

BAB 5

PENUTUP

5.1 Simpulan

Berdasarkan analisis pada bab tiga dan hasil penelitian pada bab empat diketahui bahwa pada terjemahan modalitas *will* dan *would* dalam novel *Tales of a Fourth Grade Nothing* karya Judy Blume mengalami penyesuaian yang berupa modulasi, yaitu antara lain berupa pengimplisitan kedua modal dalam bahasa sasaran dan transposisi yang antara lain berupa pergeseran tataran. Terjadinya modulasi dan transposisi, termasuk padanan-padanan kata pada terjemahan modalitas merupakan usaha untuk menghubungkan perbedaan budaya antara bahasa sumber (Bsu) dan bahasa sasaran (Bsa).

Seperti dikutip tiap bahasa memiliki cara tersendiri dalam menyampaikan pesan atau makna yang terdapat dalam bahasanya sendiri. Dengan adanya latar belakang budaya maka untuk mendapatkan makna atau pesan yang terkandung dalam bahasa yang menjadi tujuan bukan tidak mungkin mengalami penyesuaian (mengikuti sistem atau tata cara yang berlaku pada bahasa sasaran). Selain itu adanya padanan yang dihasilkan oleh suatu terjemahan memperlihatkan bahwa tiap terjemahan memberikan peluang untuk terjadinya perpadanan.

Dari penjelasan di atas dapat diketahui bahwa adanya perbedaan sistem atau tata cara yang dimiliki oleh tiap bahasa menyebabkan sistem atau cara tersebut belum tentu dapat diterapkan pada bahasa yang berbeda. Salah satu cara yang dapat dilakukan yaitu melalui media terjemahan.

5.2 Summary of the Thesis

The main objective of the thesis is to prove my assumption that in translation of modality will and would, the happening of the shift, both transposition and or modulation, including equivalents refer to certain meanings. To analyze the shift, included the equivalents in it, I use the translation theory (transposition theory from Catford and modulation theory from Newmark).

This thesis contains five chapters. The first chapter is an introduction, which consists of the problem background, the problem identification, the problem limitation, the problem formulation, the purpose of the research, the methodological research, the research advantage, and the thesis presentation system.

The second chapter is about the concepts of the theories, which are used by me. These are broken down into three sub-topics. Those are the translation theory (this theory is in order to see the shift that happens in modality sentences, transposition and or modulation and also equivalents), modality in English, and modality in Indonesia. Those modalities are used to see the parallel between them. Epistemic modality will and would parallels with epistemic modality too, in Indonesia, whereas non-epistemic modality will and would parallels with intentional modality in Indonesia. The transposition and or modulation, included the equivalents have to be related to certain meanings in Indonesian.

Chapter three, I examine the analysis with translation approach (transposition theory from Catford and modulation theory from Newmark) to prove my assumption.

In chapter four, I present the result of the analysis. The result shows that the transposition and the modulation occur in the translation of modality will and would. Transposition happens in sixteen sentences and modulation in eighteen sentences. From the analysis, we also see that translation gives the chance to produce the equivalents. Both transposition and modulation refer to a certain meanings. Chapter five is the conclusion and the summary of the thesis.

PERCONTOH MODALITAS *WILL* DAN *WOULD*

| NO | KALIMAT | HAL |
|----|---|-----|
| | WILL | |
| 1 | <i>"I'll sleep in the living room," I suggested.</i> | 6 |
| 2 | <i>"I'll be right back," she told Fudge.</i> | 10 |
| 3 | <i>I added, "And if I don't hurry I'll be late for school."</i> | 20 |
| 4 | <i>He said, "Fudge, you will eat that cereal or you will wear it!"</i> | 24 |
| 5 | <i>I've never been mugged. But sooner or later I probably will be.</i> | 27 |
| 6 | <i>"...I'll take very good care of him..." Sheila jumped up and down and begged some more.</i> | 31 |
| 7 | <i>"Will you and Jimmy help Sheila watch Fudge while I run home for a minute?"</i> | 32 |
| 8 | <i>But he'll be fine. Won't you Sam?</i> | 43 |
| 9 | <i>"You won't have a new-big-boy-bed for long if you don't stop jumping on it," my mother told him.</i> | 48 |
| 10 | <i>"The three of us will go out for lunch ..."</i> | 55 |
| 11 | <i>Then he'll know there's nothing so great about him after all.</i> | 56 |
| 12 | <i>"Couldn't you make Fudge some false teeth ...?"</i> <i>"No. He'll just have to wait," Dr. Brown said.</i> | 58 |
| 13 | <i>"I'll save it for after lunch," I told him, handing it to my mother.</i> | 60 |
| 14 | <i>"I think we'll have to play a little joke on Fudge," she said.</i> | 64 |
| 15 | <i>"We'll never be able to fill twenty written pages with that."</i> | 69 |
| 16 | <i>"I'll buy you a new poster board tomorrow.</i> | 71 |
| 17 | <i>"Will you take off that line about your handwriting?" I asked.</i> | 79 |
| 18 | <i>"Daddy will take care of you and Fudge."</i> | 82 |
| 19 | <i>"He'll look a lot better when he's older," I said.</i> | 84 |
| 20 | <i>... After today my son Fudge won't be available.</i> | 88 |
| 21 | <i>"...I'll never borrow money from Fudge."</i> | 89 |
| 22 | <i>...I'll take a picture of you doing it ... All right?</i> | 90 |
| 23 | <i>"But Fudge wouldn't move for anything."</i> | 92 |
| 24 | <i>... I'll bet Mr. Vincent was sorry ...</i> | 94 |
| 25 | <i>"Let me out, Peter. I'll find him?"</i> | 100 |
| 26 | <i>"... We'll have to search the theater."</i> | 102 |
| 27 | <i>"Yes, you'll love it!"</i> | 104 |
| 28 | <i>"When you taste this you'll know why I used them all up."</i> | 105 |
| 29 | <i>I will never forget Friday, May tenth.</i> | 108 |
| 30 | <i>"Don't worry, Lady. We'll be to the hospital in no time."</i> | 115 |
| 31 | <i>"... All those things will help to get Dribble out of Fudge's tummy."</i> | 117 |
| 32 | <i>"... Maybe someday you'll have a dog of your own..."</i> | 120 |

| NO | KALIMAT | HAL |
|----|--|-----|
| | WOULD | |
| 1 | <i>He thought they'd be more comfortable staying with us.</i> | 5 |
| 2 | <i>You'd never have guessed that Mom spent most of the day in the kitchen.</i> | 9 |
| 3 | <i>A nice book would have been a good idea, I thought.</i> | 11 |
| 4 | <i>If I decided not to eat they'd probably never even notice!</i> | 21 |
| 5 | <i>I thought how great it would be if we could trade in Fudge: ...</i> | 22 |
| 6 | <i>Fudge would eat when he got hungry.</i> | 23 |
| 7 | <i>I think it would be great to look at all those pictures.</i> | 28 |
| 8 | <i>But Jimmy didn't know that my mother would never trust Sheila ...</i> | 31 |
| 9 | <i>... We decided we'd better to go to the playground like mother said.</i> | 33 |
| 10 | <i>I'll bet she'd like to have me back.</i> | 38 |
| 11 | <i>Dr. Brown, our dentist, said he'd have to wait until he was six or seven to get his grown-up teeth.</i> | 40 |
| 12 | <i>But Ralph wouldn't listen.</i> | 46 |
| 13 | <i>I was hoping they'd dance around the rest of the afternoon.</i> | 47 |
| 14 | <i>My mother said we'd make a day of it.</i> | 55 |
| 15 | <i>"Would you open your mouth so I can count you teeth?"</i> | 57 |
| 16 | <i>That would teach my brother of mine how to behave ...</i> | 68 |
| 17 | <i>"If I had a lock Fudge wouldn't have gotten my poster!"</i> | 76 |
| 18 | <i>"It would have looked better without those flowers," Jimmy said.</i> | 79 |
| 19 | <i>So my father said he'd take me and Fudge to the office with him.</i> | 84 |
| 20 | <i>"... You wouldn't know a treasure if you found one!"</i> | 86 |
| 21 | <i>And someday I'd have to borrow from him.</i> | 89 |
| 22 | <i>Fudge sat there on the Toddle-Bike. But he wouldn't pedal.</i> | 91 |
| 23 | <i>But Fudge wouldn't move for anything.</i> | 94 |
| 24 | <i>I would like to go to the movies.</i> | 97 |
| 25 | <i>My father said the walk would do us all good.</i> | 98 |
| 26 | <i>I would never take my brother to the movies.</i> | 103 |
| 27 | <i>"... Then you'd learn to eat a lot of different things."</i> | 105 |
| 28 | <i>I figured she'd be glad I thought of that.</i> | 114 |

ABSTRAK

- (A) JULIANA SULASTRI
- (B) ANALISIS TERJEMAHAN MODALITAS *WILL* DAN *WOULD* DALAM NOVEL *TALES OF A FOURTH GRADE NOTHING* KARYA JUDY BLUME
- (C) V+46: 25/02/2003
- (D) Kata Kunci: Analisis terjemahan modalitas *will* dan *would*, transposisi, modulasi, makna.
- (E) Penelitian ini bertujuan untuk membuktikan apakah dalam terjemahan modalitas *will* dan *would* terjadinya transposisi dan atau modulasi, termasuk munculnya padanan-padanan kata mengacu kepada makna tertentu. Terjemahan modalitas *will* dan *would* dalam novel *Tales of a Fourth Grade Nothing* dianalisis dengan menggunakan teori terjemahan. Hasil analisis membuktikan asumsi penulis bahwa dalam terjemahan modalitas *will* dan *would* terjadinya transposisi dan atau modulasi, termasuk munculnya padanan-padanan kata mengacu kepada makna tertentu.
- (F) Daftar acuan: 25 (1965-1999/2000)
- (G) Drs. Antonius Poejadi, MA
- (H) Dra. Irna Nirwani Djajadiningrat, M. Hum

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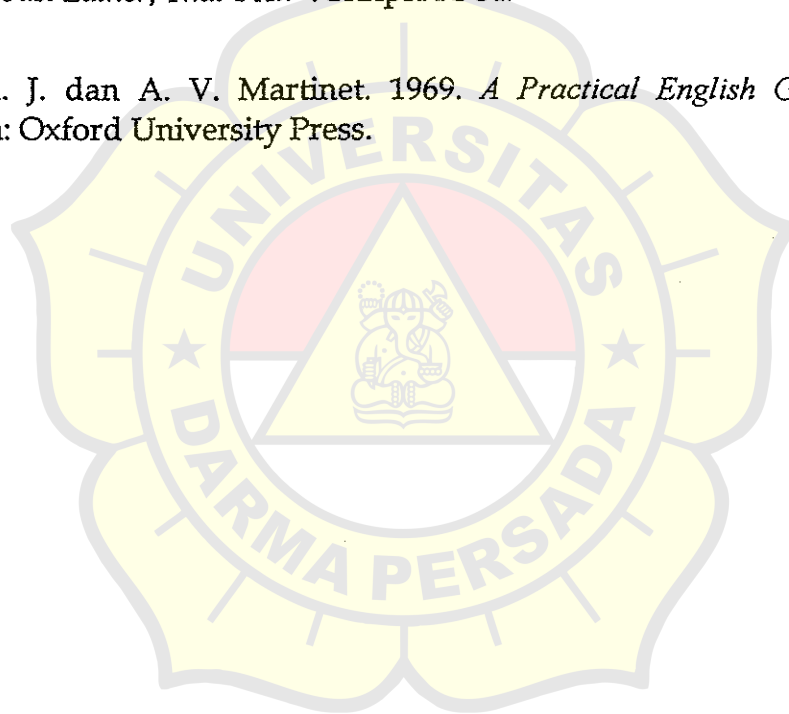
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RINGKASAN CERITA

Peter Warren Hatcher tinggal di sebuah apartemen di New York bersama orang tuanya dan adiknya, Farley Drexel Hatcher atau Fudge. Fudge berusia tiga tahun dan sangat nakal. Hari-hari Peter selalu diwarnai kenakalan Fudge adiknya. Oleh karena itu Peter sering merasa kesal akan kenakalannya.

Kenakalan Fudge itu antara lain dengan membuat kesal tamu ayahnya, Bapak dan Ibu Yarby, yang kebetulan menginap di rumah mereka. Ia juga pernah melompat di Jungle Gym dan membuat keributan di toko sepatu serta merusak pekerjaan rumah Peter.

Walaupun demikian, Fudge selalu bisa lolos dari masalah yang ditimbulkannya. Orangtuanya dan orang lain memaklumi kenakalan Fudge karena ia masih kecil. Selain itu orang tuanya pun selalu memberi perhatian lebih karena kenakalannya tersebut. Perlakuan orang tuanya kepada Fudge tersebut membuat Peter merasa bahwa dirinya bukan apa-apa dan tidak diperhatikan oleh orang tuanya. Namun pada akhirnya, peristiwa hilangnya Dribble, kura-kura Peter dan sangkut paut Fudge atas kejadian itu membuat Peter menyadari akhirnya orang tuanya juga menyayangi dan memperhatikannya.

RIWAYAT HIDUP PENULIS

Nama : Juliana Sulastri
Jenis Kelamin : Perempuan
Tempat/Tanggal Lahir : Jakarta, 22 Juli 1980
Agama : Islam
Alamat : Jl. Mawar Merah IV/2 No: 164 Rt: 004
Rw: 012 Perumnas Klender, Jakarta Timur

Pendidikan Formal :

1. SDN Malaka Jaya 05 Pagi Jakarta lulus tahun 1992.
2. SMPN 139 Jakarta lulus tahun 1995.
3. SMUN 103 Jakarta lulus tahun 1998.
4. Universitas Darma Persada lulus tahun 2003.