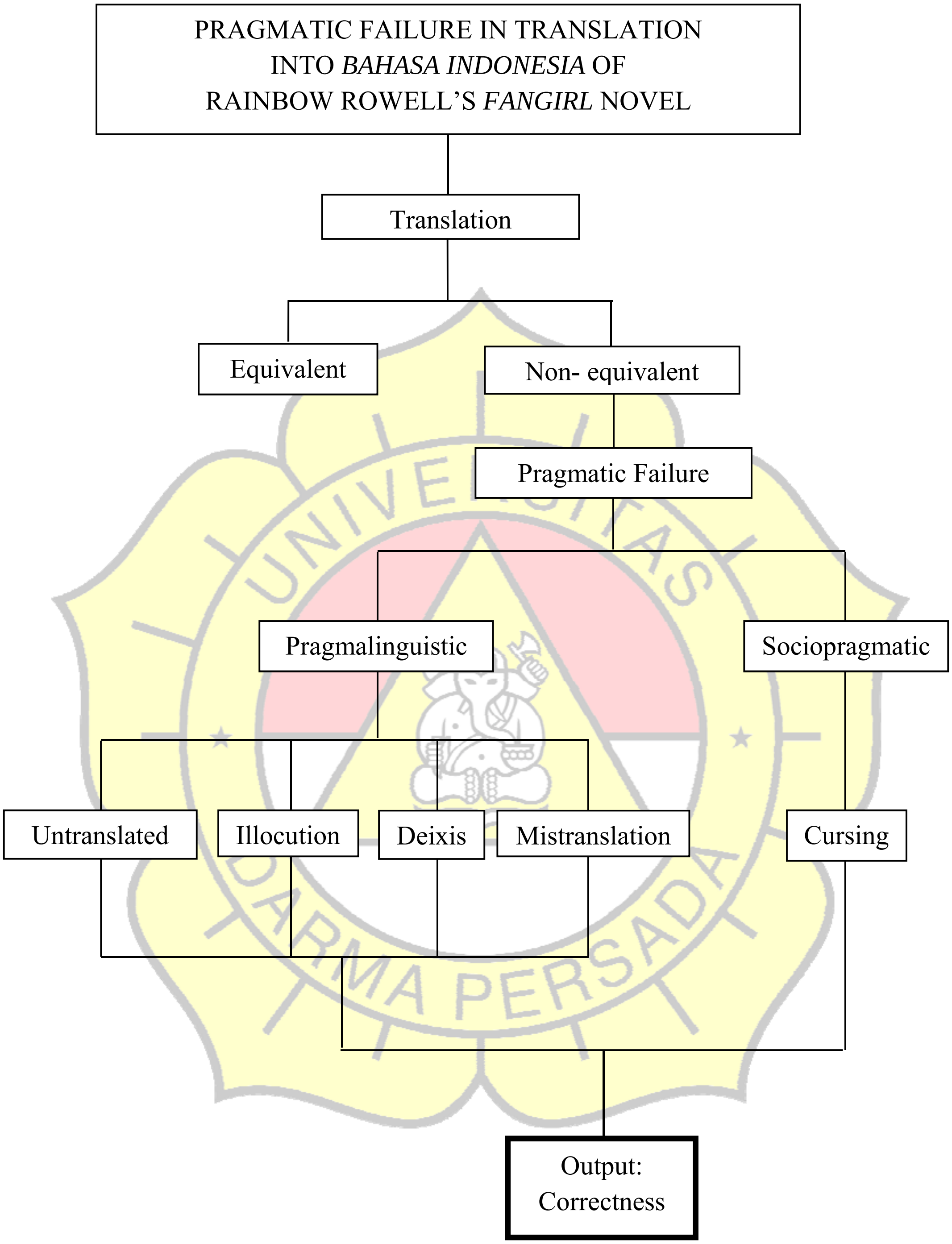
SCHEME OF RESEARCH


PRAGMATIC FAILURE IN TRANSLATION
INTO *BAHASA INDONESIA* OF
RAINBOW ROWELL'S *FANGIRL* NOVEL
Translation
Equivalent
Non- equivalent
Pragmatic Failure
Pragmalinguistic
Sociopragmatic
Untranslated
Illocution
Deixis
Mistranslation
Cursing
Output:
Correctness

UNIVERSITAS DARMA PERSADA

PRAGMATIC FAILURE IN TRANSLATION INTO *BAHASA INDONESIA* OF RAINBOW ROWELL'S *FANGIRL* NOVEL

Widya Latifah
2014130034
Faculty of Letters
Darma Persada University

FRAMEWORK OF THE THEORIES

In this study, the researcher herself collects the understanding of translation and pragmatic failure.

In translation the researcher understands this field studies about delivering message and idea from one language to another, in addition, this field has pragmatics aspect which cannot be ignored.

In understanding pragmatic failure, the researcher understands that a novel with pragmatic failure cause the message and idea are not transferred well.

BACKGROUND

Fangirl has been translated into other languages including *Bahasa Indonesia*. The *Bahasa Indonesia* version of *Fangirl* is translated by Wisnu Wardhana and has been published by Spring Publisher. The translated *Fangirl* novel is not popular like the English version.

The objectives of this study are: (1) to find out what the non-equivalence messages found in the *Bahasa Indonesia* version of *Fangirl* caused by pragmatic failures are; (2) what types of pragmatic failures that occur in translated *Fangirl are*; (3) how the pragmatic failures are supposed to be translated.

CATEGORY

The pragmatic failures discussed in this research have been categorized into two: 1) pragmalinguistic, and 2) sociopragmatic. The researcher finds that there are four areas discussed in pragmalinguistic, such as: untranslated, mistranslation, illocution, and deixis. There is also one area of sociopragmatic which indicates as cursing expression. The cursing expression that is mostly discussed in this research is the word fuck.

RESEARCH FINDING

This research finds that there are some messages in the translated *Fangirl* novel which are not equal. Those messages indicate as pragmatic failures. These pragmatic failures that found in this research are retranslated on the table named Edited Target Language.

CONCLUSION

Pragmatics in translation is very important and should not be ignored. The translator has to pay attention when she or he reads the Source Language (SL) and make sure every single word is pragmatically translated well to Target Language (TL).

CURRICULUM VITAE

Personal Data

Name : Widya Latifah
Place/ Date of Birth : Pangkalpinang, September 12th, 1996
Sex : Female
Mobile Phone : 082211129174
Address : Taman Cipinang RT004 RW06 No: 46
Kelurahan Cipinang Muara
Kecamatan Jatinegara Jakarta Timur 13420
E-mail Address : latifah1209@gmail.com

Formal Education

2002 – 2008 : SD Negeri 37, Pangkalpinang
2008 – 2010 : SMP Negeri 3, Pangkalpinang
2010 – 2014 : SMA Muhammadiyah 11, Jakarta Timur
2014 – 2018 : Darma Persada University, Jakarta Timur
Major: English Literature

Work Experiences

2015 – 2018 : Abdimas
2017 : Assistance researcher for research entitled Penerjemahan Frasa Nomina dari Bahasa Inggris ke Bahasa Indonesia dalam Kisah Sherlock Holmes : The Adventure of the Solidarity Cyclist Karya Sir Arthur Conan Doyle
2017 : Temporary English Teacher in SMK Pelita Alam Bekasi
2017 – Now : English Club Teacher in SMK Pelita Alam Bekasi

UNIVERSITAS DARMA PERSADA

Achivements

2012 : 1st Winner of Indonesian Speech Contest

2nd Winner of English Speech Contest

Participant of Water Rocket Competition #1

Participant of National English Olympiad

Participant of English Speech Competition in English Festival

Participant of Management English Debating Competition

2013 : 2nd Winner of National Business Plan Competition

Participant of Water Rocket Competition #2

Participant of Chemistry Science Competition

Participant of Mouse Trap Car Competition

Participant of English Debating Competition

Participant of “Cerdas Cermat”

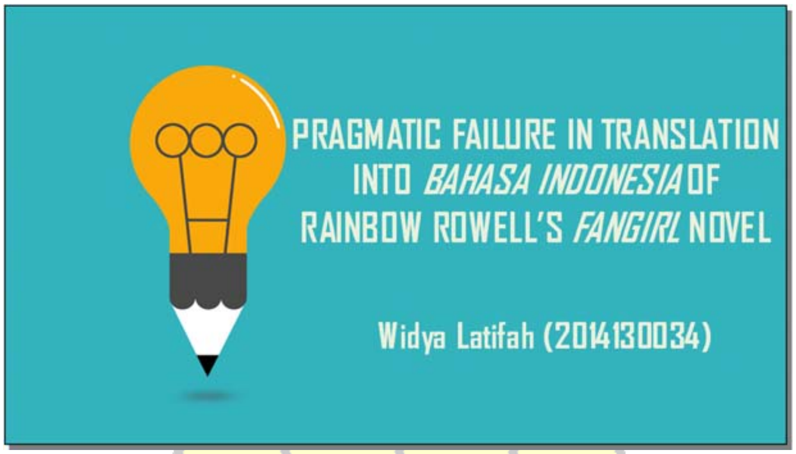
2014 : 1st Winner of Chemistry Competition

2016 : Jenesys 3rd Batch

2017 : TOP 200 Asean Youth Ambassador

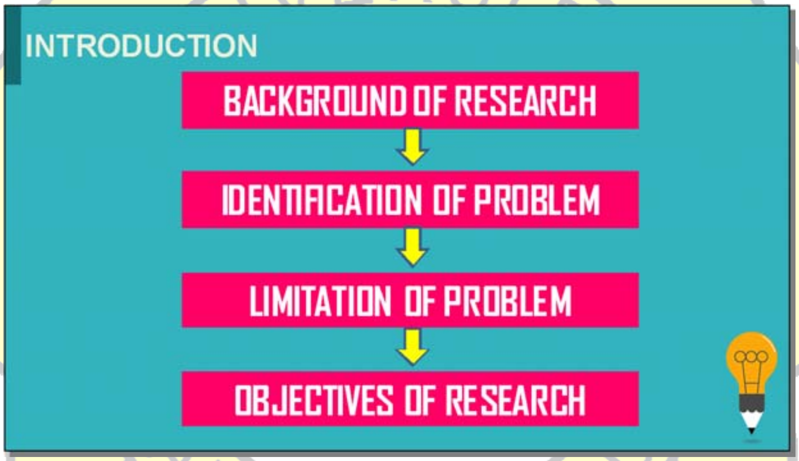
UNIVERSITAS DARMA PERSADA

ATTACHMENT



PRAGMATIC FAILURE IN TRANSLATION INTO *BAHASA INDONESIA* OF RAINBOW ROWELL'S *FANGIRL* NOVEL

Widya Latifah (2014130034)



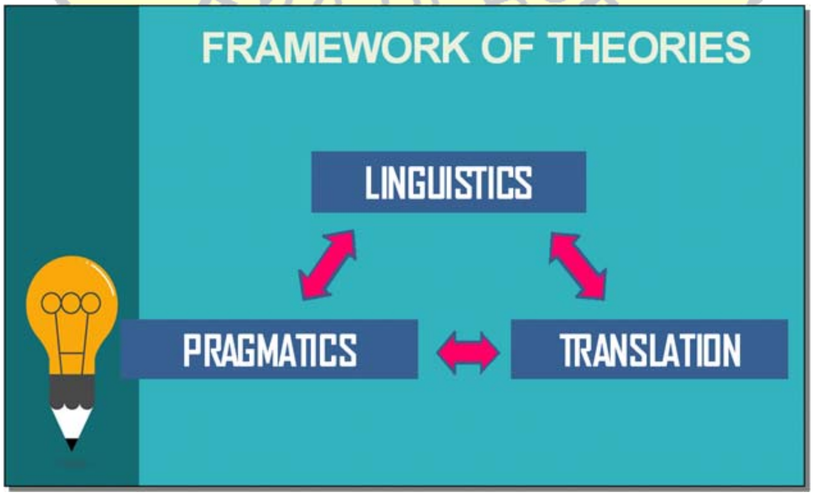
INTRODUCTION

BACKGROUND OF RESEARCH

IDENTIFICATION OF PROBLEM

LIMITATION OF PROBLEM

OBJECTIVES OF RESEARCH

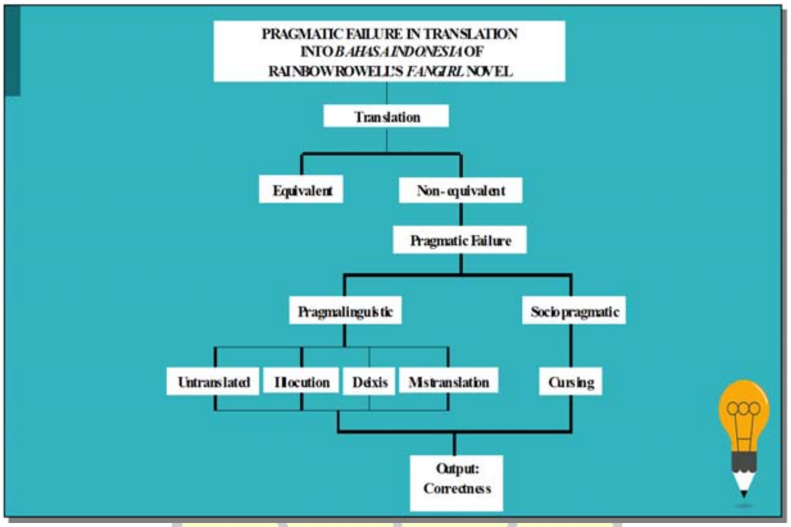


FRAMEWORK OF THEORIES

LINGUISTICS

PRAGMATICS

TRANSLATION



PRAGMATIC FAILURE IN TRANSLATION INTO *BAHASA INDONESIA* OF RAINBOW ROWELL'S *FANGIRL* NOVEL

Translation

Equivalent

Non-equivalent

Pragmatic Failure

Pragmalinguistic

Sociopragmatic

Untranslated

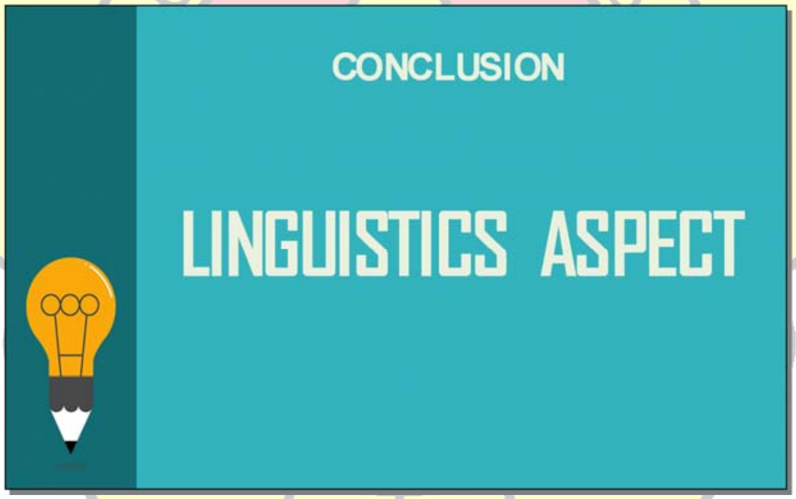
Illocution

Deixis

Mistranslation

Cursing

Output: Correctness



CONCLUSION

LINGUISTICS ASPECT

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Widya Latifah
Dosen Pembimbing I : Tommy Andrian, SS, MHum
Dosen Pembimbing I : Juliansyah, S.Pd, M.Pd
Judul Skripsi : Pragmatic Failure in Translation into Bahasa Indonesia of Rainbow Rowell's Fangirl Novel
Mulai Bimbingan : 29 September 2017
Tahun Akademik : 2017/2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	29 September 2017	- Sentence Error in Chapter 1 - Grammar Error in Chapter 1	
2	7 oktober 2017	- Grammar Error in Chapter 1 - Formulation of Problem	
3	21 oktober 2017	- make sure that your references in chapter 2 are correct - check the references	
4	3 November 2017	- check the grammar error in Chapter 2 - be careful with comma in chapter 2	
5	9 oktober 2017	- Kurang Context	

6	12 November 2017	- grammar error in chapter 2 - be careful with paraphrase - be careful with comma	
7	2 Desember 2017	- grammar error in chapter 2 - margin	
8	9 Desember 2017	- grammar error in chapter 3 - be careful with table	
9	23 Desember 2017	- grammar error in chapter 3 - comma	
10	6 Januari 2018	- change past tense into present tense	
11	6 November 2017	Rechecking the source text editing.	
12	11 Desember 2017	- Make it complete - context - add some mistranslation and untranslated cases - add some definitions	
13	27 December 2017	Conclusion reporting	
14	3/ Februari 2018	- revice Chapter 3 and Chapter 4	

15	17/februari-2018	Revice term paper	

Jakarta, 17 Februari 2018

Menyetujui :

Pembimbing I **Pembimbing II**

(……………………………) (……………………………)

Mengetahui :

Pembimbing Akademik **Kajur Inggris S-1**

(……………………………) (……………………………)

ETS TOEIC.

LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

COPY
KNOW ENGLISH. KNOW SUCCESS.

Widya Latifah Name		**LISTENING** Your score 340 5 495	**TOTAL SCORE** 675
2014130034 Identification Number	1996/09/12 Date of Birth (yyyy/mm/dd)		
2018/01/19 Test Date (yyyy/mm/dd)	2020/01/19 Valid Until (yyyy/mm/dd)	**READING** Your score 335 5 495	

Client/Institution Name: PT. Putra Pratama Raya

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logos, and TOEIC are registered trademarks of Educational Testing Service.

This score report is intended for use only by the institution which sponsored the test administration.

Detach Here

LISTENING

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:

- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.
- They can understand details when the information is slightly paraphrased.

To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.

READING

Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED Your Percentage 0% 100%
Can infer gist,purpose and basic context based on information that is explicitly stated in **short** spoken texts	0% 50 100%
Can infer gist,purpose and basic context based on information that is explicitly stated in **extended** spoken texts	0% 84 100%
Can understand details in **short** spoken texts	0% 70 100%
Can understand details in **extended** spoken texts	0% 73 100%

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED Your Percentage 0% 100%
Can make inferences based on information in written texts	0% 80 100%
Can locate and understand specific information in written texts	0% 63 100%
Can connect information across multiple sentences in a single written text and across texts	0% 55 100%
Can understand vocabulary in written texts	0% 85 100%
Can understand grammar in written texts	0% 61 100%

*** Proficiency Description Table can be found on our web site, www.ets.org/toeic**

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logos, and TOEIC are registered trademarks of Educational Testing Service.

109020-70171 • S815E200 • Printed in U.S.A.
784192