THE TRANSLATION TECHNIQUES OF ILLOCUTIONARY ACT IN
THE SHORT STORY DIARY OF A WIMPY KID: THE LAST STRAW INTO
DIARY SI BOCAH TENGIL: USAHA TERAKHIR

A Thesis
Submitted to Adab and Humanities Faculty
In Partial Fulfillment of the Requirements for
The Degree of Strata One (S1)

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ABSTRACT


The translation of speech need special notice. Because there is other purpose from the speaker in a speech. This other purpose must be revealed by translator. The situation context, the content of speech, speaker social position and the hearers are the things that need observed in analyzing the speeches. In this research, the writer focuses on translation study that is the translation of illocutionary act in the short story *Diary of a Wimpy Kid: The Last Straw.* The aim of the research is to analyze the illocutionary act in the short story and to find out the translation technique.

The method used in this research is descriptive qualitative analysis in which the writer describes speeches that contain illocutionary act in the short story by theory of John. R. Searle and the translation technique by Lucia Mollina and Albir’s theory. The writer uses herself as instrument of research to collects the data; by reading the short story, finding the speeches that include illocutionary act, marking and classifying the kinds of illocutionary act and finding the translation technique by analyzing them.

From the analysis, the writer concludes that the illocutionary acts used in *Diary of a Wimpy Kid: The Last Straw* can be classified into representative, directive, expressive and declaration. There are eight of translation techniques that found in this short story, namely modulation, literal, particularization, reduction, pure borrowing, linguistics amplification, compensation, and description. And the most translation technique used is literal.

Keywords: Translation, Illocutionary Acts.
APPROVAL SHEET

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LEGALIZATION

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Title : The Translation Techniques of Illocutionary Act in The Short Story
        Diary of a Wimpy Kid: The Last Straw into Diary si Bocah Tengil:
        Usaha Terakhir

The thesis entitled above has been defended before the Letters and
Humanities Faculty’s Examination Committee on October 24th, 2014. It has
already been accepted as partial fulfilment of the requirements for the degree of
strata one.

Jakarta, October 24th, 2014

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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 material previously published or written by another person nor material 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, October 2014

Septi Indah Pratiwi
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Bekasi, September 2014

The Writer
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CHAPTER I
INTRODUCTION

A. Background of The Study

The translation activity has occurred since formerly. The translation works are even more than give a big contribution to modernization in Indonesia. As a developed country, translation is being the fastest way and effective in the effort to knowledge and technology changes. The quantity of translation work request are more increase, because of many works in foreign language are various. It is produce the translation works with various of text which have background in some of field.

Concerns of necessary for translation books are essential for any field, including fiction literature work, such as short story is being one of reader choice to read it as a hobby or to fill out free time. It is a composition that usually explain about life or live journey of the object that explained and it arranges by language that reader easy to understand. In connection with necessary of the short story translation which are very needed, so it need a good translation and can produce translation with good quality.

Generally, the short story uses daily or conversation language. It involves communication to character of story because there are speech. So, translation text also has speech elements that can researched by pragmatics approach. In communication, the speaker faces with other speaker that has different of culture and language background. In this case, its same as a translator will be faced with different readers.
Frequently, in the translation process, the translator meets difficulties in closest meaning equivalent. In translating, the translator needs a good skill in language transfer and the message that will be delivered by writer is not lost. Rahayu S. Hidayat said in her book “penerjemahan tidak hanya berarti mengubah teks yang terdiri dari unsur bahasa lain tetapi juga melakukan sebuah tindak komunikasi”.¹ It means translators have a double task that in other side the translators also must have the ability of transferring text message by well to target text reader.

In conversation aspects, there is mentioned as speaker and interlocutor. The speaker is a person who speaks in conversation and the interlocutor is a person that beingspeech target from speaker. One kind of conversation which includes pragmatics studies is speech act. Firstly, the speech act theory delivered by a philosopher from England, John L. Austin in 1955 at University of Harvard which his speech is published by title “How to do Things with Words”. Austin said speech act is when person saying something, he also doing something.² It means human use language and they can do acts. Austin saw the speech act from speaker and speech that produced as some of social interaction.

One of the speech act types is illocutionary act. Illocutionary act is speech that intends what reached by speaker saying something and the speech are complain, request, command, apologize, promise, and so on.³ It means there is

meaning in speaker’s speech which is his/her purpose wants reached by hearer. According to Searle, there are five kinds of illocutionary act, they are (1) Representatives, (2) Directives, (3) Commissives, (4) Expressives, and (5) Declarations. In this research, the choice of speech act follow with a Fawcett’s opinion, speech act is one of subpragmatics which interests for examined to do in translation field.

Sometimes, the related of translated meaning is not only has literal meaning in source language text, but intention contained in it. It should be concerned to translator. The illocutionary act translation is an example from a text sentence or speech that has a specific meaning in the other purpose which must be translated. In addition, this research analyzes how the translation techniques are used by translator to translate each sentence of illocutionary act. The translation techniques are used as an analytical approach in this paper, there are 18 methods of translation techniques by Molina and Albi’s theory. There are some illocutionary acts are found in this book. So the writer interested to analyzes the translation technique of illocutionary acts in the short story Diary of a Wimpy Kid: The Last Straw series. From this book, the writer finds them, one of them is:

SL: I think you should work on chewing your crisps more quietly.

TL: Kurasa, Mom harus berusaha agar tidak terlalu berisik saat sedang mengunyah keripik kentang.

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The speech above occurs when Greg Heffley caught his mother who spent all day by watching TV and ate the potato chips, but her mother said that she would go to the gym started that day. Greg gave suggestion to his Mom that showed in the word of “you should work on...”. If it categorized into illocutionary act form, so the speech includes into directives type that has statement form of suggest. The speech uses amplification and established equivalence translation technique. In this case, the word of you is translated into Mom. It showed the word of you is an implicit meaning and translated into explicit meaning is Mom. It shows the translator uses the amplification technique. The word of more quitely is translated into tidak terlalu berisik. According to Oxford dictionary, quitely (v) is to speak or move quitely, making very little noise, without many people or much noise or an activity, not disturbed: peaceful. So, the translator uses established equivalence translation technique because it is translated from the dictionary. In the translation also translated by same function is directives type with suggestion function that showed in the sentence ‘Mom harus berusaha...’.

From the description of illocutionary act above, then the writer wants to discuss The Translation Techniques of Illocutionary Act in The Short Story Diary of a Wimpy Kid: The Last Straw into Diary si Bocah Tengil: Usaha Terakhir.

B. Focus of The Study

Based on the research background above, this research will be focused to translation of illocutionary act which found at research object. In this case, the writer wants to know what translation techniques used by translator to translate
the illocutionary act in the short story *Diary of a Wimpy Kid: The Last Straw* into *Diary si Bocah Tengil: Usaha Terakhir*.

C. Research Question

Based on the focus of study, the writer intends to answer the question below:

1. What kinds of illocutionary acts are found in the short story *Diary of a Wimpy Kid: The Last Straw*?

2. How translation techniques are used by the translator to translate the illocutionary act in the short story *Diary of a Wimpy Kid: The Last Straw*?

D. Significance of The Study

The writer hopes the result of this research will enrich the writer in understanding about translation of illocutionary act and the research can give more information for the reader about this research and also make everyone that illocutionary act is exciting thing to analyze. Furthermore, the writer also hopes it will be useful for the English Department Students especially in concentration of translation who are interested in doing research about translation technique of speech act, especially illocutionary act.

E. Research Methodology

1. Objective of The Research

   a. To classify the kinds of illocutionary acts found in the short story *Diary of a Wimpy Kid: The Last Straw*. 
b. To analyze the translation techniques of illocutionary act used by translator to translate the illocutionary act in the short story *Diary of a Wimpy Kid: The Last Straw*.

2. **Method of The Research**

   In this research the writer analyzes the data using qualitative descriptive method. Then, the data is analyzed by content analysis. Beside that, the writer tries to answer the entire question in the research question by analyzing the problem in this research. The writer also explains the opinion in analysis of the research object.

3. **Technique of Data Analysis**

   In writing of this research, the writer does the following steps:
   
a. Reading the short story *Diary of a Wimpy Kid: The Last Straw* and its translation *Diary si Bocah Tengil: Usaha Terakhir*;

b. Marking the speeches which include into illocutionary act;

c. Classifying the kinds of illocutionary act based on Searle’s theory;

d. Analyzing the selected data by explains of finding the speech function to know the kinds of illocutionary act. After that, the writer also searches the meaning of speech words in Oxford dictionary and Kamus Besar Bahasa Indonesia (KBBI) to finds the translation techniques used by translator based on Mollina and Albir’s theory.

e. Writing a report of study;
4. The Instrument of The Research

The research instrument uses the writer herself as the main instrument to get the qualitative data in *Diary of a Wimpy Kid: The Last Straw* and its translation *Diary si Bocah Tengil: Usaha Terakhir*. The writer employs herself to read the short story and analyze the data which experience the translation techniques of illocutionary act in the object between the source language and target language.

5. Unit of Analysis

The analysis unit of the research is the short story of *Diary of a Wimpy Kid: The Last Straw* and the translated is *Diary si Bocah Tengil: Usaha Terakhir*.

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<th>English → Indonesia</th>
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<td>Title in English</td>
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CHAPTER II
THE THEORETICAL DESCRIPTION

A. Previous Research

The writer found that there are three previous researches which discuss about translation of illocutionary acts and analysis about the kinds of illocutionary acts. They are; Singgih Daru Kuncara, M. R. Nababan and Sri Samiati (2013), I Komang Adi Tusanjaya (2013) and Wilfreda P. Jorge-Legaspi.

The first study is entitled *For “Analisis Terjemahan Tindak Tutur Direktif pada Novel The Godfather dan Terjemahannya dalam Bahasa Indonesia”* by Singgih Daru Kuncara, M. R. Nababan, Sri Samiati (2013). The focus is the directives class, translation technique and the quality of translation analysis that involved the transfer of messages into Indonesian, which are in the novel that be the object of research has many speeches. She used three theories namely, Mollina and Albir (2002), Peter Fawcett (1997) also John R. Searle (2001). In this study, they found a problem, there is an utterance which its translation is inappropriate if connected to situation context of its utterance, because its utterance has other aim.

The second study is entitled *Illocutionary Acts in Little Miss Sunshine Movie Screenplay* by I Komang Adi Tusanjaya (2013). The focus is about the kinds of illocutionary acts based on Searle theory (1979) which found in the

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screenplay of *Little Sunshine* movie. The theory which used is from John R. Searle in his book of “Expression and Meaning”. In this study, they found that in the movie used four kinds of illocutionary actin screenplay, namely assertives, directives, commissives and expressives. The researcher did not find the declarations classin his research because the story and the setting of the movie did not include the environment in which declarations can exist. 

The third is entitled An Analysis of The Translation Techniques Used in The Filipino Translation of The Short Story “Doubt”. The focus is to find out the translation technique and the quality of translation analysis that involved the transfer of messages into Filipino. She used two theories namely, Peter Newmark (1988), and Rustica Carpio (1989). It has aimed to analyze the text of short story. Transposition is the most commonly used translation technique in the case of English to Filipino translation. In this study, she found five other translation techniques that were commonly used in the translation. These are: reduction, functional equivalent, deletion, addition and modulation. She was able to apply five other translation techniques which are not in Newmark’s procedures. These are substitution, transformation, deletion, splitting and change of verb tense. This result implies that translators in Filipino can not fully rely on the translation procedures of Newmark because of the varied differences, needs and demands of translating English into Filipino. 

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Therefore, the writer is interested in the study about the translation of illocutionary acts and the writer focuses on the types of illocutionary acts based on J. R. Searle (1977) of short story *Diary of a Wimpy Kid: The Last Straw* and its translation *Diary si Bocah Tengil: Usaha Terakhir*. Comparing to the three researches above, there are no previous research which discuss about the utterance or speech in the declaration class and the writer’s research is more detail because it has further explanation in declarations especially and compensation technique of translation.

**B. The Translation**

1. **Definition of Translation**

   There are two definitions of translation that writer took on some references that all give theories, they are:

   According to Nida and Taber, they said “Translation consists in 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.” Translating must aim primarily at “reproducing message”.9 From explanation above, translation is transferring the writing message in source language to target language is suitable by content of source language messages and by using the manners usual disclosure or expression to target language. The words of *receptor language* show that translation is communication activity. Therefore, the correctness concept in translation according to Nida dan Taber based “for who”

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the translation is made. So, there is not translation right or false absolutely. Because the correctness in translation looks at “for what aim” that translation is made.

Hatim and Mason give definition about translation as “an act of communication which attempt to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purposes and different readers/hearers).” In this case, the translator is a message receiver in source language and then, translator as also acts message sender in target language. If a translator efforts to rethink messages of source language in target language, so by textual of target language text has to correspond with its content by source language text.

Based on those definitions above, the writer concludes meaning is the core thing is transferred by translator from SL text into TL text, that meaning has to equivalent and can received by target text readers. Therefore, the writer see translation as an activity to transfer SL meaning as close as may into TL without ignore the author’s intention cause translation is communication tools between SL text and TL text.

2. The Technique of Translation

Molina and Albir give definition about translation technique as a procedure to analyze and clarifying how translation equivalence is being and can used in some lingual force. The translation techniques are mentioned below according to Molina and Albir version:

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40Ibid., pp. 509-511.
a. Adaptation. Adaptation is translation technique which translator changes culture element of SL with culture element has same character in TL that it is knew by reader who read TL text. In such cases translators have to create a new situation that can be considered as being equivalent. The utterance of *as white as snow* is translated *seputih kapas*, not *seputih salju* because snow is not familiar in target language, then *don’t move too fast* is translated *jangan mengambil tindakan tergesa-gesa*. This technique is same with the technique of culture equivalent.

b. Amplification. Amplification adds the information which connected with meaning clarity. The aim of this additional is to explicit meaning which it is only in source language. The additional of information is usually used for things that connected with culture, term, and linguistics problem. Like the Newmark’s statement “The additional information by 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 way ward use of words) and is dependent on the requirement of his readership”\(^\text{13}\). For example, *she come late* is translated *wanita tua itu datang terlambat*.

c. Borrowing. Borrowing is translation technique which translator borrows the word or expression from source language. This lending may be pure borrowing or it has naturalized borrowing. For example to pure borrowing is *harddisk* is translated *harddisk*, then naturalized borrowing example is *computer* is translated *komputer*.

d. **Calque.** Calque is translation technique which translator translates source language phrase by literal. For example *secretariat general* is translated *sekretaris jendral*. The structure interference of SL text to TL text is the special feature from this technique.

e. **Compensation.** Compensation is translation technique which it did by deliver message to the other part from translation text. It because there is influence of stylistic (style) in source language which is not applied in target language. For example *never did she visit her auntis* translated *wanita itu benar-benar tega tidak menemui bibinya*.

f. **Description.** Description is translation technique which applied with changes the term or expression by form description and its function. For example, the words of *panettone* in Italia language is translated *kue tradisional Italia yang dimakan saat Tahun Baru*, and *Mr. Woltz suggested you to bring an overnight bag* is translated *Mr. Woltz menyarankan anda membawa tas berisi pakaian ganti*.

g. **Discursive creation.** The translation technique with equivalent usage out of the context. This technique purposed to perform temporary equivalent is not predicted or out of the context. It done to attract the notice of reader. It purposed in translating the book or film title. For example, the book title *si malinkundang* is translated *A betrayed son si malinkundang*, and *The Godfather* is translated *Sang Godfather*.

h. **Established equivalent.** This technique use the pure term or expression (based on usage). For example, *ambiguity* is translated *ambigu*. 
i. *Generalization.* The realization of this technique is by using the term which more general or neutral in target language. For example, the word of *penthouse* is translated *tempat tinggal,* then *becak* is translated *vehicle.*

j. *Linguistic amplification.* The form of this technique is by adding the linguistics elements by implicit in SL to TL text. For example, *just be ready* is translated *kau bersiap-siap sajalah.*

k. *Linguistic compression.* Linguistic compression is translation technique which it can used by translator in transfer film language text by synthesize linguistics elements in target language text.

l. *Literal translation.* The translation technique which translator translates the expression word by word. Newmark gives definition of literal translation ranges from one word to one word, through group to group, collocation to collocation, clause to clause and sentence to sentence.\(^{14}\) For example, *I will ring you* is translated *saya akan menelepon anda,* in other example *stop all this foolishness* is translated *hentikan semua ketololan ini.*

m. *Modulation.* Modulation is translation technique which translator changes the point of view, focus or cognitive category in its connection with source language text. The changes can lexical or structural. For example *you are going to have a child* is translated *anda akan menjadi seorang bapak,* and in other example *I cut my finger* is translated *jariku tersayat,* it is not translated *saya memotong jariku.*

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\(^{14}\)Ibid., p. 69.
n. **Particularization.** The realization of this technique is using a specific term. For example, *air transportation* is translated *pesawat*, and the speech of *give him something to earn his living, a good living* is translated *beri ia pekerjaan agar bisa mendapatkan nafkah untuk keluarganya, kehidupan yang layak*.

o. **Reduction.** The text information of source language is compacted in target language. This technique eliminates some elements of SL text partially. Those information implicit, so that it is not appeared explicitly in TL text. For example, *the month of fasting* is translated *Ramadhan*, and then *can you two wait outside?* is translated *kalian bisa menunggu diluar?*

p. **Substitution.** Substitution refers to element which it changes linguistics element and intonation or signal. For example, the signal languages in arabic that *put hand on the chest* is translated *thank you*.

q. **Transposition.** The translation technique by changing grammatical category. It same with category of shift technique. For example, the verb in SL is replaced with noun in TL and word be phrase. As an example the word of *adept* is translated *sangat terampil*. According to Newmark divided transposition into four types, namely:

1) One type, the change from singular to plural, for example : *books : buku*

2) A second type of shift is required when an SL grammatical structure does not exist in the TL, for example :

   *tidak tahu aku : I do not know*

   

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3) The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL, for example: *We must all responsible for the existence of fresh water*: *Kita semua bertanggung jawab untuk menjaga air bersih.*

4) The four type of transposition is the replacement of a virtual lexical gap by a grammatical structure, for example: *He is very pleasant, but his wife is arrogant*: *Ia sangat baik sekali, tetapi istrinya sangat sombong.*

r. Variation. The realization of this technique is changes a linguistic element which gives influence linguistics variation, like language style, social dialect and geographycal dialect. It pure concerned in translating of drama document.

3. The Translation of Illocutionary Act

The translation of speech needs special notice. Because in speech, there is the other purpose from the speaker. This other purpose that must expressed by translators. The connection of illocutionary act with translation explained by Honig and Kussmaul in Fawcett (1997) “However it is translated, the illocutionary force of sentence would not change.”\(^\text{16}\) It means the types and functions of illocutionary act in SL is not changein TL text. For reach the pragmatics similar between SL and TL text, its translation is not only translated literally, but there is special intention that must translated too. Therefore, an important thing that connected with illocutionary act is about the aim achievement through speech expressions.

\(^{16}\)Peter Fawcett (1997), *op.cit.*, p. 25.
C. The Illocutionary Act

1. Definition of Illocutionary Act

The writer finds that three definitions of illocutionary act, namely:

John L. Austin said the illocutionary act is an act for the performance of which I must make it clear to some other person that the act is performed. It is like the statement rights, commitments, or obligations.\(^{17}\) It means an act that the other person understands what the act is performed from the speaker and the effect is the other person will do what the speaker said.

George Yule said the illocutionary act is action performed via the communicative force of an utterance.\(^{18}\) It means the utterance of illocutionary act that expressed from the speaker has influence for doing something by the interlocutor. It is because the utterance of illocutionary acts has specific functions. In other words, illocutionary act was done by the speaker which connected to deliver something and act. It also connected with value in its proposition.

Searle said in Barbara and Peter, the illocutionary act is determined by the nature of the illocutionary force of utterance and by propositional content, it is constituted by utterance, i.e. by the implementation of expressions. The act by which something is uttered about reality, the act carrying the content of utterance as a basic communicative sign.\(^{19}\)

Based on those definitions above, the writer concludes illocutionary act is about the speech of the speaker that has aim in order to his/her speech was done by

\(^{17}\)John L. Austin (1962), *op.cit.*, p. 121.


interlocutor or hearer. Therefore, illocutionary act is the speech that has purpose back to speaker’s speech. So, the kinds of illocutionary act have the effect of doing something by interlocuter.

2. The Kinds of Illocutionary Acts

J.R. Searle classifies five kinds of illocutionary act which they have communicative function, namely.²⁰

a. Representatives. The purpose of the members of representatives class are to commit the speaker (in varying degrees) to something’s being the case. All the members of the representatives class are assessable on the dimension of assessment which includes true and false. Which this class are stating of fact, boast, complain, conclude, deduce²¹. It expressed for the fact statement that realized or not by speaker. So that, it can conclude speech form to compose the speaker in the truth of the expressed proposition. Example: It was a warm sunny day. The statement means that the speaker representing the words as he or she believes it is. In using a representatives, the speaker makes words fit the world (of belief).²²

b. Directives. The illocutionary point of it consists in the fact that they are attempts by the speaker to get the hearer to do something. At the time, the speaker wants or hopes the hearer to do the expressed something in using directives. This class are order, command, request, beg, plead, pray, entreat, invite, permit, advise and suggest,²³ they can be positive

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²¹Ibid., p. 34.
²²George Yule (1996),op.cit., p. 53.
²³J. R. Searle (1977), op.cit., p. 35.
or negative. It can conclude the directives is connected by speaker demand. Example: Wake up!, the speaker expressed what the speaker wants is order to hearer wake up from bed. In using a directives, the speaker attempts to make the world fit the words (via the hearer).

c. Commisives. Commisives is illocutionary act which the point is to commit the speaker (again in varying degrees) to some future course of action. The direction of fit is world to words, and the sincerity condition is intention. The propositional content is always that the speaker does some future action. This class are promise, vow and threat.

Example: I’ll be back. In this utterance, the speaker promised that he or she will be back to hearer. In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

d. Expressives. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. Notice that in expressives there is no direction of fit in expressive. In performing the expressive act, the speaker tries to get the world by match the words not conversely, rather the truth of the expressed proposition is presupposed. This class are thank, congratulate, apologize, condole, deplore, welcome.

Example: Congratulations to Greg Heffley for winning the perfect attendance-award. The speaker said what he or she feels. The speaker can be caused by something the speaker does or the hearer

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24 George Yule (1996), op. cit., p. 54.
26 George Yule (1996), op. cit.
27 J.R. Searle (1977), op.cit., p. 36.
does, but they are about the speaker’s experience. In using an expressives, the speaker makes words fit the world (of feeling).

e. Declarations. Declarations is the defining characteristic of successful performance of one of its members brings about the correspondence between the propositional content and reality. Declarations bring about some alternative in the status or condition of the referred to object solely by virtue of the fact that the declaration has been successfully performed. This class are define, abbreviate, name, call, dub.\textsuperscript{28} It is a speech form that connects the content of speech by its reality. In this case, the speaker must have a special role in the specific of context to deliver an appropriate declaration. Example : I now pronounce you husband and wife. In using a declaration, the speaker changes the world via words.\textsuperscript{29}

3. The Situation of Speech

Speech creates the speech situation. It means the actual speech can be identified through situation, like the speaker and hearer. Speaker is the person do speech activity, it means one who is doing certain pragmatic functions in communication both are personal and interpersonal communication. Meanwhile, the hearer is the person who becomes the object of performer and at the same time he/she is also being hearer in the communication event.

Based on speech situation in communication, Sperber and Wilson in Rustono argued a speech act, in it the illocutionary act should consider five aspects of speech situation, they are .\textsuperscript{30}

\textsuperscript{28}Ibid., pp. 37-38.
\textsuperscript{29}George Yule (1996), op. cit., p. 53.
1.) Speaker and hearer, speaker is the person who greets or creates the utterance. The hearer is the person who receives and interprets the message. The receiver can also be the person who passes in front of the speaker and hears the utterance which he/she tries to interpret the content of the utterance only based on contextual evidence without being the target message of the speaker. For example: “I’m really sorry!”, Rina went to school lately, so she apologized to her teacher for coming late. In this utterance, the speaker is Rina and the hearer is the teacher.

2.) Speech context, the aspects which embrace the physical environment and social environment of an utterance. Leech gives a definition as a knowledge of background which the speaker and hearer are sharing having it and speaker help the hearer to interpret the utterance meaning. For example: Mom: “I think you should cut the onion carefully”. From this utterance, Mom and her daughter are cooking in the kitchen. Mom said to her daughter who cut the onions.

3.) Speech aim, the aim or function is more useful than the purpose of meaning. The term is aim is neutral than purpose, because it is not charging the user with a conscious motivation so that it can use generally to activities which has orientation of aim. Example: I’m hungry has aim the speaker wants to eat.

4.) Speech act as the form of act or activity, grammar is about the sentence and proposition (in semantics), but pragmatic is about the acts or verb performative that occurred in specific time and situation. In this case,
pragmatic organize the language in level which more concrete than grammar. For example: Andi kicked the ball. It means the act form is ‘kick’ which the object is the ball.

5.) Speech as verbal act, the utterance word can be used in other meaning as a product of verbal act. For example: would you please be quiet?, it said by polite intonation. The utterance can be mentioned as the statement term, or request. But the terms like sentence, statement, request are used in the grammatical system and the utterance should show examples that grammatical as used in specific situation. So, the utterance can like a sentence as an example or the sign of sentence.

From the description above, it can be concluded that situation aspect have benefit to facilitate speaker and the hearer in the field of pragmatics study. Thus, speech situation can create or produce speech act as a form of verbal person. In addition, from the speaker and hearer should consider the speech situation aspects in communication in order to between speaker and hearer can understanding about the speech content.
CHAPTER III
DATA FINDINGS

A. The Data Description

In this data description, the writer discusses the translation techniques of illocutionary act into Indonesian which are taken from the short story *Diary of a Wimpy Kid-The Last Straw* series. Here the writer tries to tabulate the collected data through the following table:

1. The kinds of Illocutionary Act
2. The translation of illocutionary act into Indonesian
3. The techniques of translation

In this chapter, the research focuses on illocutionary act used by characters who described in the short story of *Diary of a Wimpy Kid-The Last Straw series*. The writer identifies the kinds and function of illocutionary act. Then, the writer analyzes the translation technique of illocutionary act and its translation in Indonesian. The writer found four kinds of illocutionary act in the short story *Diary of a Wimpy Kid-The Last Straw* and divides in table. The tabulated data are described as follows:

Table 1
The Data of Representatives Illocutionary Act and Translation Technique

<table>
<thead>
<tr>
<th>No</th>
<th>Source Language</th>
<th>Target Language</th>
<th>Translation Technique</th>
</tr>
</thead>
</table>
2. Doctor: MR. Shropsharp, you would have drowned, but luckily Tobuk here was sitting on an iceberg, and he saved your life. (Page 22)

   Dokter: MR. Shropsharp, anda sebenarnya hampir mati tenggelam. Tapi untung saja ada Tobuk, yang sedang duduk diatas bongkahan es. Dialah yang menyelamakan anda. (Page 22)

   Pure Borrowing, Reduction

3. Greg: A Doggie dropped it! (Page 44)

   Greg: Ada anjing yang menjatuhkannya! (Halaman 44)

   Literal

4. Greg: Get out of my way, Chimp!
   Chimp: Don’t call me “CHIMP”
   Greg: But you are one.
   Chimp: Oh, yeah. (Page 51)

   Greg: Jangan menghalangi jalanku, Chimp!
   Chimp: Jangan panggil aku “CHIMP”.
   Greg: Tapi, kamu memang Chimp.
   Chimp: Oh, iya. (Page 51)

   Pure Borrowing

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language</th>
<th>Target Language</th>
<th>Translation Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greg: I think you should work on chewing your crisps more quietly. (Page 51)</td>
<td>Greg: Kurasa, Mom harus berusaha agar tidak terlalu berisik</td>
<td>Modulation</td>
</tr>
</tbody>
</table>

Table 2
The Data of Directives Illocutionary Act and Translation Technique
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>saat sedang mengunyah keripik kentang. (Halaman 1)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dad : Wake up! (Page 5)</td>
<td>Dad : Bangun! (Halaman 5)</td>
</tr>
<tr>
<td>3.</td>
<td>Sport’s Teacher : At least do one! (Page 61)</td>
<td>Guru Olahraga : Setidaknya lakukan satu kali! (Halaman 61)</td>
</tr>
<tr>
<td>4.</td>
<td>I said go around the cones! (Page 117)</td>
<td>Aku suruh kau mengitari kerucut. (Halaman 117)</td>
</tr>
<tr>
<td>5.</td>
<td>You need a haircut! (Page 118)</td>
<td>Kau mesti potong rambut! (Halaman 118)</td>
</tr>
<tr>
<td>6.</td>
<td>Get your butts over here! (Page 120)</td>
<td>Seret bokong kalian kesini! (Halaman 120)</td>
</tr>
<tr>
<td>7.</td>
<td>Quit playing in the Tulips! (Page 150)</td>
<td>Ayo berhenti bermain-main dengan bunga tulip itu! (Halaman 150)</td>
</tr>
<tr>
<td>8.</td>
<td>Your tickets, sir. (Page 156)</td>
<td>Tolong tiketnya, pak. (Halaman 156)</td>
</tr>
</tbody>
</table>
Table 3
The Data of Expressives Illocutionary Act and Translation Technique

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language</th>
<th>Target Language</th>
<th>Translation Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greg : Yep, thanks for the ride! (Page 41)</td>
<td>Greg : Ya, terima kasih sudah diantar! (Halaman 41)</td>
<td>Literal</td>
</tr>
</tbody>
</table>

The Data of Declarations Illocutionary Act and Translation Technique

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language</th>
<th>Target Language</th>
<th>Translation Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Dad : Dag nab you rotten teenagers! (Page 15)</td>
<td>Dad : Dasar anak muda sialan! (Halaman 15)</td>
<td>Particularization, Reduction</td>
</tr>
</tbody>
</table>
B. The Data Analysis

From the tabulated data above, then the writer analyzes and classifies the selected data of illocutionary acts by categorizing them into the kinds of illocutionary acts that are used in the short story *Diary of a Wimpy Kid-The Last Straw*. There are two focuses of research that want to analyze from the data finding above are identifying the kinds of illocutionary act and find the translation techniques in illocutionary act. To get further description of analysis, the writer tries to illustrate as follows:

a) Representatives

1. SL: Greg: It’ll help you get a jump-start on Algebra! (Page 9)

   TL: Greg: Buku itu akan membantumu menguasai aljabar!(Halaman 9)

   A woman gave a mathematic book as a christmas gift to Greg. The utterance happened when the christmas day come and Greg hoped got the toys as a christmas gift but there are some gifts were books and clothes. The speaker performed the act of stating that the content is fact as the speaker word is book of mathematic that she given to Greg can help Greg to study Algebra which Algebra is the one of chapter in mathematic subject. So, the utterance includes in representatives class because it is commit the speaker to something’s being the case, it showed from the speaker or woman who believed the book can help Greg in studying mathematic. The writer concludes the utterance to compose the speaker in the truth of the expressed proposition.

31 J. R. Searle (1977), *op.cit.*, p. 34.
The word of *jump-start* is translated to *menguasai*. *Jump-start* (v) in Oxford dictionary is to put a lot of energy into starting a process or an activity or into making it start more quickly.\(^{32}\) It means struggle to reach something. According to Kamus Besar Bahasa Indonesia, *menguasai* is *berkuasa atas (sesuatu); memegang kekuasaan atas (sesuatu), mengenakan kuasa (pengaruh dan sebagainya) atas; dapat mengatasi keadaan, mengurus, menahan; mengendalikan, mampu sekali dalam bidang ilmu.*\(^{33}\) It means the word of *jump-start* is not translated based on dictionary, but translator do it to adjust speech context or sentence equivalence. In this speech context, the understanding of *menguasai* is *mampu sekali dalam bidang ilmu* which has aim to masters algebra chapter in mathematic field. It can be identified that the translator used the modulation technique which it change the point of view.\(^{34}\) In this case, modulation is a variation of the form of the message.\(^{35}\) The translation of *jump-start* into *menguasai* is appropriate based on speech context. If we translate literally, the translation of *jump-start* into *struggle* is inappropriate because the meaning of them is different. The writer thinks that translator translates the utterance based on speech context and translator also translates the utterance with representatives illocutionary act by *stating* function. In this case, translator can states the message by *stating* function successfully.


\(^{34}\) Mollina and Albir (2002), *op.cit.*, p. 506.

2. SL: Doctor: MR. Shropsharp, you would have drowned, but luckily Tobuk here was sitting on an iceberg, and he saved your life. (Page 22)

TL: Dokter: MR. Shropsharp, anda sebenarnya hampir mati tenggelam. Tapi untung saja ada Tobuk, yang sedang duduk diatas bongkahan es. Dialah yang menyelamatkan anda. (Halaman 22)

Doctor concluded the story what happened to Mr. Shropsharp about his accident that the polar bear has saved his life. That doctor’s statement has aim in order to Mr. Shropsharp believe his self is saved by polar bear which it showed not all the polar bear is useless as like as Mr. Shropsharp said it. In this case, there is other aim in the speech above which it is include to illocutionary act. In the end of statement ‘and he saved your life’ that is pointed out the doctor concluded the incident had occurred to MR. Shropsharp and it called conclude function in representatives type. According to Oxford dictionary, conclude (v) is come to believe something as a result of what you have heard or seen.36 and the statement explains doctor give a conclusion that polar bear saved Mr. Shropsharp.

The statement of Mr. Shropsharp is translated to Mr. Shropsharp. If will be translated by literally, it can translated totuan Shropsharp or Pak Shropsharp. It means the translation technique of borrowing which incaseis pure borrowing. In this technique, translator retained the writing and same meaning, so that it created not translated because it same writing. Translator retained the same word as

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36 Oxford University (2010), op.cit., p. 238.
in SL text because the word is already familiar to readers of TL text. In addition, the technique of reduction is also used in the utterance above. This showed on the word of *your life* is translated to *anda*. The information of SL text compacted in TL text in reduction technique,\(^{37}\) which in this case the word of *anda* is the form of solid information in the word of *your life*. However, the word of *anda* can represent the word of *your life*. The writer thinks, the translation of *Mr* in TL is not being a problem because the target reader is directed for teenagers and the word of *Mr* has already familiar. The translator is also successful to keep the representative illocutionary act is not changes in TL, it shows the sentence of *he saved your life* also has *conclude* function.

3. SL : Greg : A Doggie dropped it! (Page 44)

   TL : Greg : Ada anjing yang menjatuhkannya! (Halaman 44)

When Greg, Rowley, Holly and more friends are along the way, Greg and Rowley made a joke to attract sympathy of Holly who Greg was paying attention to Holly. So, the joke or speech above has meaning to attract sympathy of Holly. The speech above is not only spoke the joke but also has special aim to attract Holly because Greg was paying attention by made a joke with partnership of his friends. The statement of *eating chocolate, a doggie dropped it!* Shows Greg felt confidence to speak if he had eaten the chocolate that the dog dropped it. It means the commit of speaker to something’s being the case.\(^ {38}\) So, the speech above is in representative class that has function of *boast*. *Boast* (v) is *talk about your achievements, possessions, etc with too much pride, possess something that you*


\(^{38}\)J.R. Searle (1977), *op.cit.*, p. 34.
are proud of. The boast belongs to representatives class by the reason that the expressed proposition commits the speaker to the truth of their proposition, in this case the speaker are Greg and Rowley, in function of boast to Greg, committed by preparatory fact as to able to perform the act of boast, that Greg and Rowley’s joke can be made Holly believed it.

We can see that the utterance is translated literally which it does not change the grammatical structure. It means the utterance above used the translation technique of literal. In literal technique, the sentence is translated word by word without changing the structure of sentence. The writer thinks that the target language is appropriate because it does not change the structure of grammatical and the sentence is translated word by word.

4. SL : Greg : Get out of my way, CHIMP!
   Chimp : Don’t call me “CHIMP”!
   Greg : But you are one.
   Chimp : Oh, yeah. (Page 51)

TL : Greg : Jangan menghalangi jalanku Chimp!
   Chimp : Jangan panggil aku Chimp!
   Greg : Tapi kamu memang Chimp.
   Chimp : Oh, iya. (Halaman 51)

Greg got an assignment from school biology to create a four-page paper. Then, Greg made an essay about the chimpanzee or Chimp. In his writing, he made the dialogue between himself and Chimp to prove the Chimp is smarter than other people said.

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39 Oxford University (2010), op. cit., p. 150.
The statement of *but you are one* shows he said the truth of Chimp was faced with him is the Chimpanze to prove the other people think about it. The speech above is included to representatives class by *stating* function. It aims to compose the speaker in the truth that expressed. In Oxford dictionary, *stating* (v) is *formally write or say something, especially clearly and fully*\(^{40}\). Based on speech context, the speaker in the truth is Greg said the truth that the Chimp is a Chimpanze. *Stating* function belongs to representatives class by the reason that the expressed proposition commits the speaker to the truth of his proposition, the speaker is Greg, in *stating* about Chimp, committed by preparatory fact as to able to perform the act of *stating*.

The word of Chimp is translated into *Chimp* in TL text. Saidin the speech above also translates into Chimp in TL text. According to the Oxford dictionary, *Chimp* is an animal like a large monkey without a tail\(^{41}\). It means one kind of monkey. In the speech above, the translator used pure borrowing technique which translator borrows the SL word to be retained in TL text from the writing terms. The use of pure borrowing technique is used because the translator thought the word is already familiar to the reader. The Chimpterm is already familiar for Indonesian target readers because the term of Chimp is commonly used to mention of a monkey. So, the translation of utterance above is acceptable for reader, because it is equivalent for the meaning in target language.

\(^{40}\)Ibid., p. 2120.

\(^{41}\)Ibid., p. 214.
b) Directives

1. SL: Greg: I think you should work on chewing your crisps more quietly.

(TL): Greg: Kurasa, Mom harus berusaha agar tidak terlalu berisik saat sedang mengunyah keripik kentang. (Halaman 1)

Greghasa resolution in the early year try to be more a better person by helping other persons to improve their self. The sentence of “you should work on..” emphasized the speech function is suggest when Greg found his mom was eating potato chips with a bit noisy, so he suggested his mom to eat the potato chips softly. Suggest (v) is put forward an idea or plan for consideration, put an idea into somebody’s mind. Suggest is signed with the utterance involves suggestion from the specific event. It means directives type of illocutionary act. The Greg’s utterance means that he wanted Mom to eat the potato chips softly by aim to improve the interlocutor be more a better person and it shows there is an act that speaker wants to do by hearer. The writer thinks that the suggestion above signed when Greg has a new resolution to help improve other people to be a better person. The utterance also has aim by speaker order to hearer or Mom will follow his desire.

More quietly is translated into tidak terlalu berisik. According to the Oxford dictionary, quietly (adv) is to speak or move quietly, making very little noise, without many people or much noise or an activity, not disturbed; peaceful. More quietly in SL shows that will be appeared isa noise of mom’s voice that occured when mom chews the chips. While word berisik in Indonesian

\[\text{Ibid., p.1195.}\]
\[\text{Ibid., p. 1202.}\]
is ribut (ramai, hingar bingar) suaranya, berasa mendengung pada telinga. It means the voice with high intonation.

Based on speech context the translation of more quietly into tidak terlalu berisik is little unappropriate because the voice of Mom when chewed the chips is not as high as intonation when person speak. Then, in SL there is not a negative form that showed in TL by the word of tidak terlalu berisik. The adjectives phrase of more quietly is correlated with tidak terlalu berisik. It means the utterance above uses the translation technique of modulation. In modulation, translator changes the point of view, focus or cognitive category in its connection with source language text. In this technique, the word has point of view that connects with its context. The writer thinks the translation above is appropriate based on speech context. SL also translated with illocutionary act too which showed in the sentence of I think you should work on... is translated to kurasa, Mom harus berusaha... that explains the suggest function in representatives class.

2. SL : Dad : Wake up! (Page 5)
   TL : Dad : Bangun! (Halaman 5)

Gregwas sleeping again, so Dadwokeup Greg andtold to get ready go to school. From the speech context, there is an act that want reached by Dad is Greg woke up and get ready to school. It means there is other aim which in order to Greg did not come late to school. So, it named the illocutionary act with directives class by command function. Command (v) is order somebody to do something. The directives class is accurate to use as an illocutionary act from the

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44Departemen Pendidikan Nasional (2008), op.cit., p. 159.
46Oxford University (2010), op.cit., p. 223.
utterance above because SL has command value from Dad to Greg in order to Greg woke up and went to school immediately.

In Oxford dictionary, *Wake up* (v) is *cause somebody to stop sleeping.* Based on speech context, the speaker or Dad spoke the word of *wake up* because Dad was waking up to Greg. According to Kamus Besar Bahasa Indonesia (KBBI), *bangun* (v) is *bangkit; berdiri(dari duduk, tidur, dsb), jaga (dari tidur).* If see its translation the word of *wake up* is translated by literally based on meaning in the dictionary without adding other words of linguistics element. The writer thinks the translation technique of literal is accurate to use as a technique in this case because the translation technique of word *wake up* into *bangun* is acceptable. The translation of *bangun* has already accurate to explains from context. It also translated with directives illocutionary act too with ‘suggest’ function where Dad wants Greg did not go to school lately.

3. SL : Sport’s teacher : At least do one! (Page 61)  
   TL : Guru Olahraga : Setidaknya lakukan satu kali!(Halaman 61)

Sport’s teacher gave a command to Greg for hung on the pole as an exercise in sport subject at school. But Greg seemed could not keep from the exercise. The utterance has purpose giving the spirit to Greg in order to Greg can do the exercise. Teacher performs the act of command to Greg in order to Greg do what teacher uttered as Greg has to hang on the pole in several minutes. It means the utterance includes in directives illocutionary act. In directives, the speaker attempts to make the world fit the words (via hearer). Based on speech context, the speaker saw that Greg can not keep the exercise so speaker say that utterance.

\footnote{Ibid., p. 1322.} \footnote{Departemen Pendidikan Nasional (2008), *op.cit.*, p. 134.}
The word of *at least* is translated into *setidaknya*. It has meaning *not least than, even if nothing else is true.*\(^49\) It means, not more or less. In Indonesian, *setidaknya* means *sekurang-kurangnya, barang sedikit.*\(^50\) It shows the both definition is same meaning based on dictionary. If we see the translation, the structure of grammatical does not change in TL. The utterance is translated word by one and appropriate of context. In this case, the translator uses the translation technique of literal. In this case, based on speech context, the translator assumes the content of the word *at least* with *setidaknya* that contains the word of size is in same equivalent. So, the utterance above is translated by accurate because it translated same with SL text.

4. SL : Coach: I said go around the cones! (Page 117)

TL : Pelatih: Aku suruh kau untuk mengitari kerucut. (Halaman 117)

The soccer coach lined up all his students for a “skills test”, where the students have to dribble the ball between some cones and stuff. The utterance above has purpose instruct the students to do the coach want to. It means the utterance includes in directive class. The illocutionary point of directive consists the speaker to get the hearer to do something. At the time, the speaker wants or hopes the hearer to do the expressed something.\(^51\) The speaker make an act of command statement by meaning the speaker wants the student to dribble the ball between some cones and stuff. *Command (v)* is *order somebody to do something.*\(^52\) In this

\(^{49}\)Oxford University (2010), *op. cit.*, p. 135.
\(^{50}\)Departemen Pendidikan Nasional (2008), *op. cit.*, p. 1200.
\(^{51}\)J. R. Searle (1977), *op. cit.*, p. 35.
\(^{52}\)Oxford University (2010), *op. cit.*, p. 223.
utterance “I said go around the cones!” in the context it is an act of command. It is classified because it fulfilled some condition underlying the directives act.

The word of said is translated into suruh. In Oxford dictionary, Said is speak or tell something to somebody using words, give an opinion on something, suggest or give something as an example or a possibility, make something clear by words, gestures, etc.\(^{53}\) It means speak something to person by words. According to Kamus Besar Bahasa Indonesia, suruh (v) adalah memerintah (supaya melakukan sesuatu), menyuruh mengerjakannya sesuatu.\(^{54}\) In this case, the translation of said into suruh is acceptable choice based speech context above. If it is translated literally, the translation of said into mengatakan is not accurate because it does not based on speech context. So the utterance above uses the modulation technique which changes the point of view from the real meaning.

Beside that, the translator also uses linguistics amplification technique is the technique that done by adds the linguistics element in TL text which the word of kau on TL text is the addition information that before it is not there on SL text. If see its context, so the word of kau is showed to Greg that was training the ball. The linguistics amplification is used to make information clear that was been on speech. So, there are two technique of translation in this utterance. The writer thinks that the translation of utterance above is acceptable for reader, because the translator translated based on context and used the daily language as like as SL text. Beside that, the translator kept the directives illocutionary act with command function which showed in statement form is aku suruh kau.

\(^{53}\)Ibid., p. 1044.  
\(^{54}\)Departemen Pendidikan Nasional (2008), op.cit., p. 1296.
5. SL : Mr. Litch : You need a haircut! (Page 118)

TL : Mr. Litch : Kau mesti potong rambut. (Halaman 118)

After the skill test, Greg and his friends got a new team and coach. Greg got a team whose coach is Mr. Litch. He is a coach like a soldier who likes to scream. Mr. Litch is one of these drill-sergeant types who like to yell a lot. Mr. Litch used to be Rodrick’s coach, and he’s pretty much the reason Rodrick doesn’t do sports anymore. So, the utterance uttered when Rodrick meet Mr. Litch to exercise the soccer and Mr. Litch gave a command to Rodrick for cutting hair. The utterance above has meaning Mr. Litch as a speaker wants Rodrick as a hearer to cut the hair. It means the directives class that the speaker wants the hearer doing something to speaker’s utterance, and the act of command by speaker to hearer is a command’s statement form in this class. In this utterance, the act of command is showed in Mr. Litch’s utterance by instruct Rodrick to cut hair.

According to the Oxford dictionary, need (v) is used to show what is/was necessary, require something/somebody, used to show what you should or have to do. It means require or have to. The word of need in SL is translated into mesti. According to Kamus Besar Bahasa Indonesia, mesti pasti; tentu, tidak boleh tidak; harus. The word of mesti has the same meaning equivalent with the word of need. If we see its translation, it did not change the structure of grammatical which it is translated word by word. In this case, the utterance uses the literal technique, because SL is translated by similar grammatical structure and translated word by word in TL text. So, the writer assumes it has an accurate

55 Oxford University (2010), op.cit., p. 1022.
56 Departemen Pendidikan Nasional (2008), op.cit., p. 908.
translation because the TL text is similar with the words in SL text. Its translation also deliver the directives illocutionary act by command function, it signed by the sentence of kau mesti potong rambut.

6. SL : Mr. Litch : Get you butts over here! (Page 120)

TL : Mr. Litch: Seret bokong kalian ke sini! (Halaman 120)

In between wind sprints, Greghung out by the water cooler with the other two Pre-Alpha Minus Guys. And every time we were slow getting back to the field, Mr. Litch would yell. The utterance has a command statement form which Mr. Litch instructed Greg and friends to get back to the field. It has meaning the speaker wants Greg and friends follow what his purpose or wants the hearer doing something. The act of command by speaker to hearer is a command’s statement form. In this utterance, the act of command is showed in Mr. Litch’s utterance by instruct Greg and friends to get back the field.

Getis translated into seret. According to Oxford dictionary, get (v) is receive something, obtain something, to obtain or receive an amount of money by selling something, used to say that something happens or exists.57 It means getting something. According to Kamus Besar Bahasa Indonesia, seret (v) is hela, tarik maju (barang yang di hela bergeser di tanah atau di air).58 Seret in Indonesian conversation identically is something that was bring by pulled, usually with about things. In this case, the utterance uses the modulation technique. According to Vinay and Darbelnet the term of modulation to define a variation through a

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57 Oxford University (2010), op.cit., p. 649.
58 Departemen Pendidikan Nasional (2008), op.cit., p. 1286.
change of viewpoint, of perspective and very often of category of thought. The writer assumes that the translation of get into seret is inaccurate because the word of seret is not expressed the aim of the speaker. The writer thinks that the utterance above difficult to understand for reader because it has implicit meaning which if it understanding literally it has a meaning dragging the butts in one place to other place, but in the real meaning is move on to other place.

7. SL: Dad: Quit playing in the Tulips! (Page 150)

TL: Dad: Ayo berhenti bermain-main dengan bunga Tulip itu! (Halaman 150)

When Greg used to play T-Ball, he had a really hard time concentrating on the game. Dad just wanted to make sure he didn’t get distracted the way he used to get when he played right field. In one night, Dad stayed on greg’s case when greg play T-Ball. But there were about a million dandelions down at Greg’s end of the field, and in the second half Greg was starting to get a little twitchy. So, the utterance uttered when Dad saw the dandelion flowers. The utterance above has meaning Dad as a speaker wants Greg order to focused on game. It means the directives class that the speaker wants the hearer doing something to speaker’s utterance, and the act of command by speaker to hearer is a command’s statement form in this. In this utterance, the act of command is showed Dad instruct Greg to focus on game.

According to utterance above, in this case we can see that the translator added the word of ayo which it has not correlation in SL text. It means translator

used the translation technique of compensation. Compensation is translation technique which it did by deliver message to the other part from translation text.\textsuperscript{60} According to speech context, it becomes added may translator wants giving the command impression to Greg. The writer thinks that translator used this technique because translator gave the influence of style which in SL it is not applied in TL. The addition of \textit{ayo} word in TL is not eliminate the message of SL but it gives the impression be communicative.

8. SL : Ticket’s Officer : Your ticket, sir. (Page 156)

TL : Petugas Tiket : Tolong tiketnya, pak! (Halaman 156)

The utterance uttered when Dad and Greg went to the movie together. Arriving at the entrance ticket, the officer asked for their tickets. The utterance above has meaning the officer wanted Dad and Greg gave the tickets to examined. It means the directives class that the speaker wants the hearer doing something to speaker’s utterance, and the act of command by speaker to hearer is a command’s statement form in this. In this utterance, the act of command is showed officer instructs Greg and Dad to give the tickets for examined.

The utterance of \textit{your tickets, sir} is translated into \textit{tolong tiketnya, pak}. We can see that the translator gave the influence of style writing in TL text where translator delivered the message of utterance by other part. \textit{Ticket (n)} is \textit{printed piece of card or paper that gives you the right to travel on a bus, enter a cinema, etc}.\textsuperscript{61} In Indonesian, \textit{tiket} is \textit{karcis kapal, pesawat terbang, dsb}.\textsuperscript{62} Translator

\textsuperscript{60}Mollina and Albir (2002), op.cit., p. 510.
\textsuperscript{61}Oxford Dictionary (2010), op.cit., p. 1640.
\textsuperscript{62}Departemen Pendidikan Nasional (2008), op.cit., p. 1340.
influenced his/her translation by Indonesian element by using the word of *tolong*. In this case, translator used the translation technique of compensation. Compensation is translation technique which it did by deliver message to other part from translation text. The sentence of *tolong tiketnya, pak* is influenced by the culture of Indonesian by mentioned the word of *tolong* in command function. According to analysis above, the writer conclude that the utterance can received by the reader because its translation has acceptable meaning.

9. SL : Greg : I’m going up to Rowley’s to play video games! (Page 176)

TL : Mom : Right, after you polish all the silverware! (Halaman 176)

The speech happened when Greg made Mom a “Chore Coupon” book for Mother’s Day. Each coupon had something like “One free lawn mowing” or “One free window washing” on it and Mom cashed in every single one of her coupons. Mom’s utterance uttered to permit Greg played in Rowley’s house but before that Greg had to polish all the silverware. It means Mom permit Greg, it has permit statement form. *Permit (v)* is *allow somebody to do something or allow something to happen*. The speaker permit the hearer because she wants the hearer do something by her utterance. It is a directives class that the illocutionary point is the speaker to get the hearer to do something. The speaker performed the act of permit and wants the hearer or Greg polish all the Silverware.

If see the translation, the statement of Mom there is no word *all* that showed in TL text. The word of *all* points to the silverwares and it means the word of *all* is not translated by translator. In this case, the translator used the

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64Oxford University (2010), *op.cit.*, p. 465.
translation technique of reduction. Reduction is the text information of source language is compacted in target language. This technique eliminates some elements of SL text partially. The writer thinks that this reduction is still appropriate enough, because the reduction in this sentence does not change the meaning of the original in this utterance. But, it does not matter if the word only will be translated, then the translation becomes *boleh, tapi setelah kau selesai mengelap alat makan perak!* This sentence is equivalent enough for the meaning in the target language.

c) Expressives

1. SL: Greg : Yep, thanks for the ride! (Page 41)
   TL: Greg : Ya, terima kasih sudah diantar! (Halaman 41)

Greg and Rowley are accompanied to school by Mom. But Greg asked Mom to drop off them behind school and Greg said thank to Mom. The expression of Greg’s thank has meaning Greg was happy because he has accompanied behind school. It means Greg was embarrassed because Mom’s car is covered in all these embarrassing bumper sticker and Greg’s friend at his school are brutal when it came to that sort of thing. It has meaning illocutionary act because Greg has special aim when he is accompanied behind the school and it includes to expressives class because there is an act of saying thank which in this case it has function of thank by showed in Greg’s statement is *Yep, thanks for the ride!* Thank (v) is *tell somebody that you are grateful for something.*\(^{66}\) The act of thank is considered the

\(^{66}\) Oxford University (2010), *op.cit.*, p. 1540.
expressives illocutionary act since it is performed as the expression of psychological state of the speaker towards the hearer.

The translator translated the statement of *for the ride* into *sudah diantar*. In this case, *ride* is *travel in a vehicle, esp as a passanger*. So, if it translation literally is *perjalanan* in indonesian, but translator uses the statement *sudah diantar* which means uses the translation technique of modulation. It because the translator adjusted the context where Greg and Rowley have accompanied by Mom. In this case, the translator change the point of view from *perjalanan* which has still universal meaning to *sudah diantar* which has specific meaning is Greg and Rowley accompanied to school. The translation of utterance above is acceptable because it can understand and appropriate with context.

2. SL : Dad’s Boss : Happy Easter, Heffleys! (Page 106)  
   TL : Boss Dad : Selamat paskah, Heffley! (Halaman 106)  
   The utterance uttered when Greg looked at the back of his trousers there was chocolate all over them. Gregis notpossibletoenterthe church, but Momforced himtoparticipate. Rodrickproposeda solution by lendhis trousertoGreg. So he was just looking for an excuse to get out of it. But Rodrickopenedhis trouserson the roadandat the time, the Dad’s boss andhis familyparked next totheir carwhile said 'Happy Easter'. The purpose of utterance above is congratulating to Greg Heffley’s family because at the time is Easter day. It includes in *expressives* class because there is an act of congratulate which in this case it has statement form of *congratulate* by showed Dad’s boss family in their statement. *Congratulate*(v) is

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\[Ibid., p. 1208.\]
tell somebody you are pleased about their success or achievement. The act of congratulate is considered the expressives illocutionary act since it is performed as the expression of psychological state of the speaker towards the hearer.

The word of happy easter is translated selamat paskah. In Oxford dictionary, happy is used in greetings to express good wishes. But the word of easter is day when Christians celebrate the resurrection of Christ. In Kamus Besar Bahasa Indonesia, paskah is hari raya peringatan wafat dan kebangkitan Isa Almasih. The speaker said happy easter in the easter day. If we see translation, TL has same structure grammatical with SL and its meaning of words are same. It can be identified that the translator used literal translation technique because the translator translated word by word. This technique is accurate to use because the translation of word happy easter into selamat paskah is acceptable meaning. So, its translation does not have problem in TL language because the easter day is also celebrated in Indonesian.

3. SL: Announcer: Congratulations to Greg Heffley for winning the perfect-attendance award. (Page 171)

TL: Penyiar: Selamat kepada Greg Heffley yang telah meraih penghargaan karena tidak pernah absen. (Halaman 171)

Greg got congratulation word because he did not miss any days of school and it is said by loudspeaker. The purpose of utterance above is giving

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68 Ibid., p. 250.
69 Ibid., p. 611.
70 Ibid., p. 260.
71 Departemen Pendidikan Indonesia (2008), op.cit., p. 860.
announcement to others that Greg get the award from school. It includes in *expressives* class because there is an act of congratulate which in this case it has statement form of *congratulate* by showed in announcer’s statement is *Congratulations to Greg Heffley for winning the perfect-attendance award*. *Congratulate(v)* is *tell somebody you are pleased about their success or achievement*. The act of congratulate is considered the expressives illocutionary act since it is performed as the expression of psychological state of the speaker towards the hearer.

The word of *the perfect-attendance* if translated by literally is *kehadiran yang sempurna*. But in TL text is translated into *tidak pernah absen*. In this case, *perfect* is *having everything necessary; complete and without faults, completely correct*. *Attendance* is *act of being present at a place, eg a school*. In Indonesian, *sempurna* is *utuh dan lengkap segalanya, baik sekali, terbaik*. *Hadir* is *ada; datang*. It means, the both of words have the same meaning with Greg always attend to school. Therefore, the translator used particularization technique which uses the term that more real or special in TL. The sentence of *tidak pernah absen* the term real from *the perfect-attendance*. Beside of that, the translator used the translation technique of description which it means translator changed the term or expression by for description and its function. The sentence of *tidak pernah absen* is the description form in the term of *the perfect-attendance*. In this

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72 Oxford University (2010), *op.cit.*, p. 250.
case, its translation has acceptable meaning and can make easy for the readers in reading because it can understood by well.

d) Declarations

1. SL : Dad: Dag nab you rotten teenagers! (Page 15)

   TL : Dad : Dasar anak muda sialan! (Halaman 15)

   Dad was annoyed by Lenwood Heath and friend’s behaviour had made a confusion by crashed the trash bin infront of the house which the trash bin be messed. Beside that, the speech above has purpose in order to Lenwood Heath and friend go away from Dad’s house. The speech above has naming function. Naming (v) is give a name to somebody or something. It showed on the sentence of rotten teenager that said by speaker or Dad which Lenwood Heath is known the baddest teenager in Dad’s neighbourhood. Lenwood Heath is one kind of like Dad’s arch-enemy, Dad has probably called the cops on Lenwood Heath about fifty times. So, there is a reason why Dad said the rotten teenager to Lenwood when he made bad thing in front of house. In this case, the utterance is included in declarations class because the utterance brings the alternative of condition is referred of the fact that performed.

   According to Oxford dictionary, rotten (adj) is very bad, dishonest. It means a person who has bad character. But in Kamus Besar Bahasa Indonesia sialan (n) is orang sial; yang mendatangkan sial, (kasar) untuk memaki. The word of rotten is translated into sialan. It can indicate there is realization of this translation by using specific term. So, the translator used the translation technique

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79 Oxford University (2010), *op.cit.* , p. 1075.
of particularization. The word of *dag* (n) in Oxford dictionary is *a person who is strange or different in an amusing way, a person who is not fashionable.*\(^{82}\) It means freak person. *Nab* (v) is *to catch or arrest somebody who is doing something wrong.*\(^{83}\)

It means get somebody who is looked for because he/she do the fault. If see the TL text, the word of *dag* and *nab* not translated or deleted, it showed there is not in TL text that shows the meaning of *dag* and also is not verb form that shows the meaning of *nab*. It means that translator suppress the information of SL in TL text, in this information sometime there is element in SL text that lost. This technique named with reduction technique.\(^{84}\) According to the translation of utterance above, the writer thinks that the translation has already successfully to send the message of declaration illocutionary act in *naming function* because the word of *sialan* shows its function which it explains to describe the Lenwood Heath and friends who made the bad thing.

2. **SL:** Greg: I...I can’t!(Page 61)

   **TL:** Greg: Aku... aku tidak bisa! (Halaman 61)

The utterance uttered when Greg has an exercise for hung on the pole, he had no power because Mom is only packed some biscuits or wafers of sprinkled with sugar to lunch for him. The utterance above showed Greg gave up from the exercise that given by his sport teacher, Greg said the complain order to the teacher stop him in exercise. It means the speech above is included into representatives class by *complain* form. The utterance is to compose the speaker

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\(^{82}\) Oxford University (2010), *op.cit.*, p. 365.


\(^{84}\) Mollina and Albir (2002), *op.cit.*, p. 507.
in the truth that expressed. In Oxford dictionary, *complain (v)* is said that you are dissatisfied or unhappy about somebody or something.\(^{85}\) Based on speech context, the speaker in the truth is Greg said his condition that he has not already had power again. *Complain* form belongs to representatives class by the reason that the expressed proposition commits the speaker to the truth of his proposition, the speaker is Greg, in *complain* about his condition, committed by preparatory fact as to able to perform the act of *complain*.

In Greg’s utterance of *I can’t* that is translated into *aku..aku tidak mampu* has pronoun or subject is *I* and verb phrase as a verb in sentence is *tidak mampu*. The word of *I* means *person who is the speaker or writer*.\(^{86}\) It shows Greg as a speaker. The word of *can* means *used to say that it is possible for somebody or something to do something, or for something to happen*.\(^{87}\) Based on the definition above, the words are translated by dictionary and translated word by word. The translator uses the translation technique of literal because its translation translated by similar with SL text without changes the structure. So, the translation has acceptable meaning and it also means translated by representatives illocutionary act with *complain* function.


   TL : Teman Greg : Dasar kutu buku! (Halaman 171)

   When Greg had the perfect-attendance awards that announced by loudspeakers, his classmates heard and gave him the nickname. The

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\(^{85}\) Oxford University (2010), *op.cit.*, p.376.


The utterance above has purpose the friends abbreviate Greg because he got the perfect-attendance in school and it indicates only the person who smart or boring that got the award. So, the utterance above has naming statement form. Naming (v) is give a name to somebody or something. It means the utterance is in declarations class with naming statement form. By the speaker said nerd to Greg, so the other students heard that statement and it can make Greg would not let that happen again. It means, in declarations class the speaker creates the new thing that will happen from the utterance. The speaker performs the act of naming and the act belongs to declarations class.

According to Oxford dictionary, nerd is a person who is boring, stupid and not fashionable, a person who is very interested in computers. It means the person who unfashionable. Nerd in SL text is translated into dasar kutu buku. Kutu buku is orang yang senang membaca dan menelaah buku di mana saja. The person that mentioned nerd usually is not have many friends because his/her has a bore character, this person is only prefer spend time with reading a book. In this case, nerd is not translated based on meaning in dictionary. Nerd is translated based the same character on SL text. Nerd and kutu buku have the same character which is the person who has bore character. Therefore, translator used modulation technique in this speech. Modulation is changing the point of view or focus in its connection with SL text. According to its context, it becomes appropriate for the meaning in the TL text. Although there is a different meaning,

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88 Ibid., p. 1075.
89 Oxford University (2010), op.cit., p. 989.
90 Departemen Pendidikan Nasional (2008), op.cit., p. 1143.
but it does not break the real meaning for the target language. Here, there is a change of point of view, of perspective and very often category of thought. The writer thinks that the target language is still appropriate enough, because it does not break the real meaning of the original the utterance. The translator just want to make dialogue becomes simply.

CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions
The illocutionary act is a kind of speech act, in this case it includes of pragmatic study in Linguistics. The illocutionary act is an utterance which performs the speech function with its context, in this case the illocutionary act has other aims in it. According to Searle’s theory, in 19 data are found in the short story *Diary of a Wimpy Kid: The Last Straw* there are four kinds that found in this research. By the composition namely, representatives are 4 data (21%), directives are 9 data (47%), expressives are 3 data (15%) and declarations are 3 data (15%). Commisive does not found because the speeches did not include the environment in which commissives can exist.

The translation of illocutionary act is classified the translation with high sensitivity, so it needs special notice from translators. The power of illocution or purpose is implied from the speech must expressed into TL language. For that, translators need to notice the context of speech that scopes of speech, the topic core of speech, the speaker social position and hearer. The translation technique that is analyzed in translation of illocutionary act in the short story *Diary of a Wimpy Kid: The Last Straw* series based on Mollina and Albir Theory which there are 18 translation technique. The techniques are found in this research are modulation found as many as 5 times (29%), literal are 7 times (0.41%), particularization 2 times (5%), reduction are 3 times (18%), pure borrowing are 2 times (18%), linguistic amplification is 1 time (5%), compensation are 2 times (18%) and description is 1 time (5%). So, the most translation technique that used in this research is literal because many translation works that are translated by a daily languages like in SL text.
The translators have to present the illocutionary act in TL with the other aim of speaker. The translation of illocutionary act in this short story is translated based on context and function of speech which translator noticed the other aim of speech. It means that the illocutionary act in English is translated into illocutionary act in TL text. The translation of illocutionary act has high sensitive level, so that it need special attention from translator. The force of illocution or indirect purpose from the speeches have to deliver in target language. For that, translators have to consider the situation context that it is in a speech, the topic of speech, the speaker social position and the hearer.

B. Suggestions

After analyzing the data, the writer has suggestions to anyone that wants to make the same analysis with the writer.

1. For other researchers who want to do the same research, it is suggested to broaden the scope of the study with a deeper analysis to find another pattern unidentified in this paper.

2. For the students especially, and for the readers who do not have adequate knowledge about the translation of illocutionary act. Translating the illocutionary act should consider the speech purpose of speaker from source language that has other aim, the translators have to present its other purpose of speaker in order to make equivalence in the target language and we should consider the speech context to match the meaning.

3. For government, the writer hopes the translation can be developed in education field such as open the translation training for students that have
interest in translation field and developing the translation industry in order to product the translation works many more.
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Summary of Diary of a Wimpy Kid: The Last Straw

The book starts on January 1 with Greg talking about his family’s New Years resolutions. Life becomes more difficult for Greg and Rowley when their school bus is "rezoned" and they have to walk to and from school. Greg tries to have his mom drive him to school, but that only ends up embarrassing him. He also talks about how his dad compares him unfavorably to his boss's sons, who are very athletic.

They have conflicts over Greg wanting to stay inside and watch TV on Saturdays and his dad stealing his school snacks. Eventually his dad makes him sign up for rec league soccer. At first he rides the bench, but becomes the starting goalie when the other goalie is injured. He allows a goal to ruin his team’s perfect season because he took a break to pick dandelions on the field.

After this, Greg's dad runs into a neighborhood troublemaker who has apparently reformed after going to military school. Impressed with his former enemy's turnaround, he signs up Greg for a summer military school program,
hoping Greg will change for the better. To impress his dad and thereby avoid military school, Greg decides to join the Boy Scouts. However, he is sick and misses their camping trip, which his dad has to go to anyway (he's a chaperone) and has a terrible time at. Later, when Greg and his dad (and Roderick) have a camping "do-over", they end up at a hotel instead, where Greg gets locked out of his room in his underwear. After this, Greg becomes more resigned to his military school fate, especially after his attempts to make a good impression on a girl in his class come to naught. But on what he thinks is his only day of summer vacation, Greg ends up saving his dad from making a fool of himself at their neighbor's birthday party. The next day, his dad decides Greg doesn't have to go to military school after all, and the book ends with Greg looking forward to his summer vacation.