yang disediakan.

No	Klausa Adverbial	Penilaian Keterbacaan			
		1	2	3	4
TT.10/Finite/Time	Sudah pukul setengah delapan malam <u>ketika akhirnya, kelelahan, dia mendengar</u> <u>bibi Petunia memanggilnya.</u> (p.18)				

Catatan:				
TT.11/ Finite/ Time	Ketika melewati pintu ruang duduk, sekilas Harry melihat paman Vernon dan Dudley memakai jas dan dasi kupu-kupu. (p.19)			
Catatan:				
TT.21/ Finite/ Time	“Ron, bagaimana kau—apa i...?” Harry ternganga ketika sadar sepenuhnya apa yang dilihatnya. (p35)			
Catatan:				
TT.53/ Finite/ Time	Mereka menaiki dua tangga lagi sampai tiba di pintu yang catnya mengelupas dan ada papan kecil bertuliskan “Kamar Ronald”. (p54)			
Catatan:				
TT.63/ Finite/ Time	“Setelah masuk perapian katakan tujuanmu. Dan rapatkan sikumu,” (p64)			
Catatan:				
TT.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)			
Catatan:				
TT.96/ Finite/ Time	Dia mendorong trolinya ke depan dengan hati-hati sampai menempel ke palang dan mendorong sekuat tenaga. (p88)			
Catatan:				
TT.111/ Finite/ Time	Tetapi sesaat kemudian, ketika Snape membuka <i>Evening Prophet</i> —koran sihir sore terbitan hari itu, dia pun mengerti. (p 100)			
Catatan:				
TT.121/ Finite/ Time	Mendekati rumah-rumah kaca, mereka melihat anak-anak lain sudah berdiri di depannya, menunggu Profesor Sprout. (p.113)			
Catatan:				
TT.435/ 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)			
Catatan:				
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)			
Catatan:				

TT.472/ Finite/ Condition	Tapi menurut kami ini kecakapan yang layak dipelajari, <u>walaupun agak lambat</u> . (p.37)				
Catatan:					
TT.473/ Finite/ Condition	Baru semalam kami katakan kami sendiri akan datang menjemputmu <u>kalau</u> sampai hari Jumat kau tidak membalas surat Ron. (p.47)				
Catatan:					
TT.493/ Finite/ Condition	Gawat <u>kalau</u> tidak. (p.110)				
Catatan:					
TT.502/ Finite/ Condition	<u>Sebisa mungkin</u> aku tidak masuk ke toilet itu. (p.165)				
Catatan:					
TT.503/ Finite/ Condition	"Bisakah kau merasakan ikan itu <u>waktu melewatinya</u> ?" Harry menyainya. (p.166)				
Catatan:					
TT.514/ Finite/ Condition	Harry pasti sudah menolak <u>kalau dia tidak ingat pada rencana Hermione. Untuk</u> itu dia harus membuat Lockhart senang. (p 200)				
Catatan:					
TT.541/ Finite/ Condition	Astaga, <u>kalau lebih telmi dari ini</u> , kau akan jadi terbelakang. (p278)				
Catatan:					
TT.561/ Finite/ Condition					
Catatan:					
TT.584/ Finite/ Condition	<u>Kalau ada lagi barangnya yang jatuh ke tangan tak bersalah</u> , kurasa Arthur Weasley, salah satunya, akan memastikan barang-barang itu dilacak sampai kepadamu...(p418)				
Catatan:					
TT.586/ Finite/ Comparison	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan coretan yang <u>kelihatannya dikirim oleh si pengawas</u> binatang liar Hogwarts, Hagrid. (p.28)				
Catatan:					
TT.593/ Finite/ Comparison	Si pegawai toko kelihatannya <u>ingin mencegah mereka pergi</u> , tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)				

Catatan:				
TT.595/ Finite/ Comparison	Harry merasa seakan perutnya baru saja dihantam salah satu dahan besar pohon gila itu. (p 101)			
Catatan:				
TT.597/ Finite/ Comparison	Snape tampak kecewa sekali. (p.103)			
Catatan:				
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)			
Catatan:				
TT.617/ Finite/ Comparison	Bagai tertarik magnet, Bludger itu kembali meluncur ke arah Harry, dan Harry terpaksa terbang dengan kecepatan penuh. (p 209)			
Catatan:				
TT.620/ Finite/ Comparison	Baik dia maupun Hermione kelihatan seolah baru saja kematian teman. (p243)			
Catatan:				
TT.622/ Finite/ Comparison	Harry menoleh untuk melihat apa yang membuatnya jatuh, dan hatinya mencelos. (p.251)			
Catatan:				
TT.630/ Finite/ Comparison	Tampang Snape seperti mau mengatakan orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun. (p294)			
Catatan:				
TT.642/ Finite/ Comparison	Mana mungkin Hagrid punya otak untuk itu, atau untuk kekuasaan! (p386)			
Catatan:				
TT.648/ Finite/ Place	Harry bersekolah di sekolah sihir. Di situ dia dan bekas lukanya terkenal.			
Catatan:				
TT.655/ Finite/ Place	"Uh, dasar sok," gerutu Ron, menggosok kakinya yang tadi diinjak si fotografer. (p.78)			
Catatan:				

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)				
Catatan:					
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. <u>Di dalam kereta api mereka bisa membeli jus labu kuning dingin dari troli yang didorong penyihir wanita gemuk.</u> (p.92)				
Catatan:					
TT.661/ Finite/ Place	Mata Harry memandang melewati anak ini ke <u>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.</u> (p.98)				
Catatan:					
TT.664/ Finite/ Place	Mereka turun untuk makan siang. Suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan <u>segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran Transfigurasi.</u> (p.120)				
Catatan:					
TT.665/ Finite/ Place	Harry menyentak 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)				
Catatan:					
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)				
Catatan:					
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)				
Catatan:					
TT.695/ Finite/ Place	Mungkin baginya lebih baik jika dia dibiarkan <u>membantu</u> (p355)				
Catatan:					
TT.709/ 822/Finite/ Reason	<u>Karena baik Dudley maupun pagarnya sama sekali tidak bercacat, Bibi Petunia tahu dia tidak betul-betul menyihir.</u> (p.17)				
Catatan:					
TT.715/ Finite/ Reason	<u>Karena kalau sekali lagi disuruh mengirim surat, kurasa burung yang satu ini lewat deh.</u> (p.60)				
Catatan:					

TT.719/ Finite/ Reason	"Mungkin dia keluar," kata Harry, " <u>karena tidak terpilih mengajar Pertahanan terhadap Ilmu Hitam lagi!</u> " (p 99)				
Catatan:					
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)				
Catatan:					
TT.726/ Finite/ Reason	Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan <u>karena tiba-tiba saja terjadi keributan</u> . (p 140)				
Catatan:					
TT.738/ Finite/ Reason	"Itu penting," kata Hermione, akhirnya bicara dengan suara tertekan, " <u>karena Salazar Slytherin terkenal justru karena kemampuannya bicara dengan ular</u> ." (p 244)				
Catatan:					
TT.741/ Finite/ Reason	Mereka juga mencuri sepatu Crabbe dan Goyle <u>karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin itu</u> . (p267)				
Catatan:					
TT.750/ Finite/ Reason	Tom Riddle menyerahkan Hagrid, <u>karena bila tidak dia harus tinggal di panti asuhan Muggle</u> (p321)				
Catatan:					
TT.754/ Finite/ Reason	"Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?" tanya Harry. " <u>Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang lagi</u> "(p346)				
Catatan:					
TT.765/ Finite/ Reason	"Tapi itu menempatkan saya di Gryffindor," kata Harry pasrah, " <u>hanya karena saya tak mau ditempatkan di Slytherin</u> ." (p414)				
Catatan:					
TT.766/ Finite/ Contingency	Hantu di loteng melolong dan menjatuhkan pipa <u>setiap kali dia merasa suasana terlalu sepi</u> , dan ledakan-ledakan kecil dari kamar Fred dan George dianggap normal. (p.56)				
Catatan:					
TT.767/ Finite/ Contingency	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang <u>setiap kali Harry memasuki ruangan</u> . (p.57)				
Catatan:					
TT.768/ Finite/ Contingency	Akan tiba waktunya ketika, seperti aku, kau perlu membawa setumpuk foto <u>ke mana pun kau pergi</u> . (p.123)				
Catatan:					

TT.769/ Finite/ Contingency	Selama beberapa hari sesudahnya, Harry melewatkan banyak waktu untuk menghindari <u>setiap kali melihat Gilderoy Lockhart muncul di ujung koridor.</u> (p 131)				
Catatan:					
TT.770/ Finite/ Contingency	Ron memegangi Seamus yang wajahnya sepuat tembok, meminta maaf untuk <u>entah apa yang telah dilakukan tongkat patahnya.</u> (p239)				
Catatan:					
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 rumahnya.</u> (p.15)				
Catatan:					
TT.772/ Finite/ Concession	Ramuan Merica mujarab-nya manjur sekali, <u>meskipun yang meminumnya jadi mengeluarkan asap dari telinga selama beberapa jam sesudahnya.</u> (p 152)				
Catatan:					
TT.773/ Finite/ Concession	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga sudah diterangi dengan deretan lilin, <u>meskipun efeknya jauh dari cerah.</u> (p 164)				
Catatan:					
TT.774/ Finite/ Concession	"Yang kulihat hanyalah," kata Ernie bandel, <u>meskipun dia bicara sambil gemetaran.</u> (p 249)				
Catatan:					
TT.775/ Finite/ Concession	Nyatanya, <u>meskipun dia tahu buku harian itu kosong,</u> berulang-ulang tanpa sadar dia mengambil dan membuka-bukanya, (p290)				
Catatan:					
TT.776/ Finite/ Concession	Dan <u>meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya,</u> nama itu rasanya berarti sesuatu baginya, (290)				
Catatan:					
TT.777/ Finite/ Concession	Kusarankan kau turun dan ikut pesta, <u>sementara aku menulis ke Azkaban.</u> (p415)				
Catatan:					
TT.778/ Finite/ Contrast	Bibi Petunia menangis saking terharunya dan memeluk anaknya, <u>sedangkan Harry membungkuk ke bawah meja,</u> supaya mereka tidak melihatnya tertawa. (p.14)				
Catatan:					
TT.779/ Finite/ Contrast	"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah membongkarnya untuk mengetahui bagaimana cara kerjanya, padahal ternyata dia menyihir mobil itu <u>agar bisa terbang.</u> " (p.52)				

Catatan:				
TT.780/ Finite/ Contrast	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, <u>sementara</u> Snape cuma mengedikkan kepala dengan jengkel. (p.236)			
Catatan:				
TT.781/ Finite/ Contrast	Bagaimana kau selamat hanya dengan bekas luka, <u>sementara kekuatan Lord</u> Voldemort hancur? (p.389)			
Catatan:				
TT.782/ Finite/ Purpose	Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, <u>supaya mereka tidak melihatnya tertawa.</u> (p.14)			
Catatan:				
TT.783/ Finite/ Purpose	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa</u> didorong masuk tiga kali sehari. (p.32)			
Catatan:				
TT.784/ Finite/ Purpose	"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)			
Catatan:				
TT.785/ Finite/ Purpose	Harry menyentak dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumpuk semua buku Lockhart di depannya, <u>supaya ia tak perlu memandang Lockhart yang sesungguhnya.</u> (p.124)			
Catatan:				
TT.786/ Finite/ Purpose	Mulut terbuka lebar <u>melewati salah satu ikan salem bau.</u> (p.166)			
Catatan:				
TT.787/ Finite/ Purpose	Harry dan Ron sengaja berjalan berlama-lama di belakang yang lain <u>agar bisa</u> bicara tanpa didengar siapa pun. (p.334)			
Catatan:				
TT.788/ Finite/ Purpose	Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bisa berjongkok dan</u> menemukan labah-labah itu dengan cahaya tongkatnya. (p. 339)			
Catatan:				
TT.789/ Finite/ Purpose	"Coba keluarkan," bisik Ron, menggeser kursinya <u>supaya Harry terhalang dari</u> pandangan Madam Pomfrey. (p.360)			
Catatan:				
TT.790/	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia			



Finite/ Purpose	enam belas tahun di dalam halaman-halamannya, <u>sehingga pada suatu hari nanti, kalau mujur, aku akan bisa membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin.</u> (p.388)				
Catatan:					
TT.791/ Finite/ Result	Mahkluk itu meluncur turun dari tempat tidur dan membungkuk <u>rendah sekali sehingga ujung hidungnya yang panjang dan kurus menyentuh karpet.</u> (p.20)				
Catatan:					
TT.792/ Finite/ Result	"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, <u>sehingga mereka tidak bisa menemukannya sewaktu memerlukannya.</u> (p.52)				
Catatan:					
TT.793/ Finite/ Result	Rahang Ron terbuka lebar <u>sehingga wajah Crabbe kelihatan lebih tolol dari biasanya.</u> (p277)				
Catatan:					
TT.794/ Finite/ Result	Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah pemandu mereka meninggalkan jalan setapak, <u>sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan.</u> (p337)				
Catatan:					
TT.795/ Finite/ Result	Terdengar bunyi klak-klik keras, dan mendadak dia merasa sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, <u>sehingga dia menggantung dengan kepala di bawah.</u> (p.341)				
Catatan:					
TT. 796/ Finite/ Result	Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris terlempar ke kaca depan.</u> (p.348)				
Catatan:					
TT. 797/ Finite/ Result	Terowongan itu <u>amat gelap, sehingga mereka hanya bisa melihat jarak sangat pendek di depan mereka.</u> (p.375)				
Catatan:					
TT.798/ Finite/ Similarity	Sejak Harry pulang untuk liburan musim panas, Paman Vernon memperlakukannya <u>seperti bom yang bisa meledak setiap waktu.</u> (p.9)				
Catatan:					
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)				
Catatan:					
TT.800/ Finite/ Similarity	Dia menarik tongkatnya dan berteriak, "Expelliarmus!" dan <u>sama seperti Snape yang melucuti Lockhart,</u> buku harian itu melesat dari tangan Malfoy, terbang ke udara. (p297)				

Catatan:				
TT.801/ Finite/ Comment	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)			
Catatan:				
TT.802/ Finite/ Comment	"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)			
Catatan:				
TT.803/ Finite/ Comment	" <u>Walau pun aku sendiri yang bilang</u> , Harry, aku selalu bisa memikat orang-orang yang kuperlukan." (p.384)			
Catatan:				
TT.804/ Finite/ Comment	Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, <u>seperti kauketahui</u> pasti akan terjadi. (p400)			
Catatan:				
TT.805/ Non-finite/ purpose	Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat <u>memberitahu keluarga Dursley bahwa istrinya takut setengah mati pada segala macam burung dan bertanya apakah begini cara mereka bergurau</u> . (p. 30)			
Catatan:				
TT.806/ Non-finite/ purpose	Harry berlari kembali ke jendela <u>dan melihat jaruji itu bergelantungan kira-kira semeter dari tanah</u> . (p. 37)			
Catatan:				
TT.807/ Non-finite/ purpose	Mengirim pelayan rumah <u>untuk mencegah Harry kembali ke Hogwarts</u> kelihatannya juga jenis hal yang akan dilakukan Malfoy. (p.41)			
Catatan:				
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)			
Catatan:				
TT.809/ Non-finite/Time	Melihat kekagetan di wajah Harry, Ron menambahkan, "Ini tidak melukai mereka—" (p. 50)			
Catatan:				
TT.810/ Non-finite/Time	"Ordinary Wizarding Levels—Level Sihir Umum," George menjelaskan, <u>melihat wajah kebingungan Harry</u> . (p.61)			
Catatan:				
TT.811/ Non-finite/Time	<u>Sambil menggerutu sebal</u> , Mr. Borgin menghilang ke ruang belakang. (p.70)			

Non-finite/Time					
Catatan:					
TT.812/ Non-finite/Time	Sambil menempelkan kacamatanya yang pecah ke wajahnya, Harry memandang berkeliling. (p.70)				
Catatan:					
TT.813/ Non-finite/Time	Bergidik, Harry berjalan melewati ruang-ruang kelas tempat pelajaran sedang berlangsung. (p. 246)				
Catatan:					
TT.814/ Non-finite/Time	Sambil nyengir konyol, mereka langsung menjejalkan kue itu kedalam mulut besar mereka.(p. 267)				
Catatan:					
TT.815/ Non-finite/Time	Dengan menarik jubah untuk menutupi muka mereka, Harry dan Ron mengetuk pintu pelan, (p.267)				
Catatan:					
TT.816/ Non-Finite/time	Waktu itu Harry, yang kebetulan duduk di belakang Malfoy, mendengarnya menyombongkan diri kepada Crabbe dan Goyle. (p.331)				
Catatan:					
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)				
Catatan:					
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 bintang-bintang bersinar menerangi pemandangan paling mengerikan yang pernah dilihatnya. (p.342)				
Catatan:					
TT.820/ Non-finite/Comparison					
Catatan:					
TT.821/ Non-finite/comparison	"Oke," Ron menghela napas, seakan menyerah pada nasib untuk menerima yang paling buruk. (p.338)				
Catatan:					

**Appendix 3: Data of Tabulation (Accuracy)**

DATA	Re	R1	R2	R3	R4	$\Sigma$
TT.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.648	2	2	1	1	2	1.6
TT.655	1	1	1	1	1	1
TT.657	1	1	2	1	2	1.4
TT.660	2	3	1	2	2	2
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	3	3	3	3	3
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	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.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
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
TT.779	1	1	1	1	2	1.2

TT.780	1	1	2	1	2	1.4
TT.781	2	1	2	1	2	1.6
TT.782	1	2	1	1	1	1.2
TT.783	1	1	2	1	2	1.4
TT.784	2	2	1	2	2	1.8
TT.785	2	2	1	1	3	1.8
TT.786	2	3	3	3	3	3
TT.787	2	2	2	1	2	1.8
TT.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
TT.792	2	1	1	1	2	1.4
TT.793	2	1	2	1	3	1.8
TT.794	3	1	2	1	3	2
TT.795	2	1	2	2	2	1.8
TT.796	3	1	1	1	2	1.6
TT.797	3	1	1	1	3	1.8
TT.798	2	1	1	1	2	1.4
TT.799	2	1	2	1	2	1.6
TT.800	2	2	1	1	3	1.8
TT.801	1	2	1	2	2	1.6
TT.802	1	1	1	1	3	1.4
TT.803	3	2	3	4	4	3.2
TT.804	3	2	3	2	3	2.6
TT.805	1	1	2	1	3	1.6
TT.806	2	2	1	1	2	1.6
TT.807	2	2	2	1	2	1.8
TT.808	1	1	2	1	2	1.4
TT.809	3	1	1	1	3	1.8
TT.810	1	2	3	1	2	1.8
TT.811	2	1	1	1	2	1.4
TT.812	2	2	2	1	2	1.8
TT.813	3	1	1	1	3	1.8

TT.814	1	1	1	1	2	1.2
TT.815	2	2	1	1	3	1.8
TT.816	2	2	2	2	3	2.2
TT.817	2	2	2	1	2	1.8
TT.819	2	2	1	1	2	1.6
TT.820	4	4	4	4	4	4
TT.821	3	2	2	3	3	2.6
Total	197	172	181	139	241	186.4
$\Sigma$	1.8	1.6	1.7	1.3	2.2	1.7

Note:

TT = Target text

TT = Target text

R1-4 = Respondents 1-4

$$\Sigma = \text{Average}$$

Re = Researcher

## Appendix 4: Data of Tabulation (Readability)

[illegible]

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	1.3
TT.600	2	2	1	2	2	3	1	2	2	1	1.8
TT.617	1	1	1	1	2	2	1	1	3	1	1.4
TT.620	4	3	1	4	2	3	4	3	4	3	3.1
TT.622	2	3	3	4	3	3	4	2	3	1	2.8
TT.630	3	3	2	2	3	3	3	2	2	1	2.4
TT.642	3	3	3	3	3	3	4	2	2	2	2.8
TT.648	3	3	3	2	3	3	3	1	2	1	2.4
TT.655	2	2	1	1	2	2	2	1	2	1	1.6
TT.657	2	3	1	1	2	3	2	1	2	1	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
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	2
TT.726	1	2	1	2	2	2	2	2	2	1	1.7
TT.738	1	1	2	2	3	2	3	3	2	1	2
TT.741	3	3	2	1	2	2	2	2	2	2	2.1
STT.750	2	1	2	1	2	2	2	1	2	3	1.8
TT.754	3	2	2	2	3	2	2	2	2	1	2.1
TT.765	1	2	1	4	2	2	3	2	2	1	2
TT.766	2	2	1	2	2	2	2	2	2	1	1.8
TT.767	1	1	1	2	2	2	2	1	2	1	1.5
TT.768	1	1	1	2	2	2	1	1	2	1	1.4



TT.769	3	2	1	4	2	2	1	1	2	1	1.9
TT.770	2	3	1	4	2	2	4	2	2	1	2.3
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	1	1.9
TT.773	4	2	1	2	2	2	2	1	2	3	2.1
TT.774	1	2	1	3	2	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	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	1	1	2	3	1.8
TT.783	3	3	3	2	2	2	3	1	2	2	2.3
TT.784	1	2	1	4	2	2	2	2	2	2	2
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	1.8
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	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	2	2	1	1	3	3	2.1
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	1.5
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	2.2
TT.802	1	2	2	1	3	2	1	1	2	3	1.8

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	1.6
TT.808	2	2	2	2	2	2	1	1	2	3	1.9
TT.809	1	2	1	1	2	2	2	2	2	3	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  
Σ = 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 of Secrets	No	Harry Potter dan Kamar Rahasia
ST.10/Fi nite/ Time	It was half past seven in the evening <u>when at last, he heard Aunt Petunia calling him.</u> (p.10)	TT.10/Fi nite/ Time	Sudah pukul setengah delapan malam <u>ketika akhirnya, kelelahan, dia mendengar bibi Petunia memanggilnya.</u> (p.18)
ST.11/Fi nite/ Time	<u>As he passed the door to the living room,</u> Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. (p.11)	TT.11/Fi nite/ Time	<u>Ketika melewati pintu ruang duduk,</u> sekilas Harry melihat paman Vernon dan Dudley memakai jas dan dasi kupu-kupu. (p.19)
ST.21/Fi nite/ Time	"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/Fi nite/ Time	"Ron, bagaimana kau—apa i...?" Harry ternganga <u>ketika sadar sepenuhnya apa yang dilihatnya.</u> (p.35)
ST.53/Fi	They climbed two more flights <u>until</u>	TT.53/Fi	Mereka menaiki dua tangga lagi

nite/ Time	<u>they reached a door with peeling paint and a small plaque on it, saying RONALD'S ROOM. (p.40)</u>	nite/ Time	<u>sampai tiba di pintu yang catnya mengelupas dan ada papan kecil bertuliskan "Kamar Ronald". (p54)</u>
ST.63/Finite/ Time	"Now, <u>when you get into the fire</u> , say where you're going and keep your elbows tucked in," (p.48)	IT.63/Finite/ Time	" <u>Setelah masuk perapian</u> katakan tujuanmu. Dan rapatkan sikumu," (p64)
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 <u>as they wandered up the alley, examining the fascinating shop windows.</u> (p 57-58)	IT.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 <u>sambil berjalan, melihat-lihat isi etalase yang menarik.</u> (p75)
ST.96/Finite/ Time	He wheeled his trolley forward cautiously <u>until it was right against the barrier</u> and pushed with all his might. (p.68)	IT.96/Finite/ Time	Dia mendorong trolinya ke depan dengan hati-hati <u>sampai menempel ke palang</u> dan mendorong sekuat tenaga. (p88)
ST.111/Finite/ Time	But a moment later, he understood, <u>as Snape unrolled today's issue of the Evening Prophet.</u> (p 79)	IT.111/Finite/ Time	Tetapi sesaat kemudian, <u>ketika Snape membuka Evening Prophet</u> —koran sihir sore terbitan hari itu, dia pun mengerti. (p 100)
ST.121/Finite/ Time	<u>As they neared the greenhouses</u> they saw the rest of the class standing outside, waiting for Professor Sprout. (p.89)	IT.121/Finite/ Time	<u>Mendekati rumah-rumah kaca,</u> mereka melihat anak-anak lain sudah berdiri di depannya, menunggu Profesor Sprout. (p.113)
ST.435/Finite/ Time	The chill air was whipping through Harry's hair, and <u>before he'd stopped enjoying the ride,</u> it was over—all four of them were hitting the wet floor of Moaning Myrtle's bathroom, (p324)	IT.435/Finite/ Time	Udara dingin menerpa wajah dan rambut Harry, dan <u>belum puas dia menikmatinya,</u> perjalanan itu sudah berakhir—mereka berempat mendarat di lantai basah toilet Myrtle Merana. (p.405)
ST.463/Finite/ Condition	But Dobby has come to protect Harry Potter, to warn him, even <u>if he does have to shut his ears in the oven later...</u> (p.16)	ST.463/Finite/ Condition	Tetapi Dobby datang untuk melindungi Harry Potter, untuk memperingatkannya, <u>meskipun karena itu Dobby harus menjepit telinganya di pintu oven nanti...</u> (p.25)
ST.472/Finite/ Condition	But we feel they're skills worth learning, <u>even if they are a bit slow.</u> (p.26)	IT.472/Finite/ Condition	Tapi menurut kami ini kecakapan yang layak dipelajari, <u>walaupun agak lambat.</u> (p.37)
ST.473/Finite/ Condition	Just last night we were saying we'd come and get you ourselves <u>if you hadn't written back to Ron by Friday.</u> (p.34)	IT.473/Finite/ Condition	Baru semalam kami katakan kami sendiri akan datang menjemputmu <u>kalau sampai hari Jumat kau tidak membalas surat Ron.</u> (p.47)
ST.493/Finite/ Condition	It'll be worse <u>if you don't.</u> (p.87)	IT.493/Finite/ Condition	Gawat <u>kalau tidak.</u> (p.110)
ST.502/Finite/ Condition	I never went in there anyway <u>if I could avoid it.</u> (p.133)	IT.502/Finite/ Condition	Sebisa mungkin aku tidak masuk ke toilet itu. (p.165)

ST.503/ Finite/ Condition	Can you taste it <u>if you walk through it</u> ? Harry asked him. (p133)	TT.503/ Finite/ Condition	“Bisakah kau merasakan ikan itu <u>waktu melewatinya</u> ?” Harry menanyainya. (p.166)
ST.514/ Finite/ Condition	<u>If he hadn't had a very good reason for keeping Lockhart in a good mood</u> , he would have refused to do it. (p 161)	TT.514/ Finite/ Condition	Harry pasti sudah menolak <u>kalaupun dia tidak ingat pada rencana Hermione</u> . Untuk itu dia harus <u>membuat Lockhart senang</u> . (p 200)
ST.541/ Finite/ Condition	Honestly, <u>if you were any slower</u> , you'd be going backward. (p224)	TT.541/ Finite/ Condition	Astaga, <u>kalaupun lebih telmi dari ini</u> , kau akan jadi terbelakang. (p278)
ST.561/ Finite/ Condition	<u>If they pursued their fixed course</u> , there could be no doubt about where they would end up. (p269)	TT.561/ Finite/ Condition	
ST.584/ Finite/ Condition	<u>If anymore of them find their way into innocent hand</u> , I think Arthur Weasley, for one, will make sure they are traced back to you. (p337)	TT.584/ Finite/ Condition	<u>Kalaupun ada lagi barangnya yang jatuh ke tangan tak bersalah</u> , kurasa Arthur Weasley, salah satunya, akan memastikan barang-barang itu dilacak sampai kepadamu...(p418)
ST.586/ Finite/ Comparison	Harry could make out Hermione's neat writing, Ron's untidy scrawl, and even a scribble that looked <u>as though it was from the Hogwarts gamekeeper, Hagrid</u> . (p.18)	TT.586/ Finite/ Comparison	Harry bisa mengenali tulisan Hermione yang rapi, tulisan cakar ayam Ron yang berantakan, dan bahkan coretan yang <u>kelihatannya dikirim oleh si pengawas binatang liar Hogwarts, Hagrid</u> . (p.28)
ST.593/ Finite/ Comparison	The assistant <u>looked 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/ Comparison	Si pegawai toko <u>kelihatannya ingin mencegah mereka pergi</u> , tetapi tingginya tak sampai sepinggang Hagrid. Jadi, dia memutuskan lebih baik diam saja. (p.82)
ST.595/ Finite/ Comparison	Harry felt <u>as though he'd just been walloped in the stomach by one of the mad tree's larger branches</u> . (p.79)	TT.595/ Finite/ Comparison	Harry merasa <u>seakan perutnya baru saja dihantam salah satu dahan besar pohon gila itu</u> . (p 101)
ST.597/ Finite/ Comparison	Snapo looked <u>as though Christmas had been canceled</u> . (p.81)	TT.597/ Finite/ Comparison	Snapo tampak <u>kecewa sekali</u> . (p.103)
ST.600/ Finite/ Comparison	It looked quite ordinary to Harry, but Ron and Neville were both looking at it <u>as though they expected it to explode</u> . (p.87)	TT.600/ Finite/ Comparison	Amplop itu kelihatan biasa saja bagi Harry, tetapi Ron dan Neville memandangnya ketakutan <u>seakan amplop itu bisa meledak setiap saat</u> . (p.110)
ST.617/ Finite/ Comparison/32	<u>As though it was magnetically attracted to Harry</u> , the Bludger pelted after him once more and Harry was forced to fly off at full speed. (p 168)	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)
ST.620/ Finite/ Comparison	Both he and Hermione were looking <u>as though someone had died</u> . (p196)	TT.620/ Finite/ Comparison	Baik dia maupun Hermione kelihatan <u>seolah baru saja kematian teman</u> . (p243)
ST.622/ Finite/ Comparison	He returned to squint at what he'd	TT.622/ Finite/ Comparison	Harry menoleh untuk melihat apa

Finite/ Comparison	fallen over and felt <u>as though his stomach had dissolved</u> . (p.202)	Finite/ Comparison/37	yang membuatnya jatuh, dan hatinya mencelos. (p.251)
ST.630/ Finite/ Comparison	Snape was looking <u>as though the first person to ask him for a Love Potion would be forced-fed poison</u> . (p237)	IT.630/ Finite/ Comparison	Tampang Snape seperti mau mengatakan orang pertama yang memintanya membuat Ramuan Cinta akan dicekoki racun. (p294)
ST.642/ Finite/ Comparison	<u>As though Hagrid had the brains, or the power!</u> (p312)	IT.642/ Finite/ Comparison	Mana mungkin Hagrid punya otak untuk itu, atau untuk kekuasaan! (p386)
ST.648/ Finite/ Place	Harry had taken up his place at wizard school, <u>where he and his scar were famous</u> .	IT.648/ Finite/ Place	Harry bersekolah di sekolah sihir. Di situ dia dan bekas lukanya terkenal.
ST.655/ Finite/ Place	"Big deal," said Ron, rubbing his foot <u>where the photographer had stepped on it</u> . (p.59)	IT.655/ Finite/ Place	"Uh, dasar sok," gerutu Ron, menggosok kakinya yang tadi diinjak si fotografer. (p.78)
ST.657/ Finite/ Place	But it was a subdued group that headed back to the fireside in the Leaky Cauldron, <u>where Harry, the Weasleys, and all their shopping would be traveling back to the Burrow using Floo powder</u> . (p.63)	IT.657/ Finite/ Place	Tetapi rombongan yang kembali ke perapian di Leaky Cauldron adalah rombongan yang lesu. <u>Dari tempat itu Harry, keluarga Weasley, dan semua belanjaan mereka akan pulang ke The Burrow menggunakan bubuk Floo</u> . (p.82)
ST.660/ Finite/ Place	He had stopped noticing the fantastic cloud shapes now and was thinking longingly of the train miles below, <u>where you could buy ice-cold pumpkin juice from a trolley pushed by a plump witch</u> . (p.72)	IT.660/ Finite/ Place	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)
ST.661/ Finite/ Place	Harry's eyes wandered past him to where Professor Dumbledore, <u>the headmaster, sat watching the Sorting from the staff table</u> , his long silver beard and half-moon glasses shining brightly in the candlelight.(p.77)	IT.661/ Finite/ Place	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)
ST.664/ Finite/ Place	They went down to lunch, <u>where Ron's mood was not improved by Hermione's showing them the handful of perfect coat buttons she had produced in Transfiguration</u> . (p.95)	IT.664/ Finite/ Place	Mereka turun untuk makan siang. Suasana hati Ron tidak menjadi lebih baik melihat Hermione memamerkan segenggam kancing jaket sempurna yang dihasilkannya dalam pelajaran Transfigurasi. (p.120)
ST.665/ Finite/ Place	Harry yanked his robes straight and headed for a seat at the very back of the class, <u>where he busied himself with pilling all seven of Lockhart's books in front of him</u> . (p.99)	IT.665/ Finite/ Place	Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumuk semua buku Lockhart di depannya. (p.124)

ST.666/ Finite/ Place	Hedwig was still angry with Harry about the disastrous car journey and Ron's wand was still malfunctioning, 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 <u>where it had struck</u> . (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)
ST.669/ Finite/ Place	From either end of the corridor, <u>where they stood</u> 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)
ST.695/ Finite/ Place	It might be kinder to leave her <u>where she is</u> (p285)	TT.695/ Finite/ Place	Mungkin baginya lebih baik jika dia dibiarkan <u>membantu</u> (p355)
ST.709/ Finite/ Reason	<u>As neither Dudley nor the hedge was in any way hurt</u> , Aunt Petunia knew he hadn't really done magic, (p14-15)	TT.709/ Finite/ Reason	<u>Karena baik Dudley maupun pagarnya sama sekali tidak bercacat</u> , Bibi Petunia tahu dia tidak betul-betul menyihir. (p.17)
ST.715/ Finite/ Reason	<u>Because I think another delivery might finish your one off</u> . (p.45)	TT.715/ Finite/ Reason	<u>Karena kalau sekali lagi disuruh mengirim surat</u> , 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 <u>Defense Against Dark Arts job again!</u> " (p 78)	TT.719/ Finite/ Reason	"Mungkin dia keluar," kata Harry, "karena tidak terpilih mengajar <u>Pertahanan terhadap Ilmu Hitam lagi!</u> " (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, <u>because it was bound to go to your head</u> - 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 <u>menerbangkan mobil</u> untuk mencoba membuat dirimu diperhatikan. (p.115)
ST.726/ Finite/ Reason	Harry knew at once that Malfoy had said something really bad <u>because there was an instant uproar at his words</u> . (p 112)	TT.726/ Finite/ Reason	Harry langsung tahu Malfoy telah mengatakan sesuatu yang benar-benar kelewatan <u>karena tiba-tiba saja terjadi keributan</u> . (p 140)
ST.738/ Finite/ Reason	"It matters," said Hermione, speaking at last in a hushed voice, " <u>because being able to talk to snakes was what Salazar Slytherin was famous for</u> ." (p196)	TT.738/ Finite/ Reason	"Itu penting," kata hermione, akhirnya bicara dengan suara tertekan, " <u>karena Salazar Slytherin terkenal justru karena kemampuannya bicara dengan ular</u> ." (p 244)
ST.741/ Finite/ Reason	They also stole their shoes, <u>because their own were too far small for Crabbe-and Goyle-size-feet</u> . (p215)	TT.741/ Finite/ Reason	Mereka juga mencuri sepatu Crabbe dan Goyle <u>karena sepatu mereka kelewat kecil untuk ukuran kaki kedua anak Slytherin itu</u> . (p267)
ST.750/ Finite/ Reason	Tom Riddle had turned Hagrid in	TT.750/ Finite/ Reason	Tom Riddle menyerahkan Hagrid,

Finite/ Reason	<u>because he was faced with the prospect of a Muggle orphanage</u> (p258)	Finite/ Reason	<u>karena bila tidak dia harus tinggal di panti asuhan Muggle</u> (p321)
ST.754/ Finite/ Reason	“But then...Do you know what did kill that girl?” said Harry. <u>“Because whatever it is, it’s back and attacking people again.”</u> (p278)	IT.754/ Finite/ Reason	“Tetapi kalau begitu...Tahukah kau apa yang membunuh anak perempuan itu?” tanya Harry. <u>“Karena entah apa pun dia, dia sudah muncul kembali dan menyerang orang-orang lagi”</u> (p346)
ST.765/ Finite/ Reason	“It only put me in Gryffindor,” said Harry in a defeated voice, <u>“because I asked not to go in Slytherin.”</u> (p333)	IT.765/ Finite/ Reason	“Topi itu menempatkan saya di Gryffindor,” kata Harry pasrah, <u>“hanya karena saya tak mau ditempatkan di Slytherin.”</u> (p414)
ST.766/ Finite/ Contigen cy	The ghoul in the attic howled and dropped pipes <u>whenever he felt things were getting too quiet</u> , and small explosions from Fred and George's bedroom were considered perfectly normal. (p 42)	IT.766/ Finite/ Contigen cy	Hantu di loteng melolong dan menjatuhkan pipa <u>setiap kali dia merasa suasana terlalu sepi</u> , dan ledakan-ledakan kecil dari kamar Fred dan George dianggap normal. (p.56)
ST.767/ Finite/ Contigen cy	Ginny seemed very prone to knocking things over <u>whenever Harry entered a room</u> . (p.43)	IT.767/ Finite/ Contigen cy	Ginny kelihatannya jadi sangat mudah menjatuhkan barang-barang <u>setiap kali Harry memasuki ruangan</u> . (p.57)
ST.768/ Finite/ Contigen cy	There may well come a time when, like me, you’ll need to keep a stack handy <u>wherever you go</u> . (p.98)	IT.768/ Finite/ Contigen cy	Akan tiba waktunya ketika, seperti aku, kau perlu membawa setumpuk foto <u>ke mana pun kau pergi</u> . (p.123)
ST.769/ Finite/ Contigen cy	Harry spent a lot of time over the next few days dodging out of sight <u>whenever he saw Gilderoy Lockhart coming down a corridor</u> . (p 104)	IT.768/ Finite/ Contigen cy	Selama beberapa hari sesudahnya, Harry melewati banyak waktu untuk menghindari <u>setiap kali melihat Gilderoy Lockhart muncul di ujung koridor</u> . (p 131)
ST.770/ Finite/ Contigen cy	Ron was holding up an ashen-faced Seamus, apologizing for <u>whatever his broken wand had done</u> . (p192)	IT.770/ Finite/ Contigen cy	Ron memegangi Seamus yang wajahnya sepuat tembok, meminta maaf untuk <u>entah apa yang telah dilakukan tongkat patahnya</u> . (p239)
ST.771/ Finite/ Concessi on	Neither of them had written to him all summer, <u>even though Ron had said he was going to ask Harry to come and stay</u> . (p.7)	IT.771/ Finite/ Concessi on	Tak seorang pun dari mereka berdua menulis surat kepadanya musim panas ini, <u>meskipun Ron sudah mengatakan akan meminta Harry datang menginap di rumahnya</u> . (p.15)
ST.772/ Finite/ Concessi on	Her Pepperup potion worked instantly, <u>though it left the drinker smoking at the ears for several hours afterward</u> . (p 122)	IT.772/ Finite/ Concessi on	Ramuan Merica mujarab-nya manjur sekali, <u>meskipun yang meminumnya jadi mengeluarkan asap dari telinga selama beberapa jam sesudahnya</u> . (p 152)
ST.773/ Finite/ Concessi on	The passageway leading to Nearly Headless Nick’s party had been lined with candles, too, <u>though the effect was from cheerful</u> . (p 131)	IT.773/ Finite/ Concessi on	Lorong menuju ke tempat pesta Nick si Kepala Nyaris Putus juga sudah diterangi dengan deretan lilin, <u>meskipun efeknya jauh dari cerah</u> . (p 164)
ST.774/ Finite/ Concessi	“All I saw,” said Ernie stubbornly, <u>though he was trembling, as he spoke</u> . (p 200)	IT.774/ Finite/ Concessi	“Yang kulihat hanyalah,” kata Ernie bandel, <u>meskipun dia bicara sambil gemetaran</u> . (p 249)

on		on	
ST.775/ Finite/ Concessi on	The fact was that <u>even though he knew the diary was blank</u> , he kept absentmindedly picking it up and turning the pages, (p233)	TT.775/ Finite/ Concessi on	Nyatanya, <u>meskipun dia tahu buku harian itu kosong</u> , berulang-ulang tanpa sadar dia mengambil dan membuka-bukanya, (p290)
ST.776/ Finite/ Concessi on	And <u>while Harry was sure he had never heard the name T.M. Riddle before</u> , it still seemed to mean something to him, (p233-234)	TT.776/ Finite/ Concessi on	Dan <u>meskipun Harry yakin tidak pernah mendengar nama T.M. Riddle sebelumnya</u> , nama itu rasanya berarti sesuatu baginya, (290)
ST.777/ Finite/ Concessi on	I suggest you go down to the feast, <u>while I write to Azkaban</u> . (p334)	TT.777/ Finite/ Concessi on	Kusarankan kau turun dan ikut pesta, <u>sementara aku menulis ke Azkaban</u> . (p415)
ST.778/ Finite/ Contrast	Aunt Petunia burst into tears and hugged her son, <u>while Harry ducked under the table</u> so they wouldn't see him laughing. (p.6)	TT.778/ Finite/ Contrast	Bibi Petunia menangis saking terharunya dan memeluk anaknya, <u>sedangkan Harry membungkuk ke bawah meja</u> , 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, <u>while really he was enchanting it to make it fly</u> ." (p 39)	TT.779/ Finite/ Contrast	"Bayangkan, penyihir yang membeli mobil tua karatan dan memberitahu istrinya yang ingin dilakukannya dengan mobil itu hanyalah membongkarnya untuk mengetahui bagaimana cara kerjanya, <u>padahal ternyata dia menyihir mobil itu agar bisa terbang</u> ." (p.52)
ST.780/ Finite/ Contrast	At least Lockhart did, with much twirling of his hands, <u>whereas Snape jerked his head irritably</u> . (p190)	TT.780/ Finite/ Contrast	Paling tidak Lockhart membungkuk, dengan tangan berputar-putar, <u>sementara Snape Cuma mengedikkan kepala dengan jengkel</u> . (p236)
ST.781/ Finite/ Contrast	How did you escape with nothing but a scar, <u>while Lord Voldemort's powers were destroyed?</u> (p313)	TT.781/ Finite/ Contrast	Bagaimana kau selamat hanya dengan bekas luka, <u>sementara kekuatan Lord Voldemort hancur?</u> (p389)
ST.782/ Finite/ Purpose	Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table <u>so they wouldn't see him laughing</u> . (p.6)	TT.782/ Finite/ Purpose	Bibi Petunia menangis saking terharunya dan memeluk anaknya, sedangkan Harry membungkuk ke bawah meja, <u>supaya mereka tidak melihatnya tertawa</u> . (p.14)
ST.783/ Finite/ Purpose	He himself fitted a cat-flap in the bedroom door, <u>so that small amounts of food could be pushed inside three times a day</u> . (p22)	TT.783/ Finite/ Purpose	Dia sendiri memasang pintu-kucing di pintu kamar, <u>supaya sedikit makanan bisa didorong masuk tiga kali sehari</u> . (p.32)
ST.784/ Finite/ Purpose	"Not a word to Molly," he whispered to Harry as he opened the trunk and showed him how it had been magically expanded <u>so that the luggage fitted easily</u> . (p.66)	TT.784/ Finite/ Purpose	"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)



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, <u>so that he could avoid looking at the real thing.</u> (p.99)	TT.785/ Finite/ Purpose	Harry menyentakkan dan meluruskan jubahnya dan menuju tempat duduk paling belakang kelas. Dia lalu menyibukkan diri dengan menumouk semua buku Lockhart di depannya, <u>supaya ia tak perlu memandang Lockhart yang sesungguhnya</u> (p.124)
ST.786/ Finite/ Purpose	His mouth held wide <u>so that it passed through one of the stinking salmon.</u> (p.133)	TT.786/ Finite/ Purpose	Mulut terbuka lebar <u>melewati salah satu ikan salem bau.</u> (p.166)
ST.787/ Finite/ Purpose	Harry and Ron lagged behind the others <u>so they could talk out of earshot.</u> (p.269)	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/ Finite/ Purpose	More than once, they had to stop, <u>so that Harry could crouch down and find the spiders in the wandlight.</u> (p.273)	TT. 788/ Finite/ Purpose	Lebih dari sekali, mereka harus berhenti, <u>supaya Harry bias berjongkok dan menemukan labah-labah itu dengan cahaya tongkatnya.</u> (p. 339)
/Finite/ Purpose	"Try and get it out," Ron whispered, shifting his chair <u>so that he blocked Harry from Madam Pomfrey's view.</u> (p.289)	TT.789/ Finite/ Purpose	"Coba keluarkan," bisik Ron, menggeser kursinya <u>supaya Harry terhalang dari pandangan Madam Pomfrey.</u> (p.360)
ST.790/ Finite/ Purpose	I decided to leave behind a diary, preserving my sixteen-year-old self in its pages, <u>so that one day, with luck, I would be able to lead another in my footsteps, and finish Salazar Slytherin's noble work.</u> (p.312)	TT.790/ Finite/ Purpose	Kuputuskan untuk meninggalkan buku harian, mengawetkan diriku yang berusia enam belas tahun di dalam halaman-halamannya, <u>sehingga pada suatu hari nanti, kalau mujur, aku akan bias membimbing orang lain mengikuti langkahku dan menyelesaikan pekerjaan mulia Slytherin.</u> (p.388)
ST.791/ Finite/ Result	The creature slipped of the bed and bowed <u>so low that the end of its long, thin nose touched the carpet.</u> (p.12)	TT.791/ Finite/ Result	Mahkluk itu meluncur turun dari tempat tidur dan membungkuk rendah sekali <u>sehingga ujung hidungnya yang panjang dan kurus menyentuh karpet.</u> (p.20)
ST.792/ Finite/ Result	"Sell them a key that keeps shrinking to nothing <u>so they can never find it</u> when they need it. (p.38)	TT.792/ Finite/ Result	"Jual kepada mereka kunci yang terus mengerut sampai akhirnya menghilang, <u>sehingga mereka tidak bisa menemukannya</u> sewaktu memerlukannya. (p.52)
ST.793/ Finite/ Result	Ron's jaw dropped <u>so that Crabbe looked even more clueless than usual.</u> (p223)	TT.793/ Finite/ Result	Rahang Ron terbuka lebar <u>sehingga wajah Crabbe kelihatan lebih tolol dari biasanya.</u> (p277)
ST.794/ Finite/ Result	Then, when the trees had become thicker than ever, they saw their spider guides leaving the path, <u>so that the stars overhead were no longer visible, and Harry's wand shone alone in the sea of dark,</u> (p271)	TT.794/ Finite/ Result	Kemudian, ketika pepohonan sudah semakin rapat, mereka melihat labah-labah pemandu mereka meninggalkan jalan setapak, <u>sehingga bintang-bintang di langit tak kelihatan lagi, dan tongkat Harry bersinar sendiri dalam lautan kegelapan,</u> (p337)

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, <u>so that he was hanging facedown.</u> (p.275)	TT/795/ Finite/ Result	Terdengar bunyi klak-klik keras, dan mendadak dia merasa sesuatu yang panjang dan berbulu mencengkeram pinggangnya dan mengangkatnya dari tanah, terbalik, <u>sehingga dia menggantung dengan kepala di bawah.</u> (p.341)
ST. 796/ Finite/ Result	The car stopped <u>so suddenly that they were nearly thrown into the windshield.</u> (p.280)	TT. 796/ Finite/ Result	Mobil berhenti begitu mendadak, <u>sehingga mereka nyaris terlempar ke kaca depan.</u> (p.348)
ST. 797/ Finite/ Result	The tunnel was <u>so dark that they could only see a little distance ahead.</u> (p.302)	TT. 797/ Finite/ Result	Terowongan itu amat gelap, <u>sehingga mereka hanya bias melihat jarak sangat pendek di depan mereka.</u> (p.375)
ST.798/ Finite/ Similarity	Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him <u>like a bomb that might go off at any moment.</u> (p.3)	TT.798/ Finite/ Similarity	Sejak Harry pulang untuk liburan musim panas, Paman Vernon memperlakukannya <u>seperti bom yang bisa meledak setiap waktu.</u> (p.9)
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 mengumamkan kata-kata omong kosong dan melihat Dudley kabur dari ruangan <u>secepat kaki gemuknya bisa membawanya.</u> (p.15)
ST.800/ Finite/ Similarity	He pulled out his wand and shouted, Expelliarmus!” and just <u>as Snape had disarmed Lockhart</u> , 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 <u>sama seperti Snape yang melucuti Lockhart</u> , buku harian itu melesat dari tangan Malfoy, terbang ke udara. (p297)
ST.801/ Finite/ Comment	He had stopped right behind Colin, flanked, <u>as he always was at Hogwarts</u> by his large and shuggish cronies, Crabbe and Goyle. (p.97)	TT.801/ Finite/ Comment	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)
ST.802/ Finite/ Comment	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 <u>as I myself have done on countless occasions.</u> (p189)	TT.802/ Finite/ Comment	“Nah Profesor Dumbledore telah memberiku ijin untuk membentuk klub duel kecil ini, untuk melatih kalian semua, siapa tahu kalian perlu mempertahankan diri <u>seperti yang kualami dalam banyak kesempatan—</u> (p235)
ST.803/ Finite/ Comment	“If I say it myself, Harry, I’ve always been able to charm the people I needed.” (p310)	TT.803/ Finite/ Comment	“ <u>Walau pun aku sendiri yang bilang</u> , Harry, aku selalu bisa memikat orang-orang yang kuperlukan.” (p.384)
ST.804/ Finite/ Comment	But Lord Voldemort got you in the end, <u>as you knew he must.</u> (p321)	TT.804/ Finite/ Comment	Tetapi Lord Voldemort berhasil mengalahkanmu, akhirnya, <u>seperti kauketahui pasti akan terjadi.</u> (p400)
ST.805/ Non-finite/	Mr. Mason stayed just long enough <u>to tell the Dursleys that his wife was mortally afraid of birds of all</u>	TT.805/ Non-finite/	Sebelum bergegas menyusul istrinya, Mr. Mason masih sempat memberitahu keluarga Dursley

purpose	<u>shapes and sizes, and to ask whether this was their idea of a joke.</u> (p. 20)	purpose	<u>bahwa istrinya takut setengah mati pada segala macam burung dan bertanya apakah begini cara mereka bergurau.</u> (p. 30)
ST.806/ Non- finite/ purpose	Harry ran back to the window <u>to see the bars dangling a few feet above the ground.</u> (p. 24)	TT.806/ Non- finite/ purpose	Harry berlari kembali ke jendela <u>dan melihat jaruji itu bergelantungan kira-kira semeter dari tanah.</u> (p. 37)
ST.807/ Non- finite/ purpose	Sending the family servant <u>to stop Harry from going back to Hogwarts</u> also sounded exactly like the sort of thing Malfoy would do. (p.30)	TT.807/ Non- finite/ purpose	Mengirim pelayan rumah <u>untuk mencegah Harry kembali ke Hogwarts</u> kelihatannya juga jenis hal yang akan dilakukan Malfoy. (p.41)
ST.808/ Non- Finite/ purpose	As the castle loomed nearer Harry twitched the cloak <u>to make sure their feet were hidden,</u> 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)
ST.809/ Non- finite/Ti me	<u>Seeing the shocked look on Harry's face,</u> Ron added, "It doesn't hurt them—" (p.37)	TT.809/ Non- finite/Ti me	Melihat kekagetan di wajah Harry, Ron menambahkan, "Ini tidak melukai mereka—" (p. 50)
ST.810/ Non- finite/Ti me	"Ordinary Wizard Levels," George explained, <u>seeing Harry's puzzled look.</u> (p.46)	TT.810/ Non- finite/Ti me	"Ordinary Wizarding Levels—Level Sihir Umum," George menjelaskan, <u>melihat wajah kebingungan Harry.</u> (p.61)
ST.811/ Non- finite/Ti me	<u>Muttering darkly,</u> Mr. Borgin disappeared into a back room. (p.53)	TT.811/ Non- finite/Ti me	<u>Sambil menggerutu sebal,</u> Mr. Borgin menghilang ke ruang belakang. (p.70)
ST.812/ Non- finite/Ti me	<u>Clutching his broken glasses to his face,</u> Harry stared around. (p.53)	TT.812/ Non- finite/Ti me	<u>Sambil menempelkan kacamatanya yang pecah ke wajahnya,</u> Harry memandang berkeliling. (p.70)
ST.813/ Non- finite/Ti me	<u>Shivering,</u> Harry walked past classrooms where lessons were taking place. (p. 198)	TT.813/ Non- finite/Ti me	<u>Bergidik,</u> Harry berjalan melewati ruang-ruang kelas tempat pelajaran sedang berlangsung. (p. 246)
ST.814/ 822/Non- finite/Ti me	<u>Grinning stupidly,</u> they stuffed the cakes whole into their large mouths. (p.214)	TT.814/ 822/Non- finite/Ti me	<u>Sambil nyengir konyol,</u> mereka langsung menjejalkan kue itu kedalam mulut besar mereka.(p. 267)
ST.815/ Non- finite/Ti me	<u>Pulling their robes up over their face,</u> Harry and Ron knocked softly on the door. (p.215)	TT.815/ Non- finite/Ti me	Dengan menarik jubah untuk menutupi muka mereka, Harry dan Ron mengetuk pintu pelan, (p.267)
ST.816/ Non- Finite/ti me	<u>When, sitting right behind Malfoy,</u> Harry overheard him gloating to Crabbe and Goyle. (p.266)	TT.816/ Non- Finite/ti me	<u>Waktu itu Harry, yang kebetulan duduk di belakang Malfoy,</u> mendengarnya menyombongkan diri kepada Crabbe dan Goyle. (p.331)
ST.817/ Non-	Harry and Ron waited for the distant sounds of two dormitory	TT.817/ Non-	Harry dan Ron menunggu bunyi dua pintu kamar yang menutup di

Finite/time	doors closing <u>before seizing the cloak, throwing it over themselves, and climbing through the portrait hole.</u> (p.271)	Finite/time	kejauhan, <u>sebelum menyambar Jubah Gaib, menyelubungkannya ke tubuh mereka dan melompati lubang lukisan.</u> (p.336)
ST.819/ Non-finite/time	<u>Cracking his neck sideways</u> , he realized that they had 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-finite/time	<u>Menoleh ke samping</u> , dia menyadari bahwa mereka telah tiba di tepi tanah kosong yang membentuk semacam lubang besar. Tak ada pohon di situ, sehingga bintang-bintang bersinar menerangi pemandangan paling mengerikan yang pernah dilihatnya. (p.342)
ST.820/ Non-finite/Comparison	Several large spiders were scuttling over the ground on the other side of the glass, moving in an unnaturally straight line <u>as though taking the shortest route to a prearranged meeting.</u> (p.268)	TT.820/ Non-finite/Comparison	
ST.821/ Non-finite/comparison	“Okay”, Ron sighed <u>as though resigned to the worst.</u> (p.272)	TT.821/ Non-finite/comparison	“Oke,” Ron menghela napas, <u>seakan menyerah pada nasib untuk menerima yang paling buruk.</u> (p.338)