A LOSS AND GAIN IN EQUIVALENCE ANALYSIS
OF NOUN PHRASES IN STRAWBERRY SHORTCAKE BILINGUAL SERIES
DANDANAN KACAU MAKEOVER MADNESS

A Thesis
Submitted to Adab and Humanities in Partial of the
Requirement for The Degree of Strata One

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ABSTRACT


This research aims to find equivalence using Baker’s equivalence theory of noun phrase between source language and target language, and find loss or gain information from the equivalence of noun phrase. The title of a book that used in this research is Dandanan Kacau/Makeover Madness by Samantha Broke and translated by Widya Hapsari. This research also uses qualitative descriptive as the method. To do this research, the writer read the story sentence by sentence, marks all of noun phrase in this story, and analyze it using Baker’s equivalence theory and the last find loss or gain information.

Based on the research, all of baker’s equivalence level occur in noun phrases of this story. Word level occur in this noun phrase mostly, and grammatical level occur less in noun phrases of this story. In addition, word level also gives the most loss information and in pragmatic level gives gain information.
APPROVEMENT

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The thesis entitled above has been defended before the letters and Humanities Faculty’s Examination Committe on 23rd October 2015. It has already been accepted as a partial fulfillment of the requirements for the degree of starta one.

Jakarta, 23rd October 2015
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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no materials previously published or written by another person nor materials which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, August 24, 2015

Farah Noor Syalies
ACKNOWLEDGMENT

IN THE NAME OF ALLAH, THE MOST GRACIOUS AND THE MOST MERCIFUL.

All praises to Allah Subhanahu wa Ta’ala the lord of Universe for giving her best guidance, brightest lights and deepest mercy. The pour of blessing lead her to finish this thesis. Shalawat dan Salam are always devoted to our Prophet Muhammad, peace be upon him, who has guided us from the darkness to enlightenment in the world.

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Jakarta, August 24th, 2015

The Writer
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CHAPTER I
INTRODUCTION

A. Background of study

Nowadays, English is an important language and it is very influent into Indonesian society. Sayogie states that English has important roles in Indonesia, because many important information through scientific articles, books, and journals and others are written in English.\(^1\) However, the problem is some Indonesian people do not have ability to use English well. Therefore, that problem makes translators as a “key” to solve it.

As a translator, s/he is not allowed to make translation results carelessly. Nida states that translation consists in reproducing in the receptor language the closest natural equivalent of source language message, first in term of meaning and secondly in terms of style.\(^2\) It relates to messages from source language (SL), if the translator makes translation result wrongly even in a word, the SL’s messages will be differently received by target language (TL)’s readers. Moreover, according to Ainon in Sayogie’s book a translator must have criteria to be a good translator such as a translator must know point that s/he will be translated, translation theories, translation process, and general knowledge.\(^3\) Thus,

\[^3\] Frans Sayogie, *op.cit.* p. 4
the translator must have those criteria to reduce some mistakes on her/his translation results.

A translator must know all kind of translation techniques, because it is included in translation process. One of the techniques that cannot be separated and is always used in translating process is equivalence. According to Nida, equivalence is divided in two formal equivalence and dynamic equivalence. Formal equivalence tries to remain as close to the original SL’s elements as possible, without adding the translator’s ideas and anything into the translation. But, Nida’s formal equivalence should be avoided by translators, because this technique uses more individual words or a word for a word in their translation results. Dolet explains a translator should have criteria, one of them is a translator should avoid word for word renderings. A good translator does not use Nida’s formal equivalence because the method only focuses on SL. In addition, the output of this method is difficult to be accepted by TL’s readers.

Besides, dynamic equivalence aims to complete naturalness of expression, and tries to relate the receptor to modes of behavior relevant within the context of his own culture; it does not insist that he understands the cultural pattern of the source language context in order to comprehend the message. It is useful when the readability of the translation is more important than preserving the original wording. For example, a short story should be translated using dynamic equivalence to make TL’s readers read well.

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6 Eugene A. Nida, *op. cit.* p. 160
Moreover, Baker explains deeply about equivalence. She offers more detailed list of conditions upon which the concept of equivalence can be defined. She explains there are five equivalences levels which can be used as the translation technique. There are word and above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. Therefore, Baker’s theory is more specific than Nida’s theory to be applied in translation results especially in translation text such as a short story.

This technique certainly makes changes in translation process because every language has different system to reveal information. Nida states, In the first place, it is essential to recognize that each language has its own genius. That is to say, each language possesses certain distinctive characteristic which give it a special character. Because every language has different system, a translator must add or delete one or two meaning elements into TL to make TL’s reader understand. In translation field, it is known as loss or gain information. Loss information means the information of SL is not explained completely in TL.

Meanwhile, the gain information means there is extra information that is given from SL to TL. Thus, equivalence technique and loss or gain information have major influence in translation results to make TL’s readers feel same to SL’s readers when receive same information but in different language.

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8 Eugene Nida and Charles Taber, *The theory and Practice of Translation*, (Leiden: E.J Brill, 1982), pp. 3-4
10 Ibid.
The writer is interested in analyzing those aspects in one kind of literature text, it is a short story. The writer picks one short story from Strawberry Shortcake series with the title *Dandanan Kacau/Makeover Madness* by Samantha Broke and translated by Winda Hapsari. Strawberry Shortcake series is book series that tell about Strawberry Cake and her friends activities. They have their own dessert themed name with clothing to match. The character of Strawberry Shortcake series are Strawberry Shortcake, Blueberry Muffin, Cherry Jam, Lemon Meringue, Orange Blossom, Plum Pudding, Raspberry Torte and Huckleberry Pie.

For this research the story tells about Lemon Meringue who is main characters has her own beauty salon. One day she finds a multifunctional gadget for her salon to help her doing salon activities, Salon-o-Matic, a magic salon chair. Because the gadget does all salon activities, Lemon Meringue does not need to do anything. This case makes Lemon Meringue confuses on what she should do in her life. After Lemon Meringue shares her problem to her friend, they suggest her to do another activities such as being a dance teacher, helping her friend in a café. But, Lemon Meringue feels she has not ability to do those activities. Therefore Lemon Meringue has a plan to move from the city, but her friends do not want her to move to another city. They explain one thing the gadget cannot do, it is being their friend. Finally Lemon Meringue stays in the city and she does not use the gadget anymore to do all salon activities.

Therefore, the writer will use this story as an object to find equivalences especially on noun phrases (NP). In addition, and the writer also wants to find this theory takes effect to loss or gain information on NP short story.
B. Focus of the Study

Based on background of study above, the research will focus on Baker’s theory to find the equivalences of noun phrases between SL and TL and the effect of this theory to loss and gain information of children story.

C. Research Question

According to focus of the study above, the question in this research are:

1. What kind of equivalences does dominate to loss and gain on short story *Dandanan Kacau/Makeover Madness*?

2. How is Baker’s equivalence related with loss and gain in NP between SL and TL on short story *Dandanan Kacau/Makeover Madness*?

D. Significance of the study

This study will be useful for the writer herself and also to the readers. The writer wants to explain how the equivalence technique occur and give effect to give loss or gain information into children story. This research can make a contribution in the development of the translation study especially on equivalence theory that occur in English into Indonesia translation.

E. Research Methodology

1. The Objective of the Research

Based on the research question, the aim of this research are:
a. To analyze the Mona Baker’s equivalence deal with loss and gain in NP between SL and TL on a short story.

b. To know the equivalence techniques that dominate to give effect loss or gain information on a short story.

2. The method of the Research

The writer uses qualitative method as a method of this research. This method uses verbal and non-numeric data as an analysis base and as a problem solving for the problems investigated. Therefore, the result of this research will be written in descriptive analysis.

3. The Technique of Data Analysis

The writer uses descriptive analysis technique which is supported by Baker’s theory to analyze the data, the writer uses this steps:

a. Reading the story and the translation sentence by sentence.

b. Marking all the noun phrases in every sentence in all the stories and making a note from all the data

c. Classifying the data based on the level of the equivalence.

d. Finding the samples of data for analyzing deeply.

e. Finding the kind of equivalence that dominated to loss and gain information.

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4. **The Instrument of the Research**

The main of the instrument of this research is the writer herself to get the data by reading and understanding the text both in source and target language. The other instrument that used the writer to support her to analyzing the text are books, articles, journals that has relation in this research.

5. **The Unit Analysis**

The unit that the writer uses to this research are the noun phrases from a prose text with the title *Dandanan Kacau*/Makeover Madness.
CHAPTER II

THEORETICAL DESCRIPTION

A. Previous Research

There are some researches related to this topic which discussed equivalence and loss and gain information. The writer should make the previous research in order to know how the other researchers analyze the topic, so the writer can avoid possibility of duplication. There are some International journals to be reviewed.

Shabnam Shakernia in her research (2013) “Study of Nida’s (formal and dynamic equivalence) and Newmark’s (semantic and communicative translation) Translating Theories on Two Short Stories” aims to investigate the use of Nida’s formal and dynamic equivalence, also Newmark’s semantic and communicative translation on two short stories. This research uses two English short stories as the source language and their Persian translations from different Persian translators. She concludes that using Nida’s dynamic equivalence and Newmark’s communicative translation are easy to read for TL’s readers. So, readability of the translations especially in short stories is more important that preserving the original wording.12 From this research, the writer gets information, that when translators stories such including children stories, TL’s readers’ readability is

12 Shabnam Shakerina, Study of Nida’s (formal and dynamic equivalence) and Newmark’s (semantic and communicative translation) on Two Short Stories, (Merit Research Journals of Education and Review, 2014), Vol 2 (1), pp. 001-007
important. So the translator can change some elements from SL to TL. That is why the product of this translation story is for acceptable and readability to TL’s readers.

Dhlamini Nozizwe and Bhekezake Ncube (2014) in their research “Loss and Gain in Translation: A case of Court Translations” explores the concept of loss and gain with reference to selected court interpretations, as English for TL and Ndebele for SL. This paper notes that the court uses a lot of specialized legal language such as English, Latin, Roman, and Dutch which further complicates the interpretations in the court. In this paper gain information is mostly through the creativity when the interpreters are able to explain the proverbs and Latin terms for effective communication. Meanwhile loss information occurs when the interpretations must translate slang words because different linguistic and cultural between English and Ndebele. Based on this research, the writer can pick some points that gain in translation is the result of translator is creativity, as s/he can change some elements to make better information in TL. Meanwhile, loss in translation occurs when the translator does not have ability to translate the element of SL, so s/he omits some elements. However, it is still acceptable to TL’s reader. In addition, loss occurs in translation mostly than gain in translation.

Amin Amir Dabbaghian and Sanaz Solimary (2013) in their research with title “The Application of Baker’s Taxonomy on Translation of Literary Texts. A Case Study of George Orwell’s Animal Farm”. This research aims to evaluate the

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Persian translation of an English literary text namely Animal Farm by George Orwell and it is translated by Ali Akbar Akhond using Baker’s equivalence theory. Dabbaghian and Solimary pick two paragraphs from SL text randomly. The results are equivalence at level of grammar and word order seem to be less problematic, and pragmatic equivalence is the least distribution in the table of mistakes. From this research, the writer can get information that Baker’s equivalence theory is a good theory to do assessment of translation product. It is is the theory covers analysis on smallest part of text. So, the researcher can evaluate translation products from smallest part of text by using this theory.

The differences from those researchers with the writer are definitely the corpus chosen, and the objective of this research for. The corpus for this research is a short story with titlle *Dandanan Kacau*/Makeover Madness by Samantha Broke and translated by Winda Hapsari. The SL of this story uses English, meanwhile the TL of this story is Indonesian language. In addition, the objective of this research are noun phrases from the sentences of story.

**B. Theoretical Framework**

1. Definition of Translation

Translation is etymologically formed from Latin word which means what is carried across. The word consists of word trans (across) and ferre or latum

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The term translation has several meanings: it can refer to general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating).

In the term of process, translation has many definitions that are taken from many sources. Newmark states that translation is a craft consisting in the attempt to replace a written message and/or statement in one language of the same message and/or statement in another language.

Another definition comes from Catford, he states that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). According to Larson translation is basically a change of form. When people speak of the form of a language, they are referring to the actual word, phrases, clauses, sentences, paragraph, etc., which are spoken or written. In translation the form of the receptor (target) language replaces the form of the sources language.

Nida and Taber argue that translation consists in producing in the receptor language the closest natural equivalent of the source language message, first in

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term of meaning and secondly in term of style.\textsuperscript{20} Moreover, Pinchuk (1977) states that translation is a process of finding a TL equivalent of an SL utterance.\textsuperscript{21} Then,

There are some similarities among these definitions. First, translation is changing form from one language (SL) to another language (TL). Second, SL’s information should be delivered correctly by translator. Third, the translator should keep the equivalent in TL as close as possible. Moreover, there are two important elements that are related to each other, namely function and form. In this case, it is emphasized on a meaning and its message, though the realization of retelling the message is influenced by the language form.

2. Translation Process

Translation is a systematic work. Therefore, it needs a process. The process is started by understanding source language text, and conveying messages to target reader.

Nida states that there are three stages in the process of translating a text from SL to TL, and cannot be done only a single stage. The stages are:

The first is analysis. In this step, a translator explores the meaning and grammatical relationship of source language word or compound word. The second is transfer. The transfer of the sense which is in the mind of translator from language A to language B. The third is restructuring. The sense that has been transferred is restructured in order to make the final message fully acceptable in the receptor language.\textsuperscript{22}

The translation process may be diagrammed as in this figure:

\textsuperscript{22} Eugene A. Nida and Charles R. Taber, \textit{op.cit}. p.33
3. Equivalence

Baker classifies various strategies of equivalence in translation. In Baker’s strategies, there are five types to reach the sameness elements between SL and TL. She begins with word level until the highest strategies at pragmatic equivalence.

The first type of Baker’s equivalence is equivalence at word level. The smallest units which translator would expect to get individual meaning is the word. At word level, there are two aspects that cannot be separated from this level, morphemes and lexical meaning. Morpheme is smaller part in a word that can change meaning from the word. For example in English, rebuild is written as one word but consists of two morphemes: re, and build. When the word is translated in Bahasa Indonesia for example, it is rendered by more than one word: dibuat ulang. Thus, a word which has morpheme in one language may be represented by many words in another language.

Next aspect is lexical meaning. Each word in a language has lexical meaning which may be thought as the specific value. This is because the nature of language, words have ‘blurred edges’: their meanings are large extent,

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23 Mona Baker, op.cit. p. 11
25 Mona Baker, op.cit. p. 12
negotiable and are only realized in specific context. Therefore, the translator should understand meaning of words very precisely to translate them into another language.

Example:
Nap = Tidur Siang

The second type of Baker’s equivalence is on above word level. A word always be adding other words to deliver a meaning. The combination of words result lexical patterning. Lexical patterning will be dealt with under three main headings; collocation, idiom and fixed expression.

Collocation is the system in the lexis of a language. It consists of words belonging to the same semantic field which may substitute for each other or be semantic opposite. In translation, since each language has their characteristic and culture, sometimes we find different way to express colocation. For example as following collocation between a common collocations in English and Arabic based on Baker:

Law and Order = al-qunum wa al-taqaalid (law and convention)

There are some collocations are able to translate to be single word. It happens because the natural/common collocation in particular language has no same/natural expression in another language, for example:

Day off = Libur

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26 Mona Baker, *op. cit.* p. 17  
Next heading is fixed expressions and idioms. Fixed expression is a phrase that has a very specific meaning and cannot be expressed any other way and also cannot be deduced just considering the sum of its parts.\textsuperscript{29} Sometimes the fixed expression is known well as idiom. Idiom is group of words which cannot be deduced from their individual components to reach meaning.\textsuperscript{30} It is often possible to find an idiom or fixed expression in target language which has similar meaning to source language. Thus, the translator should work hard for solving it. For examples of idioms:

Head and Shoulder = Nomor Satu
Window Shopping = Cuci Mata

The third of Baker’s equivalence is the equivalence in grammatical aspect. Grammar is the set of rules which determine the way which units such as word and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances.\textsuperscript{31} A language has different grammar with another language. Thus, the difference of grammar in every language is a major problem in translation.

The different grammar of source language and target language often result some changes in content of the message. This change may take the form of adding to the target text information which is not expressed in the source text. It happens because target language has grammatical categories which the source language

\textsuperscript{30} \textit{Ibid}. p. 63
\textsuperscript{31} \textit{Ibid}. p. 83
does not have. \(^{32}\) The common difference of grammatical categories includes number, gender, person, tense/aspect, and voice. Here are the examples:

a. Aspect Number:
I bought novels at Gramedia
*Saya membeli banyak novel di Gramedia*

I bought a novel at Gramedia
*Saya membeli sebuah novel di Gramedia*

b. Aspect Gender
Robert works at Garuda Indonesia as an office boy
*Robert bekerja di Garuda Indonesia sebagai pesuruh kantor*

Ema works at Garuda Indonesia as an office girl
*Ema bekerja di Garuda Indonesia sebagai pesuruh kantor*

c. Aspect Person
*We* in English can be translated in Bahasa Indonesia as *kami* and *kita*.

Moreover, *I* in English can be translated in Bahasa Indonesia as *saya* and *aku*.

d. Aspect Tense and aspect
I *drank* a glass of milk yesterday
*Saya minum segelas susu kemarin*

I *drink* a glass of milk everyday
*Saya minum segelas susu setiap hari*

e. Aspect Voice
*Please be seated*  
*Silahkan duduk*

Then, the fourth of Baker’s equivalence is textual equivalence. Textual equivalence will subdivide in three aspects *thematic, information structure* and *cohesion*. In thematic and information structure, translators should be aware not

\(^{32}\) *Ibid.* p. 86
only of cognitive meanings and basic syntactic structures in the text, but also of its information dynamics. In addition, cohesion is the network of lexical, grammatical and other relations which provide links between various parts of text. Thus, the translator should interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraph.

Last, Baker’s equivalence is pragmatic equivalence. Pragmatic equivalence is the way how a target comes to make sense to receptor readers. This is how the translators concerned with the way utterances are used in communicative situations and the way they interpret the utterance in context. Then Baker subdivides pragmatic equivalence into coherence and implicate. Baker’s theory can be used a standard to determine equivalence level in translation. Therefore, translators are able to evaluate the text whether it achieves at word, above word, grammatical, thematic, or pragmatic equivalence level.

4. Loss and Gain Information

Once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach of loss and gain in the translation processes.

Eugene Nida is a rich source of information about the problems of loss in translation, in particular about when a translator is faced with terms or concepts in SL but do not exist in TL. Loss is the disappearance of certain features in the TL

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33 Ibid, p. 119
34 Ibid, p. 180
36 Ibid, p. 220
text which are present in the SL text. In translation there is more probability of loss than gain. There are two kind of losses:

1. Inevitable loss: It occurs of the divergent systems of two language regardless of the skill and competence of the translator who cannot establish equivalence and therefore resorts to compensatory strategies.

2. Avertable loss: It is attributed to translator’s failure to find the appropriate equivalence.

The difference system in two language causes loss in translation on all levels. \(^{37}\) ‘Untranslatability’ is cause of loss in translation at two levels, linguistic and culture. At the linguistic level, there are untranslatability occurs when there is no morphological or syntactic substitute in target language for a source language item. Cultural ‘untranslatability’ is due to the lack of absence in the target language culture of a relevant situational feature equivalent to that in the source language. \(^{38}\)Loss is a result of disparate cultures because there are no two living languages that can have the same cultures. This suggests that there are cultural concept which are unique to specific languages. It is realized that cultures differ radically such that the languages cannot be reconciled and as a result some concepts are sacrificed and thus loss occurs.

Loss can also be attributed to the failure by the translator to render an element of meaning such as expressiveness where the impact, spirit and vividness of the text is lost. If the translator is not competent in the TL, some words and

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\(^{38}\) Dhlamini Nozizwe & Bhekezakhe Ncube, *op.cit.* pp. 676-677
phrases might be omitted hence loss occurs. To fix some problems the translator has to be versatile and innovative in dealing with knowledge.

On the other hand, to reach more information or adding information, a translator enables to change context from SL for better information that is needed in TL. In this case, a translator has to do the clarity and should explain of the SL’s message as well to TL. Ignoring what can also be gained, for the translator can at times enrich or clarify the SL text. Moreover, a translator should add some elements when it does not exist on SL to TL for reach similar information between SL and TL. By the same token, Nida and Taber state that whereas one inevitably loses many idioms in the process of translation, one can also stands to gain a number of idioms.

There are some strategies the translator should do when they want to add or to reach gain information in TL:

1. Adopting a TL-oriented strategy so as to reproduce an original piece of literary art, implementing the principle: “the best translation is the one that does not sound as a translation, but a genuine product”

2. Repudiating the formal equivalence which produces literal, wooden and unnatural translation towards a functional, dynamic one

3. Introducing an idiom or a rhetorical device in the TL text for a non-existent one in the SL text.

Another scholar, Newmark states that:

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39 Ibid., pp.671-672
40 Susan Basnet, op. cit. p. 39
41 Eugene A. Nida and Charles Taber, op.cit. p. 106
The additional information a translator may have to add to his version is normally cultural (accounting for difference between SL and TL culture), technical (relating to the topic) or linguistic (explaining wayward use of words), and is dependent on the requirement of his, as opposed to the original, readership. In expressive texts, such information can normally only be given outside the version, although brief ‘concessions’ for minor cultural details can be made to the reader.42

5. Noun Phrase

Noun phrases are any group of words, which consist of head and modifier. Head consists of noun itself or pronoun, and sometime adjectives. Whereas modifiers consist of two modifiers, they are pre-modifier and post-modifier. Pre-modifier includes noun, adjective, adjective phrase, participle-ed and –ing. Post-modifier includes prepositional phrase, relative clause and complementation but also there is determiner in forming noun phrase.

Jackson states that nouns can be defined as participant in term of identification. The identification of participants in term of reference, possession, and quantity is realized grammatically by a set of items, called determinative, which accompany nouns. The class of determinatives is made by four subclasses. They are: articles (a, an, the), demonstratives (this, these, that, those), possessives (my, our, your, etc), and quantifiers (one, first, all, any, etc). Meanwhile the class of items which realize meaning associated with the classification and description of participants are called modifiers. Modifier relates to noun. There are some type of modifier: adjectives, participles, noun modifiers, and relative clauses.43

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A noun phrase (NP) can contain several elements, linguistic might describe an NP as follows:

NP-(DET) - (Q) - (ADJP) - N- (PP)

This is a shorthand notation for the components of a noun phrase. It can be read as “A noun phrase can be expanded in a determiner, a quantifier, an adjective phrase, a noun, and a prepositional phrase.” The abbreviations for determiner (DET), quantifier (Q), adjective phrase (ADJP), and prepositional phrase (PP) are placed in parentheses to show that they are optional.\(^\text{44}\)

The pattern determiner + adjective + noun is a very familiar kind of noun phrase. For example, a tall tree, the old castle. Moreover, there are maybe two or more adjectives in a noun phrase, because a noun phrase is not limited only one adjective. For example. A new blue dress.\(^\text{45}\)

As explained above, the writer has picked some NP pattern to be researched in this research. The patterns are:

a. Noun + Noun

b. Article + Noun

c. Article + Noun + Noun

d. Determiner + Adjective + Noun

e. Possessive + Noun

\(^{44}\) David E. Freeman and Yvones S. Freeman, *Essential Linguistics What You Need to Know to Teach Reading, ESL, Spelling, Phonics, Grammar*, (Portsmoth: Heinemann, 2004), p. 225

f. Possessive + Adjective + Noun

g. Adjective + Noun

h. Quantifier + Possessive + Noun

i. Article + Noun + Prepositional Phrase

6. Translation Prose Text

Translating prose text is totally different from another literature text such as poetry. In poetry a translator must concern to metre and rhyme, but in prose text s/he should not do this. A translator can add or delete the context of the prose text as long as it does not change the meaning of the text. Moreover, Newmark states that:

For translating prose text, since formal and thematic concentration and unity may distinguish the short story, the translator has to be careful to preserve certain cohesive effects. For key word, a translator have to assess their text critically; they have to decide which lexical units are central, and have the more important function which are peripheral.

Belloc laid down six general rules for the translator of prose text, there are:

a. The translator should not ‘plod on’, word by word or sentence by sentence, but should ‘always “block out” his work’. By ‘block out’, Belloc means that the translator should consider the work as an integral unit and translate in section, asking himself ‘before each what the whole sense is he has to render’.

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46 Peter Newmark. *op.cit.*, p. 170
47 *Ibid*., p. 171
b. The translator should render idiom by idiom and idioms of their nature demand translation into another form from that of the original.

c. The translator must render ‘intention by intention’, bearing in mind that ‘the intention of a phrase in one language may be less emphatic than the form of the phrase, or it may be more emphatic’.

d. Belloc warns against *les faux amis*, those word or structures that may appear to correspond in both SL and TL but actually do not.

e. The translator is advised to ‘transmute boldly’ and Belloc suggests that the essence of translating is the ‘the resurrection of an alien thing in a native body’.

f. The translator should never embellish.48

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CHAPTER III

RESEARCH FINDING

A. Data description

In data description, the writer focuses on analysis of noun phrase in a short story with the title *Dandanan Kacau* / Makeover Madness. The source language is written by Samantha Broke and translated by Windrati Hapsari. The writer does the research uses equivalence theory by Baker to find out equivalence level between source language and target language. The levels are: word level, above word level, grammatical level, textual equivalence: textual, information structure, cohesion and pragmatic equivalence. Moreover, the writer uses the same of noun phrase that is researched using Baker’s theory as the object to find if there is loss or gain in translation.

In process of collecting data, the writer reads the story sentence by sentence and focuses on noun phrase of source language and finding the equivalence in target language. The writer find out there are 54 noun phrases in this story, and all baker’s theory occurs on noun phrase in this story. Moreover, loss and gain in translation also occur on noun phrase in this story. Next the data are tabulated based on type of equivalence level, and loss or gain in translation. The table will be attached in appendices chapter. Then, sixteen data will be selected to be representative of all data.
From the total number of noun phrase, there are twenty one noun phrases in word level, four noun phrases in above word level, one in grammatical level, seventeen noun phrases in textual equivalence, six noun phrases in pragmatic and also five noun phrases occur in more than one level. Moreover, in word level gives more loss elements and in pragmatic level gives more gain elements.

B. Data analysis

From the data above, the writer picks sixteen data as representative of all equivalence levels. The writer tries to analyse the selected data by categorizing them in to the level of equivalence and observing the loss or gain in these levels.

The data are:

Data 1

Source language

Lemon Meringue zipped around the salon serving her friends tea and painting their nails

Target Language

*Lemon Meringue menyediakan teh untuk teman-temannya dan mengcat kuku mereka*
In data one, there are two noun phrases (NP) in a sentence. First is her friends, the translator translated it into *teman-temannya*. Textual and grammatical level occur in this phrase. In English, *her* has a meaning as pronoun and possessive pronoun. The word *her* represent name of Lemon meringue, and has a meaning as possessive pronoun of friends. And in target language the word –*nya* has a position same to her. So, textual level in cohesion occurs to this phrase. Moreover, equivalence grammatical level in number occurs in this phrase to the word friends, it is translated to be *teman-teman*. Friends is plural of friend. The translator translate it to be *teman-teman* which has meaning that it has more than one friend. Therefore, in this phrase there are two equivalence level occur in this phrase. This phrase has found three times in this story.

Second phrase is their nails. The translator has translated it to be *kuku mereka*. Textual level occurs in this phrase, the word *mereka* is reference to Lemon’s meringue’s friends as known in target language as *teman-temannya*. So it can be said that textual happens in this phrase.

For loss or gain area, in first phrase her friends that has textual and grammatical level is translated to be *teman-temannya* does not have given loss or gain in TL, because *teman-temannya* is the meaning of her friends without adding or deleting element.

In the second phrase their nails that is translated to be *kuku mereka* has loss an element in the word nails. The translator does not translate it to be *kuku-kuku*. The word nails is plural of nail, so in target language must translate it in
plural word too for this word does reduce the information to target language. As
the writer opinion, even though it has loss an element this phrase still can understand in TL, because Indonesian people does not say or write kuku in plural in Indonesian language. So, the TL’s reader does not have problem if it is translated to singular noun.

Data 2

Source Language

Then she shampooed their hair and combed our the tangles

Target Language

Lalu, ia mengeramans dan menyisir rambut kusut mereka

In this sentence there are two noun phrases, first is the tangles. The translator translate it into kusut. Equivalence in word level occurs in this phrase. Because these two words in source language and target language has the equivalent meaning. in English-Indonesia dictionary tangles has meaning kekusutan (of hair) in Bahasa Indonesia.⁵⁹

For loss or gain information, this phrase has loss an element. The article the does not translate to target language. As we know article the has meaning as definite article which is if the word is adding article the it should be specifically show the object⁶⁰. But, as the writer opinion the TL’s phrase still can understand

without the translator translated article *the* in to TL. It is because in two or more language does not have same system, so there are some elements has no meaning or equivalent into another language, and it is acceptable if it is not translated into another language.

The next phrase is their hair. It is translated to be *rambut mereka*. It has textual level, the word *mereka* has meaning as pronoun reference to Lemon’s meringue friend that has mentioned before in previous sentence and as possessive pronouns to Lemon Meringue’s friends’ hair.

For loss or gain this phrase which has equivalence in textual level does not has loss or gain. Because between source language and target language have the same information without adding or deleting some elements. As the writer opinion, it can understand as same as SL’s meaning.

Data 3

Source Language

They had berry **wild hair**

Target Language

*Tatanan rambut mereka terlihat kacau*

In this sentence there is one noun phrase, it is wild hair. In baker’s equivalence, above word level; collocation. Wild hair is a kind of collocation. Collocation refers to a group of two words or more that usually go together. Wild hair is translated to be *rambut kacau* instead of *rambut liar*. Because *rambut
"kacau" is a perfect group of two words that stand together. Therefore wild hair is better to be translated as "rambut kacau" instead of "rambut liar" to make the target readers can understand well to the meaning of this phrase in their language.

This phrase which has equivalence in above word level does not gives loss or gain elements into TL. As the writer opinion without adding or deleting some elements the writer still understands well the meaning of SL’s phrase. Because it is translated to be "rambut kacau" makes reader more understand the situation or information of this phrase that happen in this story than translate it to be "rambut liar". If it is translated literary, the reader may feel confuse for this sentence.

Data 4

Source Language

All of Lemon Meringue’s friend were giggling

Target Language

*Teman-teman Lemon Meringue* tertawa geli

Based on Baker’s theory, word level occurs in this phrase. All of Lemon’s Meringue friend translated to be *Teman-Teman Lemon Meringue*. Both these phrase have same meaning equivalent. But, in this phrase occurs loss in TL.

In target language, the translator does not translate the word *All*, so this word that supposed to be translated *semua* has omitted in target language. It is loss the element that in source language means all friend but in target just
translated to be *teman-teman*. As the writer opinion, the TL’s readers may think that it is not all Lemon’s Meringue friend are mentioned, may be just some of them, but more than one friend because the word *teman-teman* is plural of friend. Therefore, this phrase has loss element and give less information too for TL’s readers.

**Data 5**

**Source Language**

When Lemon Meringue was done, *everyone’s hair* was perfect

**Target Language**

*Saat lemon Meringue selesai, rambut teman-teman Lemon Meringue menjadi indah*

This sentence has a phrase. Textual level occurs in this phrase. The translator translate everyone’s hair to be *rambut teman-teman Lemon Meringue*. It is because in previous sentence has mentioned that Lemon’s Meringue friend’s hair was in trouble, but then Lemon Meringue fixed it. Therefore, the translator translate everyone’s hair to be *rambut teman-teman Lemon Meringue* in target language for the readers can understand well that everyone’s hair refers to Lemon Meringue’s friend’s hair.

For loss or gain area, this phrase has gain element. The translator add element into TL it is *teman-teman*. As the writer opinion, the translator has
translated this phrase to be *rambut teman-teman Lemon Meringue*. It makes clear enough this phrase to be read by target readers. Therefore, the target readers do not feel confuse with the information that has translated by the translator to this phrase.

**Data 6**

**Source Language**

Now, why don’t we all go for a **picnic**? Strawberry Shortcake suggested

**Target Language**

“**sekarang kita pergi piknik yuk?**” ajak Strawberry Shortcake

In this phrase, equivalence in word level occurs. The translator translate a picnic to be **piknik** which has same meaning according to English-Indonesia dictionary. Therefore, both phrases have same equivalent meaning in word level.

For loss or gain, this phrase which has word level has loss an element, the translator does not translate the article *a* into TL. As the writer opinion, even though the translator does not translate the article *a* into target language, it does not give effect for TL’s readers. The article *a* has function, it is to explain the first object that is mentioned or written in a text. So, the readers still has the same information as in source language even though the translator does not translate the article *a*.

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51 John M. Echols and Hasan Sadily, *op.cit*. p. 429

When she was done, she flipped open a magazine. Suddenly she gasped.

Saat ia sudah selesai membereskannya, lemon Meringue membuka-buka halaman majalah. Tiba-tiba ia terkejut

This phrase has pragmatic level for implicature case. A magazine has translated by translator to be halaman majalah into target language. Both phrase does not have equivalent meaning based on word level because they have different meaning, but the phrase in target language has same purpose to deliver the message of this phrase.

The translator translates it to make the reader understand well. Even though it is different based on word by word, it has same meaning. In source language, she that meant Lemon Meringue is reading a magazine. When reading a magazine a reader must be flipped pages of magazine. That makes the translator to write in target language to be halaman majalah. Hence, from the meaning has different based on words but it has same purpose.

For loss and gain, the translator does not give or delete elements into TL, but the translator changes it, the translator gives specific meaning to target language. So the target reader can understand it well. Therefore, this phrase in target language gives add information.
Data 8

Source Language

But Lemon Meringue didn’t think Berry Bitty City needed another dance teacher.

Target language

Tapi Lemon Meringue berpikir bahwa penduduk Kota Berry Bitty tidak membutuhkan guru tari lagi

This sentence has one phrase that equivalence in word level occurs. The translator translate this phrase appropriate with the equivalent meaning based on word meaning. In English-Indonesia dictionary dance has a meaning as tari and teacher has a meaning as guru. Hence, this phrase has equivalence in word meaning, even though their position in the structure is different.

For loss or gain, this phrase does not give add or loss in TL. As the writer opinion, the phrase in SL has same meaning in TL without adding or deleting element in this phrase. So TL’s readers can understand as same as SL’s readers because it is translated suitable in SL’s phrase.

Data 9

Source Language

“wow” said Strawberry Shortcake as she looked in the mirror.

53 John M. Echols and Hasan Sadily, *op.cit.* p. 164
“wow!”
kata strawberry shortcake saat melihat di cermin

This sentence has one phrase. It has equivalence in word level. The translator has translated the mirror in target language to be cermin which has the same equivalent meaning between source and target language. Based on English-Indonesia dictionary the meaning of mirror in Bahasa Indonesia is cermin. Therefore, this phrase has equivalence in word meaning.

For loss and gain information, this phrase has loss element. In source language has an article the. As the writer knows, the article the has a specific to description, and has a meaning as definite article which is if the word is adding article the it should be specifically show the object. Even though the translator does not translate article the in TL, it does not give effect. Therefore the TL’s readers still understand as same as SL’s readers, even though the translator has delete an element into TL.

Data 10

Source Language

“it’s the Salon-o-Matic,” said Lemon Meringue

Target Language

“Ini salon-o-matic, kursi salon ajaib,” kata Lemon Meringue

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55 Ibid. p. 382
This sentence has one phrase. According to Baker’s theory, equivalence in word level occurs. The translator translates the salon-omatic same to the word in source language. So this sentence has a phrase. According to Baker’s theory, equivalence in word level. The translator translates the salon-o-matic suitable to the word in source language. So, this phrase has equivalence in word level.

For loss and gain, this phrase occurs gain element into target language. The translator gives additional elements in target language to be salon-o-matic, kursi salon ajaib, so the target reader will understand what is salon-o-matic. As writer opinion, this phrase also gives additional information, it is the translator explains what the salon-o-matic is. Hence, this phrase has gain information to target language.

**Data 11**

Source language

Lemon Meringue pressed a button and the Salon-o-Matic whirred and buzzed

Target Language

*Lemon meringue memencet tombol dan kursi Salon-o-Matic berderu dan berdengung*

This sentence has two phrases. First is a button, a translator has translated it to be tombol. According to Baker’s theory, this phrase has equivalence in word
level. According to English-Indonesia dictionary button has a meaning as tombol in Bahasa Indonesia. Therefore, this phrase has equivalence in word level.

Second phrase is the Salon-o-Matic. The translator translate this phrase to Bahasa Indonesia to be kursi Salon-o-Matic. It has textual level equivalence. In previous sentence has explained that the salon-o-matic is a magic salon chair in target language. The translator just wrote kursi salon-o-matic in target language in the next sentence that has a phrase the salon-o-matic. Hence, this phrase has textual equivalence and this phrase has found seven times in this story.

For loss or gain information, this phrase which has word level meaning gives loss in article a. As writer opinion, even though the translator does not translate the article a into target language, it does not give effect. The article a has function, it is to explain the first object that is mentioned or written in a text.

Moreover, for the phrase the salon-o-matic does not give add or omit. It is because that meaning has already explained or mentioned in previous sentence. Hence as the writer opinion, for the phrases in this sentence give same information to target language.

Data 12

Source Language

A few days later, Lemon Meringue called Blueberry Muffin to see if she needed a trip to the salon

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56 Ibid., p. 91
57 Yelvi Andri Z, op.cit.
Target Language

Beberapa hari kemudian, Lemon Meringue menelepon Blueberry Muffin dan menanyakan apakah ia buth perawatan di salon.

There are two phrases in this sentence. First is a trip. The translator translates this phrase into perawatan. According to Baker’s theory this phrase has equivalence in pragmatic level. The phrase a trip has translated by translator to be perawatan instead of perjalanan. The translator wants to explain clearly the meaning from a phrase a trip to target readers for avoid misunderstanding them in this story. In this sentence, explains Lemon Meringue asked her friend if she need beauty treatment in her salon. So the translator, translates this phrase to be perawatan for the target reader can understand the meaning of this sentence of this story.

Second phrase is the salon. As mentioned above the equivalence word level occurs in this phrase. The word salon has the same meaning as salon in target language. It is because both phrases between source language and target language has same meaning in word level.

For loss and gain area, the first phrase does not gives loss or gain element. But, the translator tries to give more specific meaning or suits to the story to make the target readers can understand well. So, the translator changes this phrase to make TL’s readers well. As the writer opinion, the translator has done right thing to change it, in order to make the target readers understand the story line. For second phrase gives loss element, because the translator does not translate the
article *the* into target language. But as the writer opinion, even though the translator does not translate this article this phrase still can understand well into TL. Hence, these phrase in this sentence give different information for target readers.

**Data 13**

**Source Language**

At *Strawberry Shortcake’s cafe*, Lemon Meringue made a batch of smoothies.

**Target Language**

*Di cafe strawberry Shortcake, Lemon Meringue membuat smoothies*

There are two phrases in this sentence. First is *Strawberry Shortcake’s cafe*. It is translated by the translator to be *kafe Strawberry Shortcake*. It has equivalence in word level, the translator translates this phrase suitable to phrase in source language. *Strawberry Shortcake* refers to *Strawberry Shortcake* in target language because it is a name of one character in this story, and *cafe* has meaning *kafe* in target language.

Second phrase is a batch of smoothies. The translator translate this phrase to be smoothies which has the same meaning in source language. It is kind of juice. So this phrase occurs equivalence in word level.
These phrases have equivalence in word level, but give different information, the first phrase does not give adding or loss element in translation. So, as writer opinion, in TL can understand as well as in SL.

In the second phrase the translator omit the word a batch of. So in target language does not explain the quantity from the smoothies. As the writer opinion, in second phrase it the information between SL and TL are not same, it is because the translator does not translate all word in to TL, Therefore theses phrases give different information even though have same equivalence in word level.

Data 14

Source Language
“You did great.” said Plum Pudding when class ended

Target Language
“kamu mengajar dengan baik” kata Plum Pudding setelah selesai mengajar

This sentence has one phrase. The translator translates the class to be mengajar. For the equivalence it occurs in pragmatic level. The translator prefers to write mengajar instead of kelas, because the translator tries to avoid misunderstanding meaning from this phrase. The sentence kata Plum Pudding setelah selesai mengajar is better to use than kata Plum Pudding setelah kelas berakhir. It is because the class refers to Plum Pudding acts after teaching a dance class with Lemon Meringue. Therefore pragmatic level occurs in this phrase,
For loss and gain area, this phrase gains element to the target reader. The translator changes *the class* to be *mengajar* in TL. The translator tries to make specific word for the target reader can understand well from this phrase in this sentence of this story. As the writer opinion, the translator has successful to make this phrase can be understand well to TL by changing this word to be *mengajar* in TL.

**Data 15**

**Source Language**

And it doesn’t have *a shoulder to cry on,*” Plum Pudding added

**Target Language**

“*dia tidak bisa mendengar keluhan kamu,*” tambah Plum Pudding

This phrase has above word level in idiom. *A shoulder to cry on* is an idiom which has meaning to describe a person who listens to your problems and gives you sympathy. So the translator translates it to be *mendengar keluhan* because it suits to the meaning of this phrase.

For loss and gain, the translator does not give any additional or deleting information. Because these phrases has same meaning, even though with different term. As the writer opinion, this phrase is clear enough to understand in TL because SL’s phrase has same meaning in TL.

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Data 16

Source Language

“What?” asked all her friends

Target Language

“Apa?” tanya mereka

This sentence has a phrase. According to Baker’s equivalence theory, this phrase is in grammatical level. The phrase all her friend has translated to be mereka in TL. The word mereka has same meaning of they in English. In English this phrase can be changed into them. It means this phrase has equivalence in person. The translator translated All her friends to be mereka, because this phrase in TL can be translated to be mereka that refers to Lemon Meringue’s friends. So this phrase has a level in grammatical part of person.

For loss or gain, this phrase does not give add or loss in translation. The translator translated this word to TL has same purpose in SL even though different word based on dictionary, the translator translated this phrase to be pronoun in TL. Hence, this phrase does not give loss or gain for TL’s readers. Because this phrase does not change anything the writer can conclude that the TL’s readers can understand as well as the SL’s readers.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The title of this research is Loss and Gain in Equivalence of Noun Phrase in Strawberry Shortcake Bilingual Story *Dandanan Kacau*/Makeover Madness. This research focuses to find equivalence level using Baker’s equivalence theory of noun phrase between SL and TL, also find loss or gain of noun phrase that uses this theory in story with the title *Dandanan Kacau*/Makeover Madness.

Based on this research, it can be concluded that all Baker’s equivalence levels occur in noun phrase from word level until pragmatic level. There are 21 noun phrases in word level, four noun phrases in above word level, one noun phrase in grammatical level, 17 noun phrases in textual level, and six noun phrases in pragmatic level. Mostly, word level occur in noun phrase because the translator translate the noun phrases base on the word in SL itself. The different just structure between SL and TL. In addition, there are five of noun phrase that occur in two level, it is because structure of the noun phrase is made of pronoun and numbers so this kind of noun phrase must occur in more than one level, and the translator also translate the noun phrase uses pronoun and numbers too.

In loss or gain area, the reason why the translator did loss or gain in this short story because the translator wants to make a good translation product in TL. Even though word level occur mostly in noun phrase but it also gives the highest
number of loss elements into TL. From twenty noun phrases in word level there are eleven noun phrases have loss element in TL. It is because in word level the translator mostly deletes a word or some words of noun phrase into TL. In fact, deleting a word causes loss information for TL’s readers. In addition the translator did loss in this translation because every language has different system so, the translator cannot translated all elements in to another language because there is no same meaning between elements in one language into another language. Even though it does not translated all, it is still can acceptable and readable by TL’s readers.

For gain area, pragmatic level always has more gain elements for TL’s readers. All of noun phrases that occur in pragmatic level have gain area. The translator sometimes adding or changing some elements into TL. It is because the translator aims to make TL’s readers understand well the relation between SL’s noun phrase with the storyline in TL, if the translator translates some noun phrases based on word level the TL’s reader will not understand what the meaning of the phrases of this story. So, the translator changes or adds the elements of noun phrase in SL but has the same purpose into TL. Hence, the TL readers can understand the storyline of this story even though the translator changes the words of SL’s noun phrase. Therefore, in word level gives loss information mostly and in pragmatic level gives gain information for TL’s readers.

After doing this research, the writer can conclude that the result of this translation product is clear enough to read for TL’s readers. It is also acceptable to
read for children in TL because the translator has chosen easy words to make the translation.

Moreover, the translator’s priority to translate this product is readability for TL’s readers. She changes, adds, or deletes some elements of this SL’s story to TL’s story in order to make TL’s readers understand well. So, this story is a good example of translation product.

B. Suggestions

There are a few suggestions that the writer will give for next researchers and translators:

1. For the next researchers, the writer suggests that the next researcher should understand well about the pattern of noun phrases. Moreover, they should be knowing well about Baker’s equivalence from word level until pragmatic level, especially knowing the part or causes from each level. It is important because the part of the level is the key to find where the next researcher should put the unit analysis into Baker’s equivalence levels. For loss and gain area, the writer suggests that for they can find more about the explanation about loss and gain in translation especially about skewing in loss and gain, the writer cannot find more information about skewing. So, in the next research can be explained deeply about loss, gain, and skewing more than this research.

2. For the translator, the writer suggests that they should master equivalence theories. Even though every language has different systems, but they can
show the same purpose by using equivalence theories and also to make translating easier. For loss and gain information the writer also suggests that the translators can make all their translations to be gain in TL at least there is less of loss information from their translations.

3. For government the writer suggests that the government should concern about translation field in Indonesia. Translation aspects have big impact in this country, whether in product or translator itself. If there is no translation aspect in this country, this country will face regression. Because there are so many knowledge which uses English language as its language and Indonesian people need that knowledge to make this country equal with another country. Therefore, translation aspect has very big impact to make this country better.
BIBLIOGRAPHY

Books:
Dictionary:

Websites:


Journals:


# APPENDICES

## Appendix I

Table of Unit Analysis

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<th>No</th>
<th>Source Language</th>
<th>Target Language</th>
<th>Types of equivalence</th>
<th>Loss or gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It was a berry busy day at Lemon Meringue’s beauty salon</td>
<td>Hari yang sibuk di Salon Lemon Meringue</td>
<td>-Thematic -Word Level</td>
<td>-Loss -Loss</td>
</tr>
<tr>
<td>2</td>
<td>Lemone Meringue zipped arround the salon serving her friends tea and painting their nails</td>
<td>Lemon Meringue menyediakan teh untuk teman-temannya dan mengecat kuku mereka</td>
<td>-Thematic and grammatical -Thematic</td>
<td>-None -Loss</td>
</tr>
<tr>
<td>3</td>
<td>Then she shampoed their hair and combed our the tangles</td>
<td>Lalu, ia mengeramas dan menyisir rambut kusut mereka</td>
<td>-Thematic -Word level</td>
<td>-None -Loss</td>
</tr>
<tr>
<td>4</td>
<td>All of Lemon Meringue’s friends were giggling</td>
<td>Teman-teman Lemon Meringue tertawa geli</td>
<td>-Word</td>
<td>-Loss</td>
</tr>
<tr>
<td>5</td>
<td>They had berry wild hair</td>
<td>Tatanan rambut mereka terlihat kacau</td>
<td>-Above word</td>
<td>-None</td>
</tr>
<tr>
<td>6</td>
<td>When Lemon Meringue was done, everyone’s hair was perfect</td>
<td>Saat lemon Meringue selesai, rambut teman-teman Lemon Meringue menjadi indah</td>
<td>-Thematic</td>
<td>Gain</td>
</tr>
<tr>
<td>7</td>
<td>Now, why don’t we all go for a picnic. Strawberry Shortcake suggested</td>
<td>“sekarang kita pergi piknik yuk?”ajak Strawberry Shortcake</td>
<td>-Word level</td>
<td>-Loss</td>
</tr>
<tr>
<td>8</td>
<td>My salon need a bit of a makeover,” she said</td>
<td>“Aku harus merapikan salonku.”katanya</td>
<td>-Thematic -Above word level</td>
<td>-none -none</td>
</tr>
<tr>
<td>9</td>
<td>That afternoon Lemon Meringue cleaned her salon from top to bottom</td>
<td>Siang itu, Lemon Meringue membersihkan salonnnya</td>
<td>Thematic</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>When she was done, she flipped open a magazine. Suddenly she gasped.</td>
<td>Saat ia sudah selesai memberskannya, lemon Meringue membuka-buka</td>
<td>Pragmatic</td>
<td>Gain</td>
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<td>11</td>
<td>“what a fruitastic idea!” she cried. “I cant wait until my friends see this!”</td>
<td>“Ini ide yang bagus!” ujarnya. “aku ingin segera menunjukkan pada teman-temanku!”</td>
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<tr>
<td>12</td>
<td>The next day Lemon Meringue invited all her friends to the salon</td>
<td>Keesokan harinya Lemon Meringue mengundang semua teman-temannya ke salon</td>
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<tr>
<td>13</td>
<td>“it’s the Salon-o-Matic,” said Lemon Meringue</td>
<td>“Ini salon-o-matic, kursi salon ajaib,” kata Lemon Meringue</td>
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<tr>
<td>14</td>
<td>It does manicures like magic, give perfect pedicures, and styles hair faster than you’ve seen before</td>
<td>Ia bisa melakukan menikur dengan ajaib, pedikur dengan sempurna, dan menata rambut lebih cepat daripada yang pernah kalian lihat</td>
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<tr>
<td>15</td>
<td>Lemon Meringue pressed a button and the Salon-o-Matic whirred and buzzed</td>
<td>Lemon meringue memencet tombol dan kursi Salon-o-Matic berderu dan berdengung</td>
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<tr>
<td>16</td>
<td>“wow” said Strawberry Shortcake as she looked in the mirror.</td>
<td>“wow!” kata strawberry shortcake saat melihat di cermi</td>
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<tr>
<td>18</td>
<td>A few days later, Lemon Meringue called Blueberry Muffin to see if she needed a trip to the salon</td>
<td>Beberapa hari kemudian, Lemon Meringue menelepon Blueberry Muffin dan menanyakan apakah ia buth perawatan di salon.</td>
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<td></td>
<td>English</td>
<td>Indonesian</td>
<td>Loss/Gain</td>
<td>Level</td>
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<tr>
<td>19</td>
<td>But they didn’t need a hair cut or manicure, either</td>
<td>Tapi mereka sedang tidak membutuhkan perawatan rambut ataupun manicure</td>
<td>-Pragmatic</td>
<td>-Gain</td>
</tr>
<tr>
<td>20</td>
<td>Later Strawberry Shortcake stopped by the salon to visit Lemon Meringue</td>
<td>Strawberry Shortcake berkuncung ke salon lemon Meringue</td>
<td>-Word Level</td>
<td>-Loss</td>
</tr>
<tr>
<td>21</td>
<td>“The salon-o-matic did all my work for me.”</td>
<td>Kursi salon-o-matic sudah melakukan semua pekerjaanku</td>
<td>-Thematic</td>
<td>-None</td>
</tr>
<tr>
<td>22</td>
<td>Then why don’t you come help me at the cafe? Strawberry shortcake</td>
<td>Nah, bagaimana kalau kamu membantu di cafe? Saran strawberry shortcake</td>
<td>Word Level</td>
<td>Loss</td>
</tr>
<tr>
<td>23</td>
<td>At Strawberry Shortcake’s cafe, Lemon Meringue made a batch of smoothies</td>
<td>Di cafe strawberry Shortcake, Lemon Meringue membuat smoothies</td>
<td>-None</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Next lemon Meringue helped teach a dance class at Pulm Pudding’s studio</td>
<td>Lalu, Lemon Meringue membantu mengajar tari di studio Pulm Pudding</td>
<td>-Pragmatic</td>
<td>-Gain</td>
</tr>
<tr>
<td>25</td>
<td>“You did great,”said Plum Pudding when the class ended</td>
<td>“Kamu mengajar dengan baik,” kata Plum Pudding setelah selesai mengajar</td>
<td>-Pragmatic</td>
<td>-Gain</td>
</tr>
<tr>
<td>26</td>
<td>But Lemon Meringue didn’t think Berry Bitty City needed another dance teacher.</td>
<td>Tapi Lemon Meringue berpikir bahwa penduduk Kota Berry Bitty tidak membutuhkan guru tari lagi</td>
<td>-Word</td>
<td>None</td>
</tr>
<tr>
<td>27</td>
<td>When orange and Blueberry went to see lemon, she was packing a suitcase</td>
<td>Saat Orange Blossom dan Bluberry Muffin berkunjung ke rmah lemon Meringue, ia sedang memasukkan baju ke koper.</td>
<td>-Word Level</td>
<td>-Loss</td>
</tr>
<tr>
<td>28</td>
<td>Since I got the salon o matic, no one needs me.</td>
<td>“Sejak ada Kursi salon-o-matic, tidak ada yang membutuhkanku lagi</td>
<td>-Thematic</td>
<td>-None</td>
</tr>
<tr>
<td>29</td>
<td>As Lemon Meringue</td>
<td>Lalu, Lemon</td>
<td>Above Word</td>
<td>Loss</td>
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<tr>
<td>Sentence</td>
<td>Translation</td>
<td>Theme and Grammar</td>
<td>Pragmatic Gain/Loss</td>
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<td>walked to the bus stop, Blueberry Muffin got an idea</td>
<td>Meringue berjalan ke arah halte bis, dan blueberry punya ide bagus</td>
<td>-Thematic &amp;Grammatical</td>
<td>-None</td>
<td></td>
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<tr>
<td>30 Lemon Meringue was sitting at the bus stop when her friends came running up to her</td>
<td>Lemon meringue sedang menunggu di halte bis saat teman-teman mengejarnya</td>
<td>-Thematic</td>
<td>-None</td>
<td></td>
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<tr>
<td>“Look what the Salon-o-matic did to us!” said Blueberry Muffin</td>
<td>“lihat apa yang dilakukan kuris salon-o-matic kepada kami!” kata Blueberry Muffin</td>
<td>-Thematic</td>
<td>-None</td>
<td></td>
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<tr>
<td>31 “quick, let’s get back to the salon”</td>
<td>“Ayo cepat kembali ke salon.”</td>
<td>-Word Level</td>
<td>-Loss</td>
<td></td>
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<tr>
<td>32 Lemon meringue shampooed, conditioned, and blow-dried her friend’s hair</td>
<td>Lemon Meringue memberi sampo, kondisioner, dan mengeringkan rambut teman-temannya</td>
<td>Thematic and Grammatical</td>
<td>-None</td>
<td></td>
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<tr>
<td>33 I wonder what went wrong with the salon-o-matic,”Lemon Meringue said</td>
<td>“Apa yang terjadi pada Kursi Salon-o-Matic ya,” kata Lemon Meringue</td>
<td>-Thematic</td>
<td>-None</td>
<td></td>
</tr>
<tr>
<td>34 Strawberry Shortcake lookekd at her friends</td>
<td>Strawberry Shortcake menatap teman-temannya.</td>
<td>-Thematic</td>
<td>-None</td>
<td></td>
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<tr>
<td>35 “there’s actually nothing wrong with the salon-o-matic.”</td>
<td>“Sebenarnya Salon-o-matic tidak rusak”</td>
<td>-Thematic</td>
<td>-None</td>
<td></td>
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<td>36 “we gave ourselves crazy hairstyles so that you would stay and help us,”said Strawberry Shortcake</td>
<td>“kami membuat tatanan rambut yang kacau supaya kamu tetap disin dan membantu kamu,” kata strawberry shortcake</td>
<td>-Word</td>
<td>-None</td>
<td></td>
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<td>37 “well, if the salon-o-matic really works, the I’m not needed here anymore.”</td>
<td>“Baiklah, kalau kursi salon-o-Matic berfungsi, aku tidak dibutuhkan lagi disini”</td>
<td>-Thematic</td>
<td>-None</td>
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<tr>
<td>38 “Wait!” cried Strawberry Shortcake. “There are lots of things that</td>
<td>“Tinggu!” seru Strawberry Shortcake. “ ada banyak hal yang tidak bisa”</td>
<td>-Pragmatic</td>
<td>-Gain</td>
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<td><strong>40</strong></td>
<td>“it can’t tell you that you look pretty and laugh at <strong>your jokes</strong>,” said Orange Blossom.</td>
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<td></td>
<td>“Dia tidak bisa mengatakan bahwa kamu cantik dan menertawakan <strong>leluconmu</strong>,” kata Orange Blossom</td>
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<td></td>
<td>“It can’t tell you that you look pretty and laugh at your jokes,” said Orange Blossom.</td>
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<td></td>
<td>- Thematic</td>
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<td></td>
<td>- Loss</td>
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<td><strong>41</strong></td>
<td>“And it doesn’t have a shoulder to cry on,” Plum Pudding added</td>
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<td></td>
<td>“Dia tidak bisa <strong>mendengar keluhan kamu</strong>,” tambah Plum Pudding</td>
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<td>- Above word level</td>
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<td>- None</td>
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<tr>
<td><strong>42</strong></td>
<td>“What?” asked <strong>all her friends</strong></td>
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<td></td>
<td>“Apa?” tanya <strong>mereka</strong></td>
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<td></td>
<td>- Grammatical</td>
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<td>- None</td>
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<td><strong>43</strong></td>
<td>Then she said “Send the salon-o-matic back.”</td>
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<td></td>
<td>Lalu berkara, “aku akan mengembalikan <strong>Kursi salon-o-matic</strong>”</td>
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<td></td>
<td>- Thematic</td>
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