

Equivalence Problems in an Indonesian Target Text Translated by Machine Translation on J.K Rowling's Harry Potter and the Order of the Phoenix

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Abstract

This research is aimed at finding the equivalence problems in Machine Translation at word level, above word level, grammatical level, textual level, and pragmatic level. Method used is qualitative research to analyze the problems of equivalence found in the translation of Harry Potter: The Order of Phoenix. The data are taken randomly from the ten chapters of the Harry Potter book, and the findings were categorized into the five problems of translation equivalence. The data displayed two languages: a Source Text is in English, and the Target Text is in Bahasa Indonesia. This research used the theory of Mona Baker (2018) regarding equivalence levels through post editing on analyzing MT output. The translation of Harry Potter's work is still imprecise on a lexical level. Many idioms serve as figures of speech at the word level or higher. Many words and sentences were incomprehensible at the textual level; therefore, post-editing was performed to preserve the flow and logic of the original language. There are grammatical distinctions between English and Indonesian. The last is a pragmatic one, focusing on the practical use of words in everyday conversations. Teaching and learning a language through translation requires reading ability and knowledge.

Keywords: Machine Translation, Word Level, Above Word Level, Grammatical Level, Textual Level, Pragmatic Level



A. INTRODUCTION

Translation is changing a language text to a certain language text so that the main ideas, messages, storylines can be conveyed from native speakers and make it easier for recipients of language texts such as readers and viewers to understand the meaning of the language. Translation is going through a period of revolutionary. According to Sitnic (2020) stated that the process of translating between two different languages involves a person translating an original or written source text or speech (ST/S) in the original or source speech language (SL) into the target text or speech. write (TT/S) in another language. , target verbal language (TL). The impact of digital technology and the Internet on translation is ongoing, widespread and profound. The translation revolution is happening everywhere, from online machine translation services to the rise of crowdsourced translation and the rise of translation

apps for smartphones. Nowadays, it is possible to carry out the translation process using an online Machine Translation (MT).

Machine translation (MT) is deployed to a wide range of use cases by millions of people every day. Google Translate and Facebook provide billions of translations for multiple language pairs daily. Nearly a billion users view these translations every month. Since machine translation built on platforms like these is available to anyone with an internet connection, there's generally no need to explain what machine translation is. In general, there are three stages in translation. The first stage is the analysis of the source text, the next stage is the transfer process, and the last stage is the reconstruction of the target meaning. All of the above steps have complex and complex problems. The translator should have good linguistic competence for the source text (ST) and the target text (TT). This research wants to find and discuss translation problems arising from problems of equivalence at word level, above word level, equivalence at grammatical level, at textual level and pragmatic levels according to Baker (2018) in MT (Google Translate) output.

This research uses the fifth book of Harry Potter, the title is Harry Potter and The Order of The Phoenix. This research also provides post editing suggestions for the problems of equivalence in MT output. Based on Baker (2018), there are seven categories of equivalences: (1) word level equivalence, (2) above word level equivalence, (3) grammatical equivalence, (4) textual equivalence, (5) pragmatic equivalence, (6) semiotic equivalence, and (7) beyond equivalence. This research in Harry Potter book 5 only find and discuss: (1)equivalence problem at word level, (2) equivalence problem at above word level, (3) equivalence problem at grammatical level, (4) equivalence problem at textual level, and (5) equivalence problem at pragmatic level. This research also tries to find and discuss equivalence problem by finding four cases for each equivalence level among chapter four to chapter ten in Harry Potter book 5. The focus is on the number of cases, not the chapters. Baker (2018) stated that word level only focus on the meaning of single word or single expression in text, above word level focus on combination words or phrases sometimes also deals with collocation meaning, grammatical level focus on grammatical elements of the word and its availability or the lack in different languages, textual equivalence refers to the role of word order in structuring text-level messages and discusses coherence such as grammatical and lexical relationships that provide connections between words. different parts of the text, the last is pragmatic level refers to the way text is used in communicative situations involves factors such as writer, reader, and cultural context.

B. METHOD

This research was to find four cases for each equivalence level in chapter four to chapter ten in J.K Rowling's Harry Potter and The Order of The Phoenix book 5. The focus was on the number of the cases, not the chapters. Therefore, data for this research were taken randomly from the ten chapters of the Harry Potter book, and the findings were categorized into the five problems of translation equivalence

(Baker, 2018). The data is in excel format with two languages: a Source Text is in English, and the Target Text is in Bahasa Indonesia. The writer carefully examined part of speech to be used. The writer also edited and eventually finds out the common patterns and the quality of its output in general, then the writer also referred to Baker (2018) to check and classify them based on equivalence levels to end the analysis.

The type of the research is qualitative research to analyze the problems of equivalence found in the translation of *Harry Potter: The Order of Phoenix*, written by J.K. Rowling. According to Creswell (2014) stated that qualitative is one type of research method that investigates and grasps individual or groups intentions in social or human problems. This definition gives the view that qualitative research is used to understand and interpret the meaning of the participants. More specifically, qualitative research can be defined as an investigative inquiry process based on distinct methodological traditions of inquiry that explores social or human problems. Qualitative research deals with data collection of phenomena prevailing in the main object of research so that the research is characterized as issue-oriented research.

Data Sources

Mason (2002) stated that the most frequently used data sources in qualitative research, are (1) People (as individuals, groups or collectivities); (2) Organizations, institutions, and entities; (3) Texts (published and unpublished sources, including virtual ones); (4) Settings and environments (material, visual/sensory, and virtual); (5) Objects, artifacts, and media products (material, visual/sensory, and virtual); (6) Events and happenings (material, visual/sensory, and virtual). Therefore, data sources refer to the facts that give the overall picture of a situation. Data sources are specifically collected and then processed to produce clear and understandable information. Data sources can be understood as facts that act as documents to formulate an opinion, statement, and information or documents used for research. Data sources are an essential element of research. They can be pieces of evidence and clues that help the writer solve research problems. A data source is the source from which the data is derived. Data sources can be collected from many different things depending on the subject of the study. In qualitative research, the data sources obtained usually include almost all non-numerical data. These data sources may use words to describe observable events and phenomena.

The writer used *Harry Potter and The Order of The Phoenix* book 5 written by J.K Rowling as a data source. The writer took the data randomly from chapter four to chapter ten to find four cases of each equivalence problems in machine translation (Google translation) based on Baker (2018). This book begins with an isolated Harry tormented by his cousin Dudley. It didn't take long for things to take a turn for the worse and become beyond common sense for this story when the Dementors showed up and chased the two of them. In self-defense, Harry protected himself and

his cousin from Dementor with magic. This resulted in him being deported and having to attend a hearing to be tried for his crimes. Basically, the story revolves around Harry feeling frustrated that he can't do much for the Order of the Phoenix because he is still so young despite his past achievements and knowledge. He is frustrated because no one seems to give him the time of day or pay attention to what he has to say. The story comes from the interactions with Professor Dumbledore throughout the book.

Data Collection

According to Mabuza, et.al (2014) explained that data collection can begin in the field once you have collected your data and taken notes in the field. Data collection allows the writer systematically collect information about the research subject (people, objects, phenomena) and the context in which they occur. In data collection, the writer must be systematic. If the data is collected carelessly, it will be difficult to answer the research questions in detail and clearly. This research, the writer used some procedures of collecting data to find equivalence problems are: (1) Copy the selected chapters of the English source text from the source of data; (2) Past them to the Google Translate; (3) Translate the source text from English into Bahasa Indonesia; (4) Repeat all the steps to get more target text

Data Analysis

Connor and Gibson (2013) stated that there are some ways to do data analysis such as: (1) Organize data, (2) Find and organize ideas and concepts, (3) Develop common themes in data, (4) Ensure reliability and validity of data analysis data and results, (5) Find possible factors and reasonable explanations of results, (6) Overview of final steps. The writer should organize or categorize the data into concepts. Connection of the data to show how one concept may influence another. The writer should make prove by evaluating alternative explanations. The writer should report the finding. It means, in technique of data analysis the writer should identify the topic that the writer wants to analyze. Data in each topic should be organized, so it will be easy to look at and examine. This research, the writer used theory of Mona Baker regarding equivalence levels through post editing on analyzing in MT output. the writer tried to find and discuss five equivalences levels on Harry Potter book 5, they are: (1) equivalence at word level, (2) equivalence above the word level, (3) grammatical equivalence, (4) textual equivalence; thematic and word order, and (5) pragmatic equivalence

C. RESULTS AND DISCUSSION

Word Level

Based on Baker (2011) stated that regarding the level of words, Baker (2011) distinguishes four main types of meanings in words. They are: (1) propositional meaning (meaning derived from relationships between words), (2) expressive

meaning (meaning that cannot be clearly said is good or bad, whose meaning is based on perception. speaker's meaning), (3) Assumptive meaning (the meaning of the estimates is limited by the meaning of the source language), (4) Suggestive meaning (existing from dialects and locations where there are transformation from language).

The writer has made some post editing about equivalence problems in MT translation at word level, as follows:

Chapter and Line	Source Text	Target Text	Post Editing	Review	Case Identified
Chapter 4 Line 56	`Mrs Weasley, why -?	Mrs Weasley, kenapa --?	Nyonya Weasley, kenapa --?	Word level because in English <i>Mrs</i> is a title intended for a married woman, then in Indonesia <i>Nyonya</i> is a title for a married woman.	Mrs = <i>Nyonya</i>
Chapter 4 line 59	I'll call you when it's over.	Aku akan meneleponmu setelah selesai.	Aku akan <i>memanggilmu</i> setelah selesai.	Word level because in Indonesian, menelepon and memanggil have different meanings and functions The word menelepon is 'talking (calling) over the phone'. Whereas memanggil (v) means to call someone's name to approach . so for this context memanggil is more appropriate than calling because the	Call = <i>memanggil</i>

				context is a conversation between Ron and Hermione	
Chapter 4 Line 145	WHO HAD TO ESCAPE FROM HIM?	SIAPA YANG HARUS LUPA DARINYA?	SIAPA YANG HARUS MELARIKAN DIRI DARINYA?	Word level because <i>melarikan diri</i> is a proper word to translate in the target text	Escape = <i>melarikan diri</i>
Chapter 4 Line 342	I didn't ask - I didn't want - Voldemort killed my parents!'	Saya tidak bertanya -- saya tidak mau -- Voldemort membunuh orang tua saya!'	saya tidak <i>meminta</i> -- saya tidak mau -- Voldemort membunuh orang tua saya!'	Word level because in Indonesian bertanya and meminta have different meanings and functions so for this context meminta is more appropriate than bertanya	Ask = <i>meminta</i>
Chapter 5 line 111	'Let's eat,' said Bill quickly.	Ayo makan,"kata Bill cepat	Ayo makan kata bill <i>dengan cepat</i>	Word level because quickly it showing adverb of manner so it must be <i>dengan cepat</i>	Quickly = <i>dengan cepat</i>

Above Word Level

Baker (2018) stated that the field of reference is expanded somewhat by considering combinations of words and phrases: what happens when words begin to combine with other words to form regular speech segments, or sell convention. Equivalence at above word level deals with collocation meaning, fix expression and idioms.

The writer has made some post editing about equivalence problems in MT translation at above word level, as follows:

Chapter and Line	Source Text	Target Text	Post Editing	Review	Case Identified

Chapter 4. Line 125	'Don't be thick,' said Ron, looking highly disconcerted.	'Jangan tebal,' kata Ron, tampak sangat bingung.	' <i>Jangan bodoh</i> ,' kata Ron, tampak sangat bingung.	Above word level because don't be thick is an idiom instead of jangan tebal, the proper translation will be <i>jangan bodoh</i>	Don't be thick = <i>jangan bodoh</i>
Chapter 4 Line 139	Who Got Of Riddle?	Siapa Yang Menemukan Riddle?	Siapa Yang Melenyapkan Riddle?	Above word level because got rid of is an idiom instead of yang menemukan, the proper translation will be yang <i>melenyapkan</i>	Got rid of = <i>melenyapkan</i>
Chapter 4 Line 140	WHO SAVED BOTH YOUR SKINS FROM THE DEMENTORS?	SIAPA YANG MENYELAMAKAN KEDUA KULIT ANDA DARI DEMENTOR?	SIAPA YANG MENYELAMAKAN HIDUP KALIAN BERDUA DARI DEMENTOR?	Above word level because SAVED BOTH YOUR SKINS is an idiom the proper translation will be SIAPA YANG MENYELAMAKAN HIDUP KALIAN BERDUA	SAVED BOTH YOUR SKINS = <i>MENYELAMAKAN HIDUP KALIAN BERDUA</i>
Chapter 4 Line 427	'I said - shut - UP!' roared the man, and with a stupendous effort he	'Aku bilang -- tutup -- UP!' raung pria itu, dan dengan usaha yang luar biasa dia dan Lupin berhasil	'Aku bilang <i>diam</i> !' raung pria itu, dan dengan usaha yang luar biasa dia dan Lupin berhasil	Above word level because shut up is a collocation. It means <i>diam</i>	Shut up = <i>diam</i>

	and Lupin managed to force the curtains closed again. The old woman's screeches died and an echoing silence fell.	menutup kembali tirai dengan paksa. Jeritan wanita tua itu menghilang dan keheningan yang menggema turun.	menutup kembali tirai dengan paksa. Jeritan wanita tua itu menghilang dan keheningan yang menggema turun.		
Chapter 5 Line 61	Mrs Weasley hesitated, looking apprehensive. 'Er - no, it's all right, Tonks, you have a rest too, you've done enough today.	Mrs Weasley ragu-ragu, tampak khawatir. 'Er -- tidak, tidak apa-apa, Tonks, kamu juga istirahat, kamu sudah cukup melakukan hari ini.	kamu sudah cukup hari ini = kamu sudah cukup bekerja keras hari ini	Above word level because you've done enough today its an idiom that meaning is <i>kamu sudah bekerja keras hari ini</i>	you've done enough today = <i>kamu sudah bekerja keras hari ini</i>

Grammatical Level

Baker (2018) stated that Grammar is the set of rules that define how units like words and sentences can be combined in a language and what kind of information should be explicitly presented in statements on a regular basis. Of course, a language can express any information that the speaker needs to express. However, the grammar system of a given language will determine how easily certain concepts, such as temporal or gender references, can be expressed explicitly.

The writer has made some post editing about equivalence problems in MT translation at grammatical level, as follows:

Chapter and Line	Source Text	Target Text	Post Editing	Review	Case Identified
Chapter 4 Line 95	'Have either of you been attacked by	'Apakah salah satu dari kalian pernah	'Apakah salah satu dari kalian telah	Grammatical level The present perfect tense should be translated with "telah".	Have either of you been attacked =

	Dementors this summer?	diserang oleh Dementor musim panas ini?	diserang oleh Dementor musim panas ini?		'Apakah salah satu dari kalian pernah diserang = Apakah salah satu dari kalian telah diserang
Chapter 4 Line 194	'So, what have you two been doing, if you're not allowed in meetings?' he demanded.	'Jadi, apa yang kalian berdua lakukan, jika kalian tidak diizinkan dalam rapat?' dia meminta.	'Jadi, apa yang telah kalian berdua lakukan	Grammatical level the sentence So, what have you two been doing is present perfect continuous/progressive tense. Therefore it is translated into Jadi, apa yang telah kalian berdua lakukan	So, what have you two been doing = Jadi, apa yang telah kalian berdua lakukan
Chapter 4 Line 212	We're trying to hear what's going on downstairs.	Kami mencoba mendengar apa yang terjadi di lantai bawah	Kami sedang mencoba mendengar	Grammatical level the sentence we're trying to hear is a continuous/progressive. in Indonesian, the continuous / progressive aspect does not exist. it is crucial to translate it into kami sedang mencoba mendengar	We're trying to hear = Kami sedang mencoba mendengar
Chapter 4 Line 308	What are you talking about?	'Apa yang kau bicarakan?'	Apa yang sedang kamu bicarakan?	Grammatical level because it is present progressive / continuous tense	what are you talking about? = apa yang sedang kamu bicarakan?
Chapter 4 Line 338	But you see what they're	Tapi Anda lihat apa yang mereka	Tapi kamu lihat apa yang	Grammatical level because it is present continuous tense so it	But you see what they're

	doing?	lakukan?	sedang mereka lakukan?	should add sedang	doing? = tapi kamu lihat apa yang sedang mereka lakukan?
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Textual Level

Baker (2018) stated that Text equivalence refers to information equivalence and coherence. Translators decide whether to maintain cohesive links and consistency of the source language. We can explore text equivalence from the perspective of reference, substitution and ellipsis, associative coherence and vocabulary.

The writer has made some post editing about equivalence problems in MT translation at textual level, as follows:

Chapter and Line	Source Text	Target Text	Post Editing	Review	Case Identified
Chapter 4. Line 69	Have you been furious with us?	Apakah Anda pernah marah dengan kami?	Apakah kamu marah kepada kami?	Textual level because The cohesion Between source and target language need the correction such as : Have you been furious with us? = apakah anda pernah marah kepada kami? = apakah kamu marah kepada kami?	Have you been furious with us? = apakah anda pernah marah kepada kami? = apakah kamu marah kepada kami?
Chapter 4 138	AND I'VE HANDLED MORE THAN YOU TWO'VE EVER	DAN SAYA TELAH MENANGANI LEBIH BANYAK DARIPADA ANDA DUA	DAN AKU TELAH MENGATAS I LEBIH BANYAK HAL DARI	Textual level because the proper translation will be DAN AKU	AND I'VE HANDLED MORE THAN YOU TWO'VE EVER

	MANAGED AND DUMBLEDO RE KNOWS IT -WHO SAVED THE PHILOSOPH ER'S STONE?	PERNAH MENGELOLA DAN DUMBLEDORE TAHU -SIAPA YANG MENYELAMAT KAN BATU FILSUF?	YANG PERNAH KALIAN BERDUA HADAPI DAN DUMBLEDORE TAHU ITU	TELAH MENGATAS I LEBIH BANYAK HAL DARI YANG PERNAH KALIAN BERDUA HADAPI DAN DUMBLEDORE TAHU ITU	MANAGED AND DUMBLEDORE KNOWS IT = DAN AKU TELAH MENGATAS I LEBIH BANYAK HAL DARI YANG PERNAH KALIAN BERDUA HADAPI DAN DUMBLEDORE TAHU ITU
Chapt er 4 Line 174	What's he up to?	Apa yang dia lakukan?	apa yang dia rencanakan?	Textual level because the proper translation will be apa yang dia rencanakan instead of apa yang dia lakukan	what's he up to? = apa yang dia lakukan = apa yang dia rencanakan
Chapt er 4 Line 298	`Mum's been in a right state,' said Ron dully.	Ibu dalam keadaan yang benar,' kata Ron datar.	Ibu selalu menganggapn ya benar	Textual level because the proper translation will be Ibu selalu menganggap dirinya benar	Mum's been in a right state = Ibu dalam keadaan yang benar = Ibu terus saja dalam keadaan seperti itu

Chapter 5 Line 31	Mrs Weasley had seen him looking.	Mrs Weasley telah melihatnya melihat.	Nyonya Weasley telah melihat harry melihat sesuatu	Textual level because Mrs Weasley had seen him looking. Its not equivalence with Mrs Weasley telah melihatnya melihat in bahasa indonesia this sentence is quite messing so it must be Nyonya Weasley telah melihat harry, melihat sesuatu.	Nyonya Weasley telah melihat harry, melihat sesuatu
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Pragmatic Level

Baker (2018) stated that Pragmatics The study of language in use: meanings produced by concrete participants in concrete communicative situations, rather than meanings produced by an abstract system of relations language. The interpretation of semantic relations can be understood by understanding the pragmatic concepts. Different societies and group of individuals within the same society have different experiences. The writer has made some post editing about equivalence problems in MT translation at pragmatic level, as follows:

Chapter and Line	Source Text	Target Text	Post Editing	Review	Case Identified
Chapter 4 Line 72	'Let him breathe, Hermione,' said Ron, grinning as he closed the door behind Harry.	'Biarkan dia bernapas, Hermione,' kata Ron, menyeringai saat dia menutup pintu di belakang Harry.	Biarkan dia istirahat sebentar, Hermione,' kata Ron, menyeringai saat dia menutup pintu di	Pragmatic Level	Let him breathe = biarkan dia bernapas = biarkan dia istirahat sebentar

			belakang Harry.		
Chapter 4 Line 160	'What is this place, anyway?' he shot at Ron and Hermione.	'Apa tempat ini, sih?' dia menembak Ron dan Hermione.	dia bertanya kepada Ron dan Hermione.	Pragmatic level he shot at Ron and hermione. The word shot doesn't mean menembak. It means bertanya	shot = menembak = bertanya
Chapter 4 Line 209	Time is Galleons, little brother,' said Fred.	Waktunya adalah Galleon, adik kecil,' kata Fred.	Waktu adalah uang	Pragmatic level because galleon is Gold-Galleon. It is the most valued coin of the wizarding currency used in Britain. Therefore, it is translated into uang	Galleon = Uang
Chapter 4 Line 232	'Doesn't stop him being a git.	'Tidak menghentikannya menjadi seorang git.	seseorang yang menyebarkan	Pragmatic level a Git is a britain slang word means seseorang yang menyebarkan	a git = seseorang yang menyebarkan
Chapter 4 Line 276	'Dumbledore's name is mud with the Ministry these days, see,' said Fred.	'Nama Dumbledore adalah lumpur di Kementerian akhir-akhir ini, lihat,' kata Fred.	Nama Dumbledore menjadi buruk	Pragmatic level because the word mud can't be interpreted it can be lumpur or buruk	mud = lumpur = buruk

PEDAGOGICAL IMPLICATIONS

In this section, the writer will point out the pedagogical implications of the research as the researcher's reflection on the research results during the research process as follows:

The importance of understanding theory Translation

Translation is not an easy aspect of the teaching and learning process. It takes a combination of skills, high literacy and good knowledge. A lack of understanding of translation theories will make translation activities run ineffective. Teachers need to understand translation theories because teachers who do not have an excellent theoretical foundation in translation tend to be easily seen through the results of their work. Teachers need to upgrade their knowledge by continuing to read the latest research on translation; Mona Baker's book is very detailed in explaining the theory of translation, but increasing other book references as additional references is highly recommended.

The teacher needs to improve their knowledge. Uzer (2010) asserts that a teacher is called a good teacher if the teacher can: (1) master the material to be taught (what to teach) and (2) understand and master the teaching methodology to present teaching (how to teach). Teach). The importance of understanding theory also helps teachers become good teachers and can make their classes more interesting for students. Teachers can apply various methods and strategies by understanding the theory, especially in translation. Teachers can do various activities in the practice of translation. One of the most important contributions of this research is to develop teachers' insight into the science of translation.

The Importance of Consistency in Translation Practice

The consistency that the teacher applies in the practice of translating cannot only improve students' ability in the practice of translating but will ensure the extent to which students progress in translating. In the end, the teacher will validate the results of student work and practice results.

In translation class, if students do not practice much, just doing an automatic translation for a few lines will not contribute to improving fluency and proficiency. So that consistency in translating exercises can run effectively, the teacher can start to give students translating exercises from simple texts to complex texts. If students are proficient in translating, the teacher can give freedom to what sources students like as material for their translation exercises..

D. CONCLUSION

Throughout the different parts of the sentence, it is seen that there is a similarity in the translation problem. There is a common problem at the equivalences level. These can be categorized as types proposed by Baker (2018): word level, above

word level, textual level, grammatical level, and dan practical level. At the word level, it can be seen that the use of words in the translation of Harry Potter's novel is still not precise, resulting in an inaccurate meaning of the resulting translated sentence. At the above word level in this Harry Potter translation, many idioms are used as figures of speech to describe an event. However, the machine translator can still not translate the idiom's meaning editing is still needed so that the translation results can be revised and developed systematically.

At the textual level, the researcher found many words in sentences that could not be understood, so the researcher carried out the post-editing to maintain the cohesive ties and coherence of the source language text. At the grammatical level, there are differences in grammar between English and Indonesian. So that the translation language produced by the machine translator is also irregular, post-editing is required by the researcher. These may induce the translator to either add or commit information because of the lack of grammatical devices in the target language. The last is pragmatic, as we know pragmatic, concerned with the way utterances are used in communicative situations and the way they are interpreted in context. In this novel, researchers find that the readers only know many magic terms of this novel, besides the magic spells written in this novel are also very thick. Post-editing is needed because the translator needs to work out implied meanings in translation to get the message across. Machine translators do help in translating text, especially if there is quite a lot of translated text but it still requires monitoring from humans as post-editing to revise if there are words that are meaningless in the explanation.

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