

**A TRANSLATION ANALYSIS OF PROPER NOUNS
AND TRANSLATOR'S IDEOLOGICAL TENDENCY
APPLIED IN RANSOM RIGGS' *MISS PEREGRINE'S
HOME AND PECULIAR CHILDREN***

UNDERGRADUATE THESIS

Arranged as one of the partial fulfillment of the requirement to obtain
a Bachelor Degree in English Education



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2018

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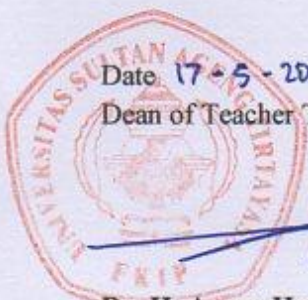
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PREFACE

Praise and deep gratitude to Allah SWT for the abundance of grace, and guidance of Him given to the researcher made this undergraduate thesis can be completed properly. Greetings and shalawat always be devoted to the Prophet Muhammad SAW.

The thesis entitled “A Translation Analysis of Proper Nouns and Translator’s Ideological Tendency Applied in Ransom Riggs’ Miss Peregrine’s Home and Peculiar Children” is arranged to fulfill the requirements of undergraduate curriculum bachelor degree in Department of English Education, University of Sultan Ageng Tirtayasa.

The researcher realizes that this thesis has not been perfect, both in terms of material or presentation. The suggestions and constructive are expected in completion of this thesis.

Latterly, the researcher hopes that this thesis can provide things that are useful and add insight to the readers and especially for the researcher as well.

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The Researcher

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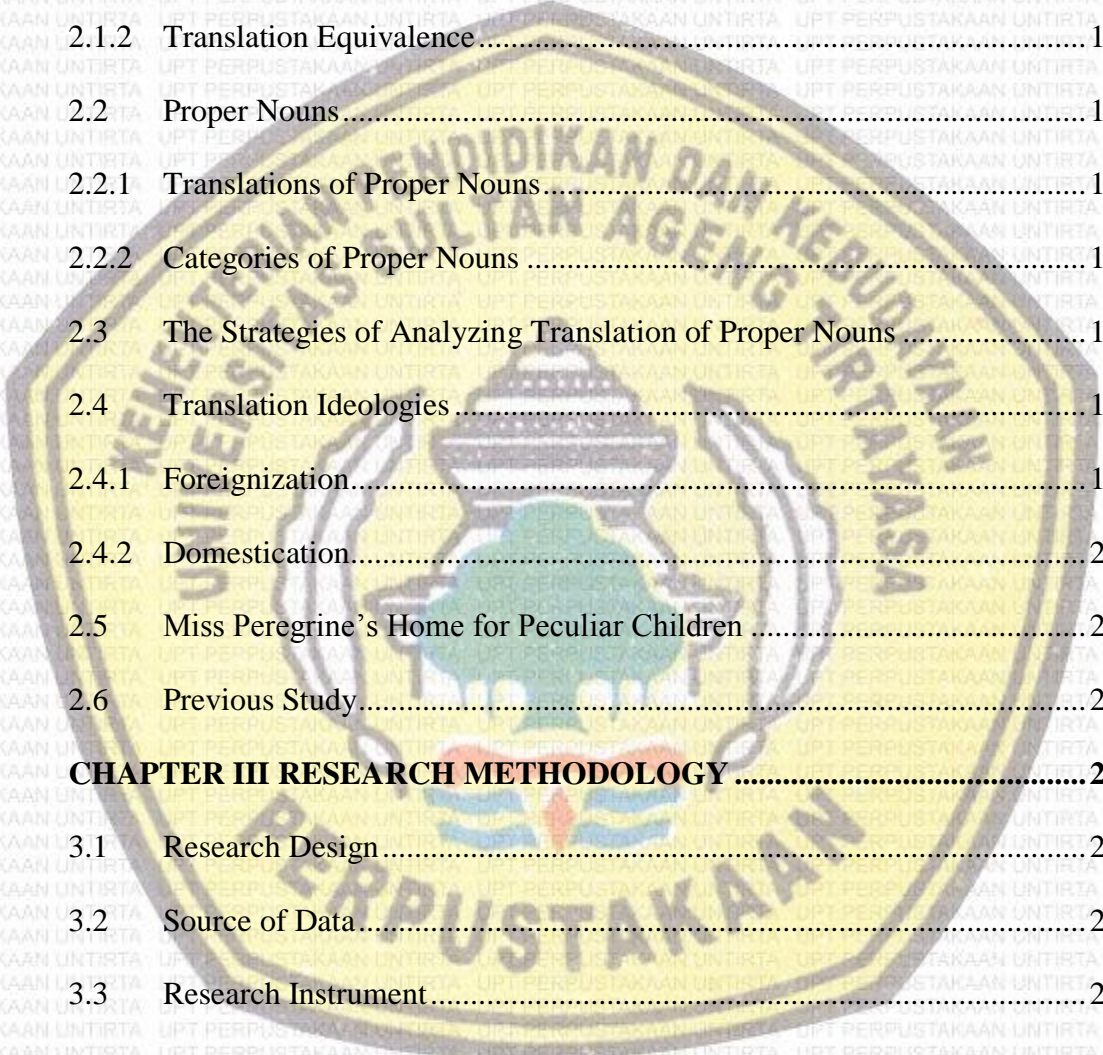
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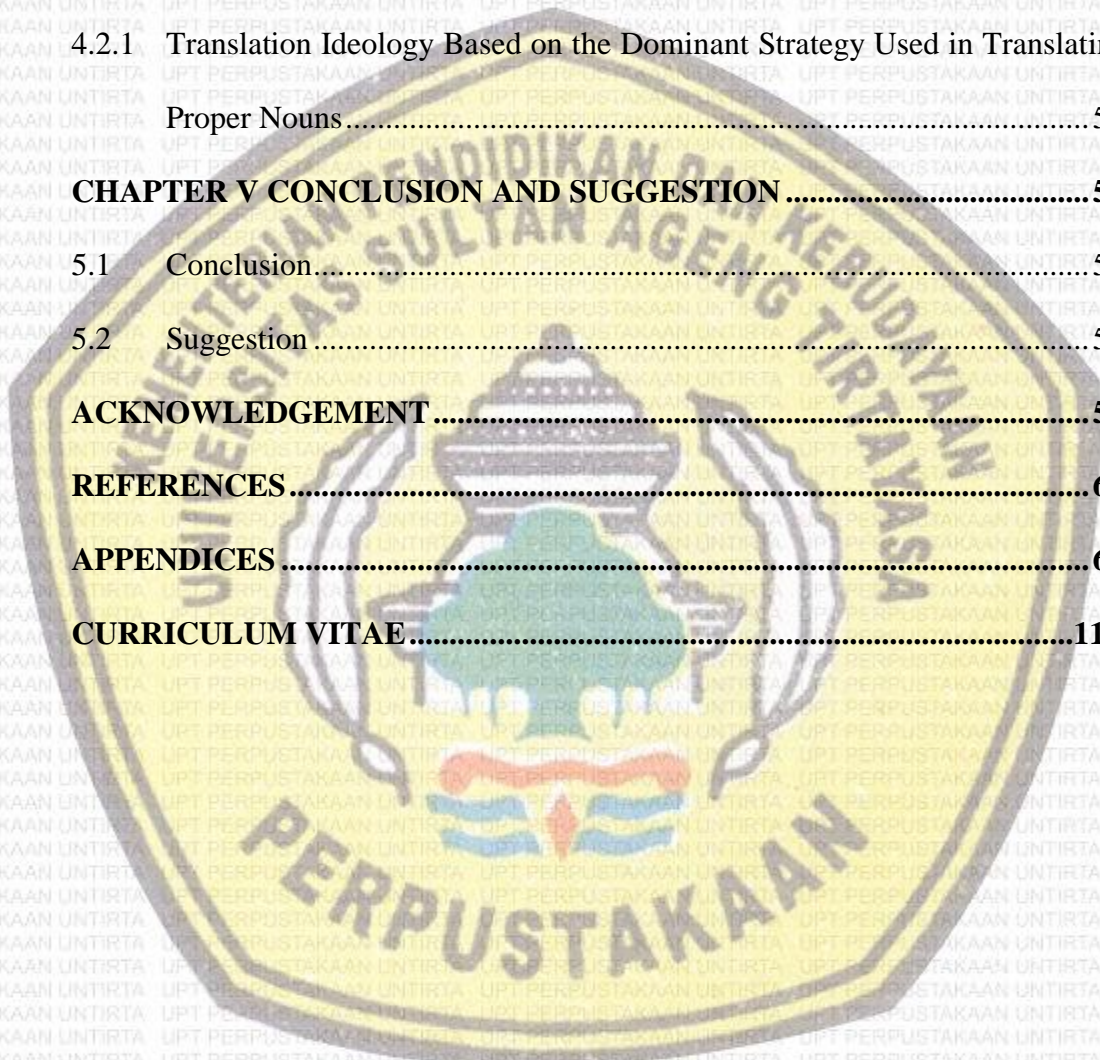
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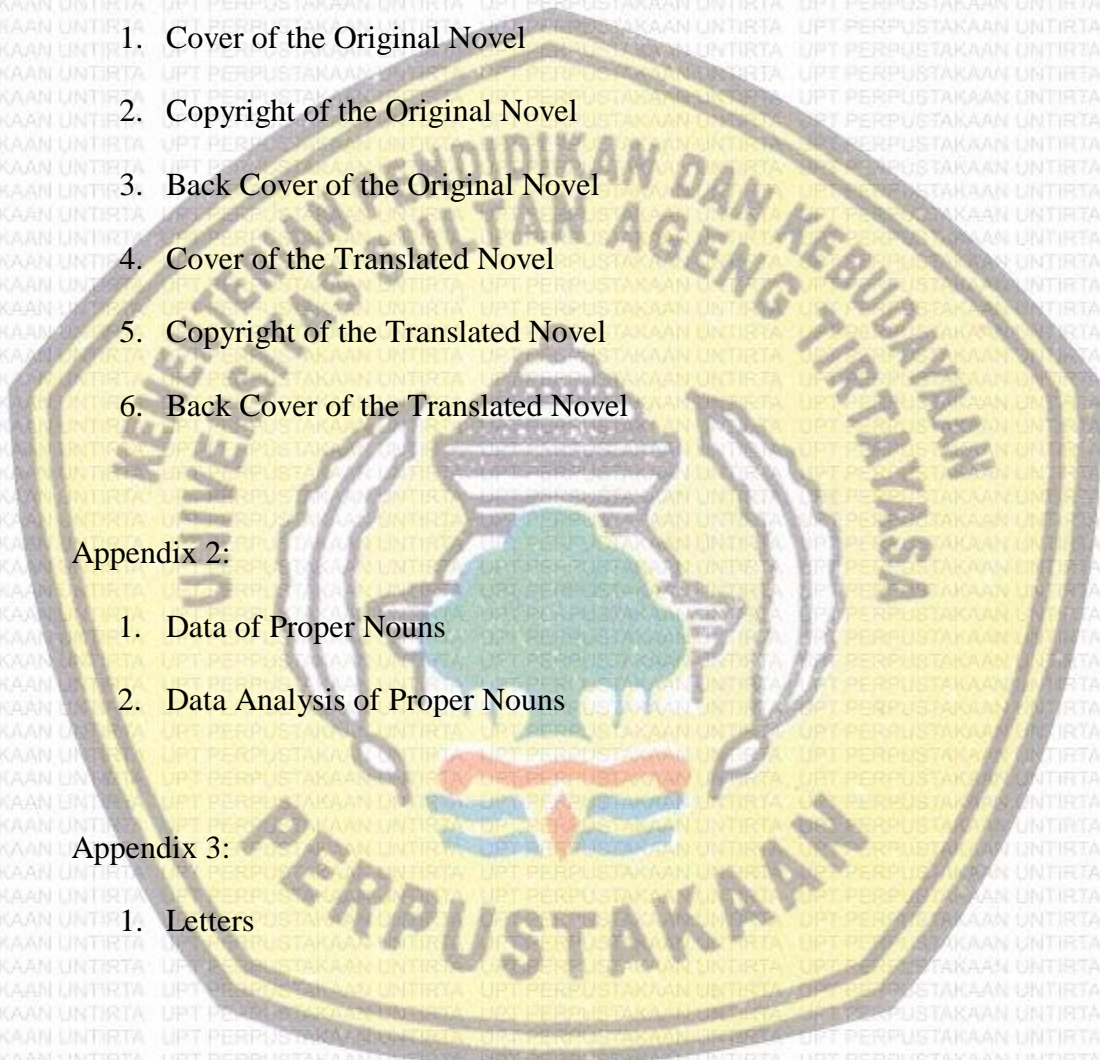
1. Cover of the Original Novel
2. Copyright of the Original Novel
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5. Copyright of the Translated Novel
6. Back Cover of the Translated Novel

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1. Data of Proper Nouns
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**A TRANSLATION ANALYSIS OF PROPER NOUNS AND
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RIGGS' MISS PEREGRINE'S HOME AND PECULIAR CHILDREN**

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ABSTRACT

The objective of this research is to find out the ideological tendency of translator in translating proper nouns in *Miss Peregrine's Home and Peculiar Children* novel by Ransom Riggs. The researcher used qualitative method by applying content analysis design for conducting the research. The source data were taken from original and translated novel, which were proper nouns. The findings of the research showed two findings. Regarding of proper nouns, there are eleven categories: people's names, nicknames and titles, names of races and nationalities, geographic places, names of stars and planets, names of buildings, institutions, organizations, and government agencies, names of days of the week and months of the year, names of holidays and historical events, names of languages, brand names, titles of books, magazines, newspaper, articles, poems and stories, names of religions and sacred things. Among the categories, people's name, nicknames and titles were the most frequent which was 88 times (43.78%). In terms of translation strategies, there are seven strategies: preservation, addition, which are under foreignization ideology and omission, globalization, localization, transformation and creation which are under domestication. The most frequent strategy was preservation which employed 123 times (61.19%). Thus, the findings showed that the ideological tendency of translation of proper nouns was foreignization, since the dominant strategy was under foreignization ideology.

Keywords: *proper nouns, translation strategies, translation ideology*

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Translation is supposed to be important in inter human communication. In globalization era, information exchange from many people in the world may occur with their various languages and socio-cultures. Information that we get from books about science, technology, geography, culture and social phenomena is related to the translation works. In addition, translation works can be also seen in literary works, such as poetry, short story, and novel. All of those works are generally adopted by many people in their own languages. Despite of that, the act to change source language to the target language is actually needed. But it is not only changing meaning but also the translator has to consider about other aspects. As Newmark (1984: 7) says that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. To translate the text from source language (SL) into target language (TL), translator needs great skill and adequate theory as a fundamental, so that the meaning of the text can be conveyed as well to the readers.

Based on the explanation above, there are many kind of translation works so that to narrow the object of the research, the researcher chose a novel to be analyzed. Taylor (1982: 46) explains that a novel is normally a prose work of quite some length and complexity which attempts to reflect and experts something

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of the equality or value of human experience or conduct. Novel divided into some genres, one of them is fiction. Fiction is stories from an author's imagination usually with an emphasis on character development and may be realistic or not (Routman, 2005). There are many characters and settings that have their own names that given by the author which is imagined to be unique, then they are called proper nouns. Jaleniauskiene and Cicelyte (2009: 31) say that translation of proper nouns is one of the most difficult areas any translator faces while working on adult or children's literature. It is because proper nouns cannot be found easily in the dictionaries unlike other words translation. Thus, the translator is considered to give special attention in translating proper nouns since this activity is challenging for all translators.

As a matter of fact that the translation activity is not a neutral activity is the subsequent issue. It always embraces certain tendencies, behalves or considerations which are under the umbrella called translation ideologies. According to Schäffner (2003: 23), all translations are ideological since 'the choice of a source text and the use to which the subsequent target text is put are determined by the interests, aims, and objectives of social agents'. They can be traced from the techniques, strategies or methods. Basic translation ideology are divided into two that are foreignization and domestication. Venuti (in Munday 2001: 230-231) states that foreignization attempts to bring out the foreign in the TT itself when ST syntax and lexis are maintained, while domestication involves downplaying the foreign characteristics of the language and culture of the ST. For

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instance, foreignization is a source language-oriented and domestication is target language-oriented.

In the translation process, the dominance ideologies can be traced from methods, techniques, or strategies employed. Moreover, the researcher applied seven strategies by Davies (2003) to reveal the dominance ideology of translator in translating proper nouns. The title of novel that researcher analyzed was *Miss Peregrine's Home for Peculiar Children*. It was one of best seller novel in *New York Times* wrote by Ransom Riggs and translated into Indonesian language by Tanti Lesmana. Since the novel included as a fiction novel, there would be found various proper nouns by the translator. Considering the translation of proper nouns is absolutely challenging, the translator has to find the best strategies to be applied. Furthermore, the percentage of translation proper nouns strategies that were found in the novel could be used as the parameter of translator's ideological tendency whether it was foreignization or domestication ideology that most applied in translating proper nouns.

1.2 Identification of the Problem

Based on the background of the problem above, the researcher attempts to identify the research problem as follow:

1. Translating proper nouns is challenging activity for every translator.
2. There are found various number of proper nouns in *Miss Peregrine's Home and Peculiar Children* novel.

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3. Seven translation strategies of proper nouns by Davies are used to reveal translator's ideological tendency.

1.3 Limitation of the Research

Based on the research background above, this research focuses on identifying and categorizing the strategies of translation proper nouns in the text to find the ideological tendency that translator used in translating Ransom Riggs' novel.

1.4 Formulation of the Research

From the research limitation above, the research questions are:

1. What strategies are employed in the translation of proper nouns found in *Miss Peregrine's Home and Peculiar Children* novel?
2. What is the ideological tendency used by the translator in *Miss Peregrine's Home and Peculiar Children* novel?

1.5 Objectives of the Research

From the research questions above, the aims of this research are:

1. To reveal the strategies that are employed in the translation of proper nouns found in *Miss Peregrine's Home and Peculiar Children* novel.
2. To know what the translator's ideological tendency in translating *Miss Peregrine's Home and Peculiar Children* novel.

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1.6 Use of the Research

The researcher hopes that the result of this research is expected to give feedback not only to the professional, part time, and freelance translator but also to English Department students who are interested in translation research.

1.7 Operational Definition

1.7.1 Analysis

According to Ritchey (1996: 21) defines that analysis is as the procedure by which we break down the intellectual or substantial whole into parts or components.

1.7.2 Translation

Newmark (1984: 7) states translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.

1.7.3 Translation strategies

Davies (2003) states that there are seven strategies of translation, such as preservation, addition, localization, transformation, globalization, omission and creation. Preservation and addition belong to foreignization and the rests belong to domestication.

1.7.4 Proper nouns

Alexander (1996: 38) suggests that a proper noun (sometimes called a 'proper name') is used for a particular person, place, thing or idea which is, or is

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imagined to be, unique. It is generally spelt with capital letter. Articles are not normally used in front of proper nouns.

1.8 Organization of the Research Paper

This research is presented in three chapters with the following organization:

Chapter I is introduction that consists of Background of the Problem, Identification of the Problem, Limitation of the Research, Formulation of the Research, Objectives of the Research, Use of the Research, Operational Definition, and Organization of the Research Paper.

Chapter II is theoretical framework that consists of Translation, Types of Translation, Translation Equivalence, Proper Nouns, Translation of Proper Nouns, Categories of Proper Nouns, The Strategies of Analyzing Translation of Proper Nouns, Translation Ideologies, *Miss Peregrine's Home and Peculiar Children* novel, and Previous Study.

Chapter III is the research methodology that consists of Research Design, Source of Data, Research Instrument, Technique of Data Collecting, and Technique of Data Analysis, and Trustworthiness.

Chapter IV is discussion that consists of Research Findings, Translation Strategies used in Translating Proper Nouns in *Miss Peregrine's Home and Peculiar Children*, Discussion, and The Translation Ideology Based on the Dominant Strategy Used in Translating Proper Nouns.

Chapter V is conclusion that consists of Conclusion and Suggestion

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CHAPTER II

THEORETICAL FRAMEWORK

2.1 Translation

There are many experts that explain about translation definition that may be seemed different one another. According to Larson (1984: 3) conveys that translation is basically a change of form from SL into TL that refers to the actual words, phrases, clauses, sentence and photograph etc. which is spoken or written. This means translation is to change the language from SL into TL in written form. For example from English into Indonesian, Chinese into Korean, English into Persian and so on. This variety of translation works can be seen in many form of text such as article, lesson book, journal, novel, short story, and any others. Additionally, translators also make subtitles for films or any kinds of videos. This act aims to deliver information or knowledge to people that live in different countries.

While, Newmark (1988: 5) states that translation is a process of rendering the meaning of a text into another language in the way the author intended the text.

A translator to be said have an authority to render ST into TT with his/her own intended text, which means every translator has different footstep in translating. In spite of that, a translator should be considered to choose appropriate words or phrases based on the characteristics and knowledge of the target readers.

It can be concluded that translation is a process of changing one language into another language considered about some aspects such as grammatical structures and cultures of the TL itself, based on theories and skills of a translator.

2.1.1 Types of Translation

In the recent years, many researchers have researched the written language as a major area of the translation activity. This central of case encompasses linguistic approach as Hawkeys in Bassett (2003: 22) says, “Although translation has a central core of linguistic activity, it belongs most properly to semiotics”. It means that translation is not only transferring meaning but also interpreting the whole language signs into another language signs. Additionally, the focus of translation activity also involves cultural aspect. As Hatim and Munday (2004: 6) state, “Translation between written languages remains today the core of translation research, but the focus has broadened far beyond the mere replacement of SL linguistic items with their TL equivalents...” they continue, “in the intervening years research has been undertaken into all types of linguistic, cultural and ideological phenomena around translation”. Translating one language into another language means the translator has to deal with each culture. Sapir in Bassett (2003: 22) claims that there are no two languages are ever sufficiently similar to be considered as representing the same social reality.

Jakobson in Bassett (2003: 22) conveys that there are three types of translation:

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- 1) Intralingual translation or *rewording* is an interpretation of verbal signs by means of other signs in the same language.
- 2) Interlingual translation or *translation proper* is an interpretation of verbal signs by means of some other language.
- 3) Intersemiotic translation or *transmutation* is an interpretation of verbal signs by means of nonverbal sign systems.

Intralingual translation is a translation within the same language, which can involve rewording or paraphrasing. This type of translation occurs between two versions or dialects of the same language. For example, J. K. Rowling's the first Harry Potter book series titled *Harry Potter and the Philosopher's Stone* changed into *Harry Potter and the Sorcerer's Stone* in the USA (Hatim and Munday, 2004: 4-5).

Interlingual translation is a translation from one language to another that describes the process of transfer from SL to TL. Jakobson goes on immediately to point to the central problem in all types: that while messages may serve as adequate interpretations of code units or messages, there is ordinarily no full equivalence through translation. This is considered to be a true translation that change the meaning into another language. In addition, interlingual translation not only embraces linguistic aspect but also cultural and geographical aspect, e.g the translation of *Miss Peregrine's Home and Peculiar Children* into *Miss Peregrine's Home and Peculiar Children—Rumah Miss Peregrine dan Anak-Anak Aneh*.

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Intersemiotic translation is a translation of the verbal sign by a non-verbal sign. It could be the written text rendered into song, painting, comic, film and so on. For example, Sapardi Djoko Damono's famous poem rendered into film with the same title *Hujan Bulan Juni*.

2.1.2 Translation Equivalence

In the translation field, it always relates with the equivalence term. Due to translation is worked on linguistic and socio-cultural matter, the term of equivalence becomes the main core in the translatability and untranslatability principle that should be known by translator. Untranslatability occurs when there is no lexical or syntactical substitute in the TL for SL item (Catford in Bassnett, 2003: 39).

Many scholars have attempted to deliver the notion of equivalence. One of them is quoted from Koller cited in Bassnett (2003: 50) as follows:

Equivalence as a process constrained on the one hand by the influence of variety of potentially conflicting SL/TL *linguistic* textual and extra-textual factors and circumstances and on the other by the role of the *historical-cultural* conditions under which texts and their translations are produced and received.

He also conveys that there are two main points in equivalence relations, which are first to the ST and, second, to the communicative requirements on the TT itself.

For more explanation, there are various types of equivalence stated by the experts. Popovic in Bassnett (2003: 34) distinguishes four types of equivalence as follows:

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- 1) *Linguistic equivalence*. It occurs when there is homogeneity on the linguistic level between SL and TL text. In this case, word for word translation.
- 2) *Paradigmatic equivalence*. It occurs when there is equality of elements of grammar between SL and TL text.
- 3) *Stylistic equivalence*. It occurs when there is functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning.
- 4) *Textual equivalence*. It occurs when there is equivalence of the syntagmatic structuring of a text, which is equivalence of form and shape.

In another hand, Nida cited in Bassnett (2003: 34) proposes there are two types of equivalence, which are formal and dynamic equivalence. Formal equivalence focuses attention on the message itself, in both form and content. It intends to maintain the ST structure so that the target reader can comprehend the SL context as much as possible.

While dynamic equivalence as Nida states in Bassnett (2003: 34), “the relationship between receiver and message should aim at being the same as that between the original receivers and the SL message.” Contrary to the previous type, dynamic equivalence intends to deal with TT readers’ knowledge. The message from ST should be adopted following the TL’s linguistic and cultural aspect. In addition, dynamic equivalence aims to obtain a complete naturalness of expression in the TT readers’ own culture and comprehension.

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Equivalence may not be equal as a search of the similarity between SL and TL item because sometimes the sameness between them does not exist. However, the equivalence in translation is needed on translation process. Each employment is used depends on the translation purposes.

2.2 Proper Nouns

Nouns constitute a very large class of words in English, and they represent a semantically diverse set of words (Jackson, 1990: 35). Nouns are used to call someone or something. Nouns are divided into two types which are proper nouns and common nouns. A common noun is a name which not particular or tend to be in general way. For instance, a goblin or a horse is a common noun that may be used in reference to any individual characterization in general as a goblin or a horse. Proper noun is interpreted here as the name of a specific individual or of a set of individuals distinguished only by their having that name (Matthews in Mizani, 2008).

While proper nouns according to Alexander (2003: 38), “A proper nouns or sometimes called a proper name is used for particular person, place, thing or idea which is, or is imagined to be unique and it is generally spelt with capital letter.” For example, *Josh* (a name of person), *Auckland* (a name of place), *April* (a name of month), *The Lord of The Rings* (a name of novel’s title) and so on.

This can be concluded that proper noun is specific name given for person, animal, place, and many other things which is written with initial capital letter.

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2.2.1 Translations of Proper Nouns

Proper nouns that are found in literature such as novel may be varied and even use unique allusion. Whether proper nouns are thought to be translated or not, those are depended on how translator deals with transferring ST into TT itself. As Jaleniauskiene and Cicelyte (2009: 31) say, “Most of us may simply think that proper names are usually not translated...” they continue, “however, after we compare translations with the source text (ST), we can observe that translators do various sorts of things with proper names.”

Proper nouns may be non-descriptive, but they are obviously not non-informative (Nord in Askari, 2014: 70). The proper nouns which do not have any special meaning should not be translated, while meaningful ones should. As proper nouns are often meaningful, they will be translated. If a name is clearly recognizable to target audience, translators prefer to preserve the descriptive meaning of that name and use literal term. As Tymoczko (1999: 224) states, “translators can bring the audience to the text and transfer the name unchanged or bring the text to audience and adapt the name.” Hence, translators should be able to think of how the proper nouns will be rendered so that it can fit the target reader’s taste.

In addition, rendering proper nouns in translation is based on geographical zones where the target audiences are from. So that translators can pay attention in his/her translation to be acceptable with target reader’s knowledge capacity.

Apostolova (2004: 14) states that:

The transformation of names in translation is rooted deeply in the cultural background of the translator which includes phonetic and phonological

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competence, morphological competence, complete understanding of the context, correct attitude to the message, respect for tradition, compliance with the current state of cross-cultural interference of languages, respect for the cultural values and the responsibilities of the translator

Translation of proper nouns is said to be one of the most difficult activity faced by the translators when work on adult or even children's literature. As Jaleniauskiene and Cicelyte (2009: 31) state that proper names are not like other words translation of which can be easily found in dictionaries.

However, translators have to give more consideration in this kind of activity since proper nouns have so much allusions in the literary text in which sometimes they are not found in dictionary. Finding the most suitable translation to the target reader based on some aspects is really important in order they can easily understand what translators try to bring from the ST into TT text.

2.2.2 Categories of Proper Nouns

Proper nouns are specific names given for person, animal, place, and things which are real or imaginary. Translators may have found them a lot in the novel. In this research, categorization of proper nouns is necessary to make analyzing easier. In other words, the use of classification schemes in translation proper nouns is to reveal systematic correspondence with the meaning structure of names (Peter, 2001: 105).

Differences between proper nouns and common nouns are quite recognizable. Since proper nouns use initial capital letters to differentiate them

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with other nouns. As Greenbaum and Quirk (1990: 86) in Peter (2001: 106) mention:

Names reflect their uniqueness of reference in writing by our use of initial capitals. This device enables us [...] to raise to the uniqueness of proper names status such concepts as Fate and Heaven, including generics such as Nature, Truth, and Man.

The scholars have stated their own categories of proper nouns. As Newmark has divided proper nouns categories into five parts: proper names, historical institutional terms, international institutional terms, national institutional terms, and cultural terms (Newmark, 1988: 70).

However, Newmark's categorization of proper nouns is quite general. Thus, to make it more specific, the researcher has decided to use categorization by Murray and Rockowitz (2017). There are eleven categories of proper nouns: 1) people's names and nicknames, titles, 2) names of races and nationalities, 3) geographic places, 4) names of stars and planets, 5) names of buildings, institutions, organizations, and government agencies, 6) names of days of the week and months of the year, 7) names of holidays and historical events, 8) names of languages, 9) brand names, 10) titles of books, magazines, newspaper, articles, poems, stories, 11) names of religions and sacred things. These categories of proper nouns are organized to classify the proper nouns that are found in both versions of *Miss Peregrine's Home and Peculiar Children* novel.

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2.3 The Strategies of Analyzing Translation of Proper Nouns

There are translation methods, techniques and strategies. The differences between them have been distinguished by Molina and Albir (2002: 507-508).

According to their statement, translation methods are described as the way a particular translation process is carried out in terms of the translator's objective.

There are several translation methods that may be chosen by the translator. The chosen methods are depending on the aim of the translation and the response of global option that affects the whole text.

Translation techniques are defined as procedures to analyze and classify how translation equivalence works. While, translation strategies are the procedures (conscious or unconscious, verbal or non-verbal) used by the translator to solve problems that emerge when carrying out the translation process with particular objective mind. They can be mentioned that translation strategies and techniques have essential role in different area. Strategies are a part of the process; meanwhile, techniques affect the result.

There are several translation strategies have been suggested by various theorists with different classification and term. In this research, the researcher has chosen translation strategies that proposed by Davies in analyzing proper names of the translated novel. There are seven strategies that have been considered towards translations of culture-specific items including proper names. Here are her lists of seven strategies: preservation, addition, omission, globalization, localization, transformation and creation (Davies, 2003: 65-100).

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1. Preservation

Preservation occurs when a translator transfers the term directly into the TT with no further explanation (Davies, 2003: 75). In other words, this strategy applies direct or literal translation, which the ST term is maintained or preserved.

2. Addition

Addition occurs when translator decides to keep the original item but supplements the text with whatever information is judged necessary (Davies, 2003: 77). This strategy aims to introduce the SL term to the target readers but give some details or information in order to make it understandable.

3. Localization

Localization strategy occurs when translator tries to anchor a reference firmly in the culture of the target audience (Davies, 2003: 83-84). This strategy also includes when proper nouns are adapted phonologically, morphologically or gender endings.

4. Transformation

Transformation strategy occurs when translator involves an alteration or distortion of the original (Davies, 2003: 86). In other words, proper nouns apply changes of meaning with the equivalent terms in the TL to suit the target audience's taste, aptitude and capacities.

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5. Globalization

Globalization strategy occurs when translator involves the process of replacing culture-specific references with the ones which are more neutral or general (Davies, 2003: 83). This strategy transfers the ST term into TT with words which more general.

6. Omission

Omission strategy occurs when translator decides to omit a problematic culture-specific items altogether, so that no trace of it is found in the translation (Davies, 2003: 79). This strategy definitely omits ST term into TT to prevent the confusion or inconsistent effect of the target audience.

7. Creation

Creation strategy means a creation of a CSI which is firmly or totally different from the ST or is not present in there (Davies, 2003: 89). This strategy occurs when the translator transfers the ST item by recreating it into a totally different one.

2.4 Translation Ideologies

Ideology is considered generally being used in many fields such as politics, mass media, social science, academic disciplines and so on. According to Dijk (2004: 7) ideology is as “the fundamental beliefs of a group and its members.” Also, Perez (2003: 5) suggests that ideology as consisting of set of ideas, values and beliefs that govern a community. This means that ideology is an idea that

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believed by individual or group of people in viewing or understanding something in way of life.

The role of ideology is also important in the translation fields. This relationships between translation and ideology is because the existence of translation always been ideological (Fawcett in Behtash & Chalabi, 2016). Furthermore, ideology is described as “the conceptual grid that consists of opinions and attitudes deemed acceptable in a certain society at a certain time and through which readers and translators approach texts” Lefevere (1998b: 48) in Baker (2011). He also mentions that the ideology in translation is made during the translation process which is determined by ideologically based strategies governed by those who wield power. It means that the ideology of translation is seen from the target reader who will read the text. In other words, translators will apply ideology while processing text based on their own knowledge and beliefs towards the receiving culture.

The choice of translation strategy can reflect the translation ideology which covers the tendency, consideration and interest of translation. There are two main ideologies in translation stated by Venuti (1995) called domestication and foreignization. Domestication and foreignization are two basic strategies which provide both linguistic and cultural guidance (Yang, 2010: 77). Even though his discussion of translation ideology focus on English as SL and Anglo-American as TL, yet it is still effective for this research to develop an understanding and analyze the dominant ideology used by the translator in translating *Miss Peregrine’s Home and Peculiar Children* novel.

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2.4.1 Foreignization

Foreignization, of course, has contradictive meaning from domestication.

According to Venuti (1995: 20), foreignizing is “an ethnodeviant pressure on those cultural values to register the linguistic and cultural difference of the foreign text, sending the reader abroad.” It can be said that this employment aims to reserve the foreignness from SL text so that the target readers will be brought up to the foreign cultural term. In this case, the words from SL which seem foreign are maintained in the TL text yet they are still knowable for the target readers. As Hatim and Munday (2004: 230) argue, “a foreignizing strategy attempts to bring out the foreign in the TT itself, sometimes [...] through lexical borrowings that preserve SL item in the TT.”

Foreignizing can restrain the ‘violently’ domesticating cultural values of English language world (Munday in Yang, 2010: 78). In summary, foreignization is a non-fluent or estranging translation style designed to make visible the presence of the translator by highlighting the foreign identity of the SL and protecting it from the ideological dominance of the target culture.

There are two of seven strategies that are assumed to be foreignization.

1. *Preservation*, this occurs when the translator simply maintains the ST term in the TT without any changes. The application of this strategy is assumed to be foreignization. Here is an example from *Harry Potter and the Sorcerer’s Stone* novel according to the both version.

ST : *Locomotor Mortis*

TT : *Locomotor Mortis*

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The translator transferred the name *Locomotor Mortis* is without any change in the target text.

2. *Addition*, this occurs when the ST item is delivered in the original form and then supplemented with additional information. Here is an example.

ST : Remember Ball

TT : *Remember ball—bola ingat semua*

2.4.2 Domestication

Domestication is defined as “an ethnocentric reduction of the foreign text to target-language cultural values, bring the author back home” (Venuti, 1995: 20).

It means that domestication tends to decrease SL item to be familiar towards the TL cultural concept so that the readers are able to read the text effortlessly.

In addition, domestication designates the type of translation in which a transparent, fluent style is adopted to minimize the strangeness of the foreign text for target language readers (Shuttleworth & Cowie in Yang, 2010: 77). The translator here takes a role as a bridge between linguistic and even social-cultural barrier in SL to the TL text. Transparency and fluency in translation are typically related to domestication that make the SL text becomes more readable and recognizable to the target readers, so that the readers possibly regard the translation product is more natural and is seemed like the original one.

There are five from seven strategies that are assumed to be domestication:

1. *Localization*, this occurs when the translator tries to anchor a referent firmly in the culture of the target audience. Davies states that this strategy

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also includes phonological and grammatical adaptation of names and the use gender endings. Here is an example.

ST : Licorice Wands

TT : *Tongkat Likor*

“*Licorice Wands*” is a name of wizarding sweet is shaped like a wand and tastes like liquorice in Harry Potter novel. The translator localized the term “*Licorice*” into “*Likor*” which means is changed phonetically in order the target readers can read easily.

2. *Transformation*, this occurs when the ST item is distorted by the translator to suit the target audience’s taste, aptitude and capacities. Here is an example.

ST : One Thousand Magical Herbs and Fungi

TT : *Seribu Satu Tanaman dan Jamur Gaib*

The term *One Thousand* in the name *One Thousand Magical Herbs and Fungi* in the above example is used to emphasize thing. Despite of that the translator changed it into *Seribu Satu* (one thousand and one, translated) which is considered more natural in the target language.

3. *Globalization*, this occurs when the ST item is transferred into one which is more neutral or more general. Here is an example.

ST : Deputy Headmistress

TT : *Wakil Kepala Sekolah*

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The name 'Deputy Headmistress' is transferred into *Wakil Kepala Sekolah* which is considered more neutral in the target text. The term mistress in the word Headmistress is referred to a female character, while there is no such rule in the target text related to this case.

4. *Omission*, this occurs when the ST item is definitely omitted to prevent the confusion or inconsistent effect of the target audience. Here is an example.

ST : Scotch

TT : ---

The way the translator omits name *Scotch* is considered as the translator way not to introduce or minimize the foreign term in the target text.

5. *Creation*, this occurs when the translator transfers the ST item by recreating it into a totally different one. Here is an example.

ST : Blackpool

TT : *Dermaga*

Blackpool refers to a name of a pier in Blackpool, Lancashire, on the northwestern coast of England on the Irish Sea. The name Blackpool is transferred into one which is semantically different, *dermaga* (quay, translated). The way the translator recreates the name is considered as her way to minimize the foreign term by recreating them into one which is semantically different but familiar to the target readers.

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2.5 Miss Pregrine's Home and Peculiar Children

Miss Pregrine's Home and Peculiar Children is the second book written by Ransom Riggs—an American writer and filmmaker. This book has been a best seller in *New York Times* and reached first spot on the Children's Chapter Books list on April 29, 2012 because it has been praised by the critics for creative use of vintage photographs as well as good characterization and settings. Its story is about the experience of a boy who meets the peculiar children in an abandoned orphanage in a mysterious island. This book is translated by Tanti Lesmana, an Indonesian translator who has translated more or less 30 well-known novels such as *The Alchemist*, *Life of Pi*, *Me Before You*, and many others.

The story begins when a child named Jacob Magellan Portman has been fascinated with his grandfather Abraham's stories about surviving as a Jew during World War II, running from man-eating monsters, and living with peculiar children in a secret home guarded by "a wise old bird". As Jacob grows older, he begins to doubt the stories until the arrival of his grandfather's death unearthly. Before Jacob's grandfather dies, he gives his last word to Jacob that is to find the bird in the loop on the other side of the old man's grave and tell them what happened. It is considered as a mystery for Jacob himself. As grandfather dies, Jacob starts to catch sight of horrific monster just like the ones described in Abraham's stories. Soon, he experiences trauma and being disrupted with nightmares relating to those monsters. Jacob's parents find out the weirdness on his son then they bring Jacob to a psychiatrist, Dr. Golan. And then, Dr. Golan suggests to take him to Cairnholm, Wales, the location of a place to confront

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Jacob's trauma which turned out to be a house that told in his grandfather's stories.

From here, Jacob meets the peculiar children and Miss Peregrine—the “old wise bird”, which is exactly the same as what grandfather has been told. Jacob experiences many odd events with them up to the incident of Miss Peregrine that kidnapped by a villain and they have to face a danger in running a mission to bring back Miss Peregrine.

This novel is translated into *Miss Peregrine's Home for Peculiar Children—Rumah Miss Peregrine untuk Anak-Anak Aneh*. It is translated in order to reach Indonesian readers because the novel is kind of unique. In this novel, it will be found many proper nouns that are the translator needs to translate and sometimes translating proper nouns are difficult. So that the translator should own adequate knowledge and consideration in translating proper nouns based on several aspects to deal with this case.

2.6 Previous Study

This research is not the first one which uses translation of proper nouns case as the topic. There are some previous researches related to this case. In this section, the researcher has summarized some studies towards translation of proper nouns.

The first is a research conducted by Syefed Alireza Shirinzadeh and Tengku Sepora Tengku Mahadi (2014) “Translating Proper Nouns: A Case Study of English Translation of Hafez's Lyric”. This research aims to investigate the strategy in translating proper nouns of English translation of Hafez's lyrics by

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Pazargadi (2003). Twenty four lyrics of Hafez have been chosen randomly as the source text of the present study which is Persian language and its English translation by Pazargadi. The strategies have been used in the categorization proposed by Vermes (2003). There are eight strategies as follows: (1) transference, (2) substitution, (3) translation, (4) modification, (5) omission, (6) addition, (7) generalization, (8) transference plus phonetic adaptation. To conclude, the result of the research shows that transference strategy used the most includes 31% of the proper nouns. In the cases that the translator has felt that the source text nouns have not specific meanings or their transference does not cause any difficulties for the readers, he preferred to transfer the nouns.

The second is a research conducted by Erys Shandra (2014, Yogyakarta State University) “Ideological Tendency Assessed from the Translation Techniques Applied through the Proper Nouns in Joanne K Rowling's *Harry Potter and the Sorcerer's Stone*”. It discusses the ideological tendency of the translator of JK Rowling's *Harry Potter and the Sorcerer's Stone*. The findings of this research show that six categories of proper nouns proposed by Frank (1972) and seven translation techniques proposed by Davies (2003) are all occurred and employed in the text. The result shows that the translator's ideological tendency is foreignization includes 69.11% of the total proper nouns. It can be concluded that the translator tends to translate the proper nouns by giving more effects to foreignization ideology.

From the previous researchers, there are some comparisons that will indicate the difference and the similarity of this research with another. From the

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first study above, it investigates the strategy of translating proper nouns in Persian-English. While, the second one discusses the ideological tendency of translator in translating JK Rowling's novel whether it is domestication or foreignization assessed by the dominant strategy which applied. However, the purpose of this research is similar with the second study, which is to find the translator's ideological tendency in translating proper nouns of Ransom Riggs' *Miss Peregrine's Home for Peculiar Children* novel by applying seven strategies of Davies (2003). Despite that, the difference between the former and the latter study is in the categorization of proper nouns and the novel. This research will use the categorization of proper nouns that mentioned by Murray and Rockowitz (2017) that consist of eleven categories. Moreover, the novel that will be analyzed by the researcher is Ransom Riggs' *Miss Peregrine's Home and Peculiar Children* both original and Indonesian version.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used qualitative method which tried to find the ideological tendency of the translator in the novel. According to Dornyei (2007: 37), qualitative research works with a wide range of data including recorded interviews, various types of texts, and images. He also adds that the objective of qualitative research is to describe social phenomena as they occur naturally, qualitative research takes place in the natural setting, without any attempts to manipulate the situation under study. In other words, qualitative research intends to describe and to investigate current condition or phenomena.

Furthermore, the research design that was used in this research was content analysis design. According to Cohen, *et al.* (2007: 475) states that content analysis simply defines the process of summarizing and reporting written data. It focuses on language features, meaning in context, is systematic and verifiable, as the rule for analysis are explicit, transparent and public. Since the focus of this research is to investigate the ideological tendency used by the translator regarding to the proper nouns in *Miss Peregrine's Home and Peculiar Children* and its Indonesian version entitled *Miss Peregrine's Home for Peculiar Children: Rumah Miss Peregrine untuk Anak-Anak Aneh*, this research design provided the interpretation and understanding in the research findings.

3.2 Source of Data

The main data of this research is proper nouns that are found in *Miss Peregrine's Home for Peculiar Children* and its translation found in *Miss Peregrine's Home and Peculiar Children: Rumah Miss Peregrine untuk Anak-Anak Aneh*, which are in the words or phrases form.

The data in this research is divided into two groups. The first group of data is called objective data, whereas the second group is called affective data. The first source of data is the English version of *Miss Peregrine's Home for Peculiar Children*. It is a novel written by Ransom Riggs—an American writer and filmmaker. It consists of 382 pages and was published in 2013 by Quirk Books. The secondary source of data is its Indonesia version entitled *Miss Peregrine's Home and Peculiar Children: Rumah Miss Peregrine untuk Anak-Anak Aneh* translated by Tanti Lesmana—a well-known translator for famous novels such as *Life of Pie*, *Me Before You* and so on. It consists of 528 pages and was published by PT. Gramedia Pustaka Utama in 2016.

3.3 Research Instrument

In this research, the researcher was the main instrument due to her role in collecting and explaining the data. The researcher played the role as designer, the data collector, the analyst, the data interpreter, and the reporter of the research findings.

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The other instrument of the research was the data sheets to record and assist the researcher in classifying the collected data. The example of data sheet format could be seen as the following tables below:

Table 3.1. Data Sheet

No	Code	Proper Nouns Category											Translation Strategies					
		Data		People's names and nicknames	Names of races and nationalities	Geographic places	Names of stars and planets	Names of buildings, institutions, organizations, and governments	Names of days and months	Names of holidays and historical events	Names of languages	Brand names	Titles of books, newspaper, articles, stories	Names of religions and sacred things	Foreignization		Domestication	
1	2	Preservation	Addition												Localization	Transformation	Globalization	Omission

Source: Askari, M & Akbari, A (2014)

Table 3.2. The Percentage of Proper Nouns Categories

No	Proper Nouns Category	Frequency	Percentage
1	People's names and nicknames		
2	Names of races and nationalities		
3	Geographic places		
4	Names of stars and planets		
5	Names of buildings, institutions, organization		

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6	Names of days and months		
7	Names of holidays and historical events		
8	Names of languages		
9	Brand names		
10	Titles of books, newspaper, articles, stories		
11	Names of religions and sacred things		
Total			

Source: Askari, M & Akbari, A (2014)

Table 3.3. The Percentage of Translation Ideology

Ideology	Strategies	Frequency	Percentage
Foreignization	Preservation		
	Addition		
	Total		
Domestication	Globalization		
	Omission		
	Localization		
	Transformation		
	Creation		
	Total		
Total			

Source: Askari, M & Akbari, A (2014)

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3.4 Technique of Data Collecting

In the qualitative research, data collection is to identify the types of data that will address the research question (Creswell, 2012: 212). The technique of collecting data in this research was documentation. The novel “*Miss Peregrine’s Home and Peculiar Children*” by Ransom Riggs and “*Miss Peregrine’s Home and Peculiar Children—Rumah Miss Peregrine dan Anak-Anak Aneh*” which was translated by Tanti Lesmana were collected. It contained two languages, English language as the source language and Indonesian language as the target language. Moreover, the note-taking technique was used to identify and classify the data of proper nouns, so that it made the analyzing easier.

The first step was close reading of the source language novel and then the translated version. All instance of proper nouns in the English and translated version novel. They were underlined and noted down and then taken as data for analysis. Moreover, the occurrences of proper nouns were categorized by Muray and Rockowitz (2017) and translation strategies proposed by Davies (2003).

3.5 Technique of Data Analysis

In qualitative research data analysis technique is often done together with data collecting technique. In this research, the researcher used data analysis techniques proposed by Miles and Huberman (2014). Their data analysis techniques are divided into three activities: (1) data condensation, (2) data display, and (3) conclusion/drawing verification.

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1. Data Condensation

Data condensation refers to process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body of written-up field notes, interview transcripts, documents, and other empirical materials (Miles and Huberman, 2014: 12). In this stage, the researcher gained the data by highlighting the words or phrases that contained proper noun both in the original and translated novel. Furthermore, the data was coded and categorized with the appropriate categorization proposed by the experts.

In categorizing each proper noun, this research also used statistical analysis because there were many categories should be calculated for analyzing the ideological tendency. According to Ezzy in Cohen et al (2007: 476) suggests:

“content analysis starts with a sample of texts, defines the units of analysis and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrences of words, codes and categories.”

From here statistical analysis was applied, leading to an interpretation of the results.

Proper nouns that had been sorted and analyzed by their strategies were then determined which one was the most frequently used strategies by looking at the percentage of its appearance in order to know the result of translator's ideological tendency. The calculation using the following formula adopted from Hatch and Farhady (1998: 258):

$$P = \frac{f}{N} \times 100\%$$

P : Percentage

N : Total number of gained data

f : Frequency of proper nouns

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2. Data Display

The display discusses and illustrates the data include many types of matrices, graphs, charts, and networks (Miles and Huberman, 2014: 12). In this stage, the gained data from both novels displayed by using table in order to ease the researcher in analyzing and describing the data.

3. Drawing and Verifying Conclusions

The third stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions (Miles and Huberman, 2014: 13). The final step was to make conclusion from the data that served in table. The researcher concluded the display data that was supported by theory from the experts. Conclusion was an answer from the problem and research questions that researcher had from beginning.

3.6 Trustworthiness

In order to confirm the trustworthiness of the data, a check was needed to test the data and data analysis. As Cohen (2007: 142) proposes that several criteria as the basis to gain trustworthiness. They are credibility, dependability, conformability and transferability.

1. The first criterion is credibility. Credibility defines as internal validity, in which the researchers seek to ensure that their study measures or tests what is actually intended (Shenton, 2004: 64). To gain credibility, the researcher will use triangulation. There are two kinds of triangulation will be used:

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1) Triangulation by sources

Triangulation by sources is to acquire the credibility done by checking the gained data through several sources. The sources will be described and categorized to get the specific data that fits this study.

2) Triangulation by theories

Triangulation by theories uses multiple perspectives to interpret a data set. The use of multiple theories can help provide a better understanding of the data. If various theories produce the same conclusion of analysis, the validity is enforced.

2. The second criterion is dependability. In qualitative research, dependability is done to verify the whole process of the research. To ensure the result of this research is accurate or inaccurate, the researcher will discuss it with the lecturers who are the researcher's advisors gradually about the data results.

3. The third criterion is conformability. In qualitative research, conformability is similar to the dependability so that the test can be done simultaneously. Testing conformability means testing the results of the study associated with the process undertaken in the study. Conformability is derived from the concept of objectivity which is the results of the data is accepted by many people, and then the results are no longer subjective but already objective.

4. The last criterion is transferability. Verifying transferability in this research can be done by reporting the results of data as detailed and as accurate as

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possible in order the readers can understand about the data result and consider that this research is able to be applied in another research or not.

3.7 Research Procedures

The framework proposed by Newmark (1988: 45-47) is used to analyze the data by using the following steps:

1. Reading

The novels in both versions were read thoroughly several times to make it easier to be understood.

2. Classifying

First, each proper noun was classified according to the eleven categories of proper nouns. The employment was applied to emerge the percentage of occurrences of the proper nouns in the novel. Second, the proper nouns were classified according to the seven translation strategies, so that the translator's ideology tendency would be revealed.

3. Explaining

After each proper noun was classified into each categorization and strategy. It would be explained the reason of the proper noun that was included into one of its categorization and strategies.

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4. Drawing conclusion

Made the tables to show the result of the unit analysis and explaining the result of the data.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings

4.1.1 Translation Strategies used in Translating Proper Nouns in *Miss Peregrine's Home and Peculiar Children*

1. Preservation

Preservation is a strategy occurs when the source text is transferred without any changes or it is simply maintained as the original in target language.

The employment of this strategy tends to the foreignization ideology. Furthermore, it is the most strategy that employed in the novel with total of 123 numbers.

Table 4.1. The Examples of Preservation Strategy

Data	Source Text	Target Text
1	Abraham Portman	Abraham Portman
13	Neverleak	Neverleak
23	Dad	Dad
36	September	September
51	National Geographic	National Geographic

(Datum 001/12-ST/8-TT/Pnt/P/F)

ST : Abraham Portman

TT : Abraham Portman

Abraham Portman is one of character's name in the novel. This name is preserved in target language by maintaining the original form of the name into *Abraham Portman*. The translator decided to keep the original name because the

name did not have any special meaning or term that has to be translated in equivalent term and considered to introduce the name to the target readers.

(Datum 013/24-ST/24-TT/Brn/P/F)

ST : Neverleak

TT : Neverleak

Neverleak is a brand name of system water product made from aluminum manufactured by AMES Company in U.S America. The translator understood that it was a local brand name, so she decided to preserve the source text with any unchanged.

(Datum 023/30-ST/33-TT/Pnt/P/F)

ST : Dad

TT : Dad

Dad is defined as a word for ‘father’, used especially by children. The nickname *Dad* is preserved as original form in target text instead translated it to be *Ayah* or *Bapak* in Indonesian. Since the nickname is considered familiar to the target readers so the translator maintained the ST term.

(Datum 036/37-ST/45-TT/Dmo/P/F)

ST : September

TT : September

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September defines as the ninth month of the year, after August and before October. The translator preserved the name since *September* is also the same term in the target language.

(Datum 051/48-ST/62-TT/Tbn/P/F)

ST : National Geographic

TT : National Geographic

National Geographic is a world-renowned magazine that published in 37 local editions around the world, includes Indonesia. It primarily contains articles about science, geography, history, and world culture. Thus, the name is maintained considering it is common to the target readers.

2. Addition

Addition strategy occurs when the ST is transferred as original form but supplement the text with additional details or information that is judged necessary. The employment of this strategy tends to the foreignization strategy. This strategy was employed only 3 times (1.48%) out of 201 numbers of proper nouns in this research.

Table 4.2. The Example of Addition Strategy

Data	Source Text	Target Text
25	Crown Victoria	Mobil Crown Victoria
78	The Priest Home	The Priest Home—Rumah Pastor
134	the London Underground	jalur kereta api bawah tanah London

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(Datum 025/30-ST/22-TT/Brn/A/D)

ST : Crown Victoria

TT : mobil Crown Victoria

Crown Victoria is colloquial name of The Ford Crown Victoria, a rear-wheel-drive full-size four-door sedan that was marketed and manufactured by Ford. This proper noun is a part of brand names which included in addition strategy. In this case, the translator attempted to put the name unchanged and add detail information with '*mobil*' (car, translated) in order the target readers would understand that the ST item in question was a four-wheeled vehicle named Crown Victoria.

(Datum 078/72-ST/96-TT/Big/A/D)

ST : The Priest Home

TT : The Priest Home—Rumah Pastor

The phrase The Priest Home is delivered to the target text by applying addition strategy into The Priest Home—Rumah Pastor. This strategy was used in order to give additional detail but still maintained the ST item.

(Datum 134/161-ST/229-TT/Big/A/D)

ST : the London Underground

TT : jalur kereta api bawah tanah London

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The London Underground is a public rapid transit system serving London and some parts of the adjacent counties of Buckinghamshire, Essex and Hertfordshire, according to Wikipedia. This name rendered into *jalur kereta api bawah tanah London* by employing addition strategy. It actually can be literally translated into *jalur bawah tanah London*, but the translator decided to add details or information. The details 'kereta api' (train, translated) were inserted to prevent ambiguity in target readers perception. Though the details made the name more understandable, but the readers are still considered that it is a foreign term, so the translation of the name tends to foreignization strategy.

3. Localization

Localization strategy occurs when translator attempts to anchor a culture-specific reference firmly in the target language which also includes phonological and grammatical adaptation of names. The employment of this strategy tends to the domestication ideology. It is employed 13 times (6.43%) in this research.

Table 4.3. The Example of Localization Strategy

Data	Source Text	Target Text
81	Catholic	Katolik
104	Czechoslovakia	Cekoslovakia
117	The Bird	Si Burung
102	Poland	Polandia
151	Jill of the Jungle	Jill Si Anak Rimba

(Datum 081/75-ST/102-TT/Rsc/L/D)

ST : Catholic

TT : Katolik

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Catholic is a religion name derived via Late Latin *catholicus* and it is known as one of official religion in Indonesia. In this case, the word *Catholic* is rendered to be *Katolik* which deals with phonological adaptation. It is written in different way but has same pronunciation, this rule applies under the terms of Pusat Bahasa (2007).

(Datum 104/98-ST/136-TT/Gpl/L/D)

ST : Czechoslovakia

TT : Cekoslovakia

The phonetical localization is also seen in translating this term, *Czechoslovakia* /*chekəslə'vākəə*/ is rendered to be *Cekoslovakia* /*cekoslovakia*/.

The phoneme and pronunciation are adapted to the target language in accordance with agreement that has been made.

(Datum 117/149-ST/213-TT/Pnt/L/D)

ST : the Bird

TT : Si Burung

The Bird is altered in the TT by applying localization strategy into *Si Burung*, based on the story inside the novel, is a nickname for Miss Peregrine—when she was transformed into a big bird—gave by Jacob Portman. The translator maintained the name *Bird* into *Burung*, but she translated the determiner 'the' into *si* which is a general addressing term in target language. Since the name is

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literally translated and supplemented with addressing term *si*, so that the name seemed familiar in target language.

(Datum 102/98-ST/136-TT/Gpl/L/D)

ST : Poland

TT : Polandia

The word *Poland* is rendered into *Polandia*, that considered to have been adjusted writing and spelling based on *Pusat Bahasa* (2007). The name *Poland* is maintained but added with suffix *-ia* in order to fit target language reference.

(Datum 151/189-ST/268-TT/Pnt/L/D)

ST : Jill of the Jungle

TT : Jill Si Anak Rimba

In the story of the novel, *Jill of the Jungle* was mentioned to define Fiona's role on the stage. Instead of the translator transferred the term into literal meaning (*Jill dari Rimba*, translated), she preferred to render into *Jill Si Anak Rimba* which sound familiar to the target language by changing the determiner 'the' into *si* and added word *anak* to make it more fit in the local reference. Thus, this term was considered employing localization strategy.

4. Transformation

Transformation strategy occurs when there is substitution of the source language name into an equivalent one in target language. The employment of this

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strategy tends to the domestication ideology. This strategy employed 53 times (26.28%), which became the second most frequent strategy besides preservation strategy.

Table 4.4. The Example of Transformation Strategy

Data	Source Text	Target Text
10	The Second World War	Perang Dunia Kedua
11	Britain	Inggris
74	Christmas	Hari Natal
114	Headmistress Peregrine	Ibu Kepala Sekolah Peregrine
161	The Milky Way	Bima Sakti

(Datum 010/21-ST/21-TT/Hhe/T/D)

ST : The Second World War

TT : Perang Dunia Kedua

The *Second World War* is, indeed, a historical event and applied transformation strategy in translation of proper nouns. According to *Wikipedia*, the *Second World War* was a global war that lasted from 1939 to 1945, although related conflict began earlier. It was the most global war in history that involved more than 100 million people from over 30 countries. The translator simply transferred *The Second World War* into *Perang Dunia Kedua*, as it exists and is semantically equivalent in the target language.

(Datum 011/21-ST/21-TT/Gpl/T/D)

ST : Britain

TT : Inggris

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It is another name of United Kingdom, a sovereign country in west Europe.

The translator simply translated *Britain* into *Ingggris*, since it is equivalent one in the target language. Thus, this term used transformation strategy.

(Datum 074/70-ST/94-TT/Hhe/T/D)

ST : Christmas

TT : Hari Natal

Christmas is an annual festival observed primarily on December 25 as a religious and cultural celebration among billions of people around the world. This name is part of holidays because it is a special period usually to celebrate certain event or ceremony for those who celebrate. The name *Christmas* is rendered into *Hari Natal* by employing transformation strategy.

(Datum 114/148-ST/210-TT/Pnt/T/D)

ST : Headmistress Peregrine

TT : Ibu Kepala Sekolah Peregrine

The name *Headmistress*, according to Oxford Dictionaries, is a woman who is the head teacher in a school. This name is a part of people's titles for Miss Peregrine who is a *Headmistress* in her own school. The translator employed transformation strategy in translating the name *Headmistress Peregrine* became *Ibu Kepala Sekolah Peregrine* since it is equivalent name in target language.

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(Datum 161/243-ST/344-TT/Nsp/T/D)

ST : the Milky Way

TT : Bima Sakti

The Milky Way is the galaxy that contains our Solar System. The descriptive ‘milky’ is derived from appearance from Earth of the galaxy. The translator completely adopted the term *Bima Sakti*, to change the name *Milky Way*.

According to Wikipedia, the name *Bima Sakti* was originated from black puppet figure, which named Bima. This term appeared because the Javanese ancient saw the arrangement of stars scattered in the sky, when they were connected and drawn a line, a picture of Bima wrapped in a dragon would be seen. *Bima Sakti* is the equivalent name of *Milky Way* that exists in target language.

5. Globalization

Globalization strategy occurs when the source text is replaced into one which is more neutral or general. The employment of this strategy tends to the domestication ideology. This strategy employed only 2 times (1%) and both proper nouns found with the same category.

Table 4.5. The Example of Globalization Strategy

Data	Source Text	Target Text
9	The Pontiac	Mobil
30	Town Car	Mobil

(Datum 009/20-ST/20-TT/Brn/G/D)

ST : The Pontiac

TT : mobil

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The Pontiac is a car brand that was owned, made, and sold by General Motors. The translator decided to transfer the name *Pontiac* into *mobil* which is considered more neutral in target text.

(Datum 030/32-ST/37-TT/Brm/G/D)

ST : Town Car

TT : mobil

Town Car is considered as another car brand, Lincoln Town Car, a model line of full-size luxury sedans that was marketed by the Lincoln division of the American automaker Ford Motor Company from 1981 to 2011. In this case, the translator rendered the name *Town Car* into *mobil* in order to make it more neutral or general and avoid the ambiguity of foreign name to target readers.

6. Creation

Creation strategy occurs when the translator recreates source text name to be one which is firmly or totally different from the target text or is not present in there. The employment of this strategy tends to the domestication ideology. This strategy employed 7 times (3.46%) in this research.

Table 4.6. The Example of Creation Strategy

Data	Source Text	Target Text
8	Fairy Boy	Anak Culun
92	La-Z-Boy	kursi malas
101	The King's English	Bahasa Inggris sekolahan
149	The Continent	Eropa
197	The Map of Days	Peta Lokasi Keluk

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(Datum 008/20-ST/19-TT/Pnt/C/D)

ST : Fairy Boy

TT : Anak Culun

Fairy Boy is a slang which describes a nice, friendly, effeminate man. This words actually have negative connotation in society. As the name is assumed inappropriate to the target language, so the translator recreated *Fairy Boy* into *Anak Culun*, which has totally different meaning but familiar in target language.

According to Kamus Bahasa Indonesia, *Culun* means 1) *polos*, 2) *norak*, 3) *kuno*, 4) *tidak berpengalaman*. Meanwhile, the English term of *Culun* is *Geeky*. Thus, creation strategy was applied by the translator in order to avoid offensive words in the target language.

(Datum 092/83-ST/115-TT/Brn/C/D)

ST : La-Z-Boy

TT : kursi malas

La-Z-Boy is an American furniture manufacturer based in Monroe, Michigan, USA, that makes home furniture, including sofas, stationary chairs, lift chairs and sleeper sofas. In this case, the translator chose to translate it into *kursi malas*. Meanwhile, the source text was actually referred to the chair or an sofa La-Z-Boy branded. It is understandable the way translator adopted the term *kursi malas* which sounds quite unique because *La-Z-Boy* was pronounced like “*Lazy Boy*”, nonetheless the target language term has no associated meaning to the source text. So, it is considered to be creation strategy.

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(Datum 101/98-ST/136-TT/Lgs/C/D)

ST : the King's English

TT : bahasa Inggris sekolahan

The King's English is standard, pure, or correct English speech or usage.

This term translated into *bahasa Inggris sekolahan* which is the meaning is absolutely different. If the term King's English is literally rendered into '*bahasa Inggris Raja*', it concerned the target readers would be hard to understand. So, the translator chose term *bahasa Inggris sekolahan* regarding it would bring the target readers understood that was a term for proper English language.

(Datum 149/185-ST/263-TT/Gpl/C/D)

ST : the Continent

TT : Eropa

The name *the Continent* is defined any of the world's main continuous expanses land (Africa, Antarctic, Asia, Australia, Europe, North America, South Africa). In this case, the Continent is rendered into *Eropa* which is the meaning is literally different in target language (*benua*, translated). The translator seemingly attempted to replace *the Continent* into *Eropa* in order it can be understandable without any misleading due to the term *Benua* is very common and general.

(Datum 197/340-ST/492-TT/Tbn/C/D)

ST : The Map of Days

TT : Peta Lokasi Keluk

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The phrase *The Map of Days* is translated into *Peta Lokasi Keluk*.

Regarding to the literal translation of *The Map of Days* is *Peta Hari-Hari*, which is semantically different from *Peta Lokasi Keluk*. The way the translator recreated the name is considered to minimize the foreign term and apparently chose to translate the term into one that conveyed the context of the story. Since the *Map of Days* was indeed a book that contains the location of the loop (*keluk*, translated).

4.2 Discussion

The result of the research showed two findings. In terms of proper nouns, there are eleven categories. They are (1) people's names and nicknames, titles, (2) names of races and nationalities, (3) geographic places, (4) names of stars and planets, (5) names of buildings, institutions, organizations, and government agencies, (6) names of days of the week and months of the year, (7) names of holidays and historical events, (8) names of languages, (9) brand names, (10) titles of books, magazines, newspaper, articles, poems, stories, and (11) names of religions and sacred things. The table below shows the percentage of the occurrence of proper nouns in the novel.

Table 4.7. The Frequency of the Occurrence of Proper Nouns per Category

No.	Proper Nouns Category	Frequency	Percentage
1.	People's names and nicknames, titles (Pnt)	88	43.78%
2.	Names of races and nationalities (Ran)	3	1.49%
3.	Geographic Places (Gpl)	44	21.89%
4.	Names of stars and planets (Nsp)	1	0.50%

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Table 4.7. The Frequency of the Occurrence of Proper Nouns per Category

No.	Proper Nouns Category	Frequency	Percentage
5.	Names of buildings, institutions, organizations, and government agencies (Big)	18	8.95%
6.	Names of days of the week and months of the year (Dmo)	9	4.48%
7.	Names of holidays and historical events (Hhe)	3	1.49%
8.	Names of languages (Lgs)	6	2.98%
9.	Brand names (Brn)	13	6.47%
10.	Titles of books, magazines, newspaper, articles, poems, stories (Tbn)	10	4.97%
11.	Names of religions and sacred things (Rsc)	6	2.98%
Total		201	100%

The table 4.7 above displays that out of 201 proper nouns found in the novel, people's names, nicknames and titles occurred 88 times (43.78%), names of races and nationalities occurred 3 times (1.49%), geographic places 44 times (21.89%), names of stars and planets only occurred 1 time (0.50%), names of buildings, institutions, organizations, and government agencies occurred 18 times (8.95%), names of days of the week and months of the year occurred 9 times (4.48%), names of holidays and historical events occurred 3 times (1.49%), names of languages occurred 6 times (2.98%), brand names 13 times (6.47%), titles of books, magazines, newspaper, articles, poems, stories occurred 10 times (4.97%), and names of religions and sacred things occurred 6 times (2.98%). Among those categories, it is seen that people's names and nicknames, titles are the most frequent category that appeared in the novel.

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The second finding is the frequency and percentage of the employed translation strategies which were defined by Davies. There are preservation, addition, localization, transformation, globalization, omission, and creation. The result of the finding is shown as the table below.

Table 4.8. The Frequency and the Percentage of the Ideology and the Employed Translation Strategies

Ideology	Strategies	Frequency	Percentage
Foreignization	Preservation	123	61.19%
	Addition	3	1.49%
	Total	126	62.68%
Localization	Localization	13	6.47%
	Transformation	53	26.37%
	Globalization	2	1%
	Omission	0	0%
	Creation	7	3.46%
	Total	75	37.30%
Total		201	100%

According to the table 4.8 above, from the total number of the data which is 201 proper nouns, it shows that preservation is the most frequent strategy that employed 123 times (61.19%), addition strategy which is employed 3 times (1.49%), localization strategy which is employed 13 times (6.47%), the second most frequent transformation strategy which is employed 53 times (26.37%), globalization strategy is employed 2 times (1%), then creation strategy which is employed 7 times (3.46%), and the last omission strategy gained zero number due to the strategy was not employed in the novel.

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4.2.1 The Translation Ideology Based on the Dominant Strategy Used in Translating Proper Nouns

This part aims to identify the dominant strategy used in translating proper nouns in order to find the ideological tendency of the translator. There are seven strategies proposed by Davies namely preservation, addition, localization, globalization, transformation, omission, and creation. Each strategy has its own ideology as preservation and addition tend to the foreignization ideology and localization, globalization, transformation, omission, creation tend to the domestication ideology.

1. Foreignization Ideology

This research represents that from 201 findings, there are 126 data which are under foreignization ideology. The foreignization ideology includes two strategies namely preservation and addition. Strategy of preservation is employed 123 times (61.19%), while addition strategy is employed 3 times (1.49%).

2. Domestication Ideology

This research represents that from 201 data findings, there are 75 data (37.30%) which are under domestication ideology. Domestication ideology encompasses five strategies namely localization which is employed 13 times (6.47%), transformation is employed 53 times (26.37%), globalization is employed only 2 times (1%), and creation is employed 7 times (3.46%), and omission gained zero because it is not applied.

From the findings, it concluded that the translator's ideological tendency of translation of proper nouns is foreignization, since the dominant strategy is

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under foreignization ideology. Based on the conclusion, the translator's choice of translation ideology which is foreignization, considered because the target readers of *Miss Peregrine's Home and Peculiar Children* novel was for teenager and adult readers. The range ages of the target readers were judged adequate to understand those foreign terms of proper nouns in the text.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings and discussions, the conclusions are formulated as follows:

Regarding to the first formulation of the research is to reveal the strategies which were employed by the translator in translating the proper nouns found in the novel entitled *Miss Peregrine's Home and Peculiar Children* into *Miss Peregrine's Home and Peculiar Children—Rumah Miss Peregrine dan Anak-Anak Aneh*. It is concluded that out of seven strategies proposed by Davies, only six strategies were applied by the translator to translate 201 data findings from 544 pages of the translated novel, namely preservation, addition, localization, transformation, globalization, and creation.

Preservation strategy is the most frequent strategy employed by the translator in translating proper nouns, which is used 123 times (61.19%). Transformation strategy is the second most frequent strategy which is applied 53 times (26.27%). Then, the third most frequent strategy is localization, which employed 13 times (6.47%). Creation strategy becomes fourth most frequent strategy which is employed 7 times (3.45%). The next is addition strategy which employed 3 times (1.49%). Then, the last is globalization strategy which used only 2 times (1%).

In terms of the second formulation of this research knowing the ideological tendency in translating proper nouns based on the dominant strategy used by the translator, it achieves the conclusion that the translator tends to employ foreignization ideology. As it can be seen out of 201 data findings, there are 126 data (62.28%) which are under foreignization strategy and 75 data (37.30%) which are under domestication ideology. Thus, it indicates that the translator was intended to maintain the foreign terms and cultures to the target readers since the target readers were teenager and adult readers who considered quite adequate to understand the text.

5.2 Suggestion

Based on the conclusion of the research, there are some suggestions from the researcher for further studies as follows:

1. To the translator

It is suggested for translators who in translating the proper nouns, to make a decision of using particular ideology is dependent on the aim of the translation whether it tends to maintain or distort the culture-specific items to the target language. As concerning that translating proper nouns is not easy due to proper nouns have its allusions. Thus, it is a must for translator to consider what proper ideology dealing with the target readers understanding level.

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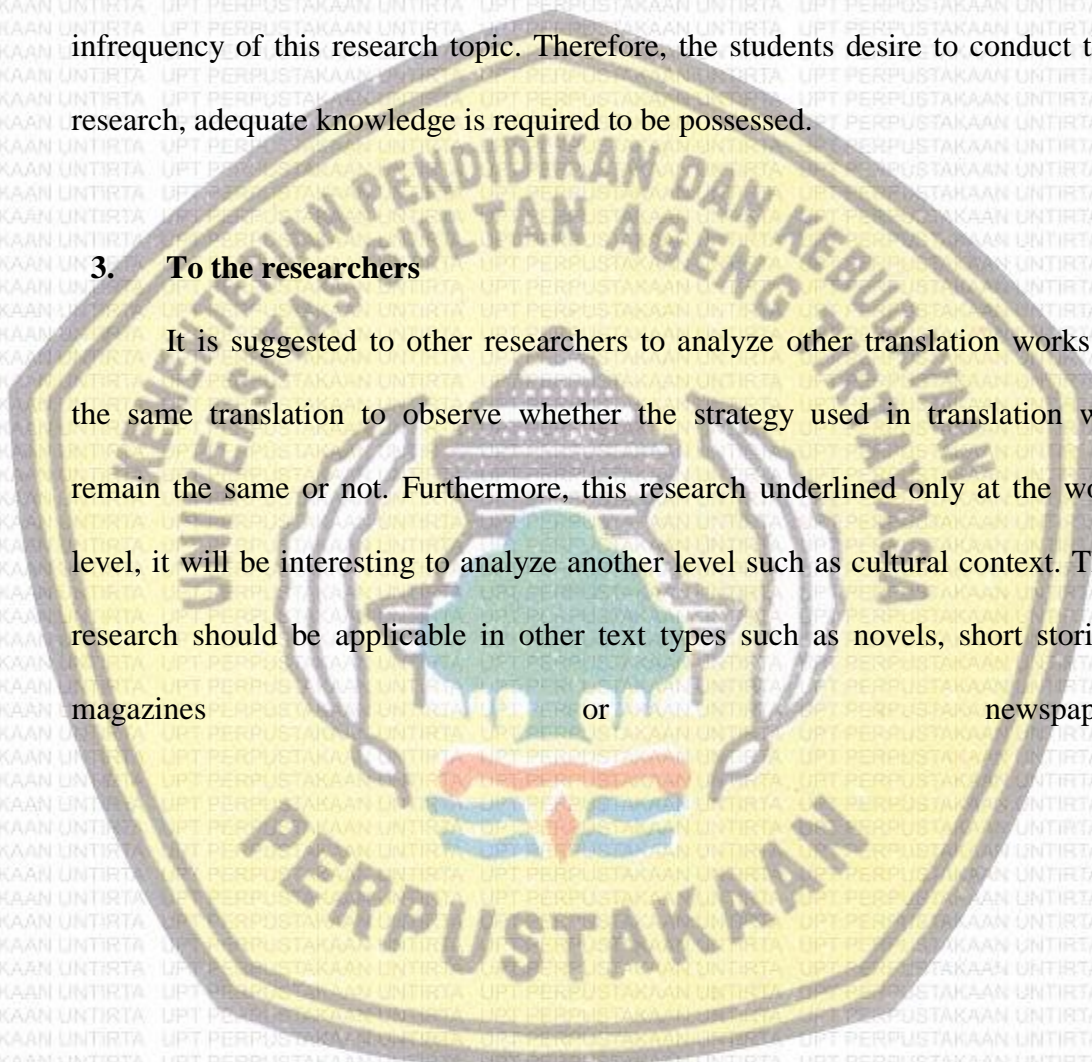
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2. To the students

It is suggested to the students of English Education Department who are interested in translation. This is a new occasion for them to conduct such research infrequency of this research topic. Therefore, the students desire to conduct this research, adequate knowledge is required to be possessed.

3. To the researchers

It is suggested to other researchers to analyze other translation works of the same translation to observe whether the strategy used in translation will remain the same or not. Furthermore, this research underlined only at the word level, it will be interesting to analyze another level such as cultural context. This research should be applicable in other text types such as novels, short stories, magazines or newspaper.



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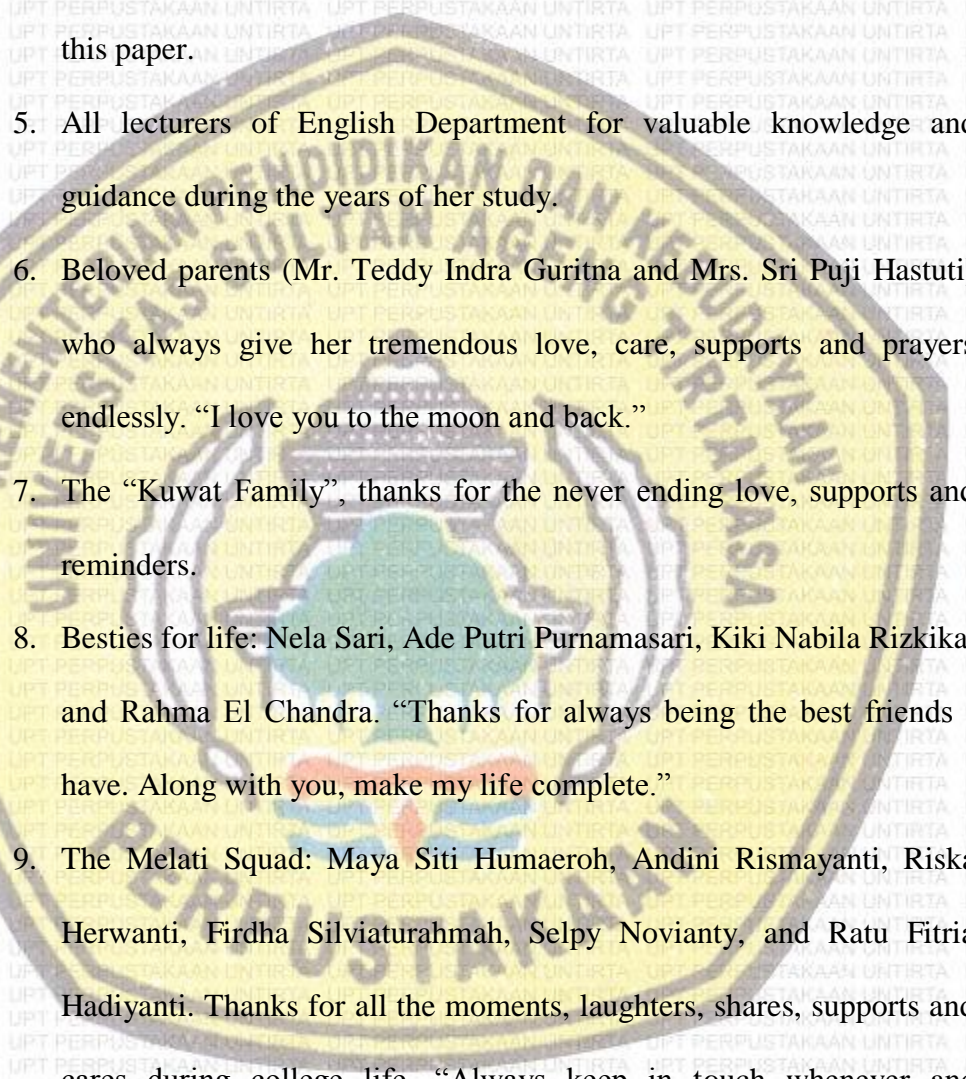
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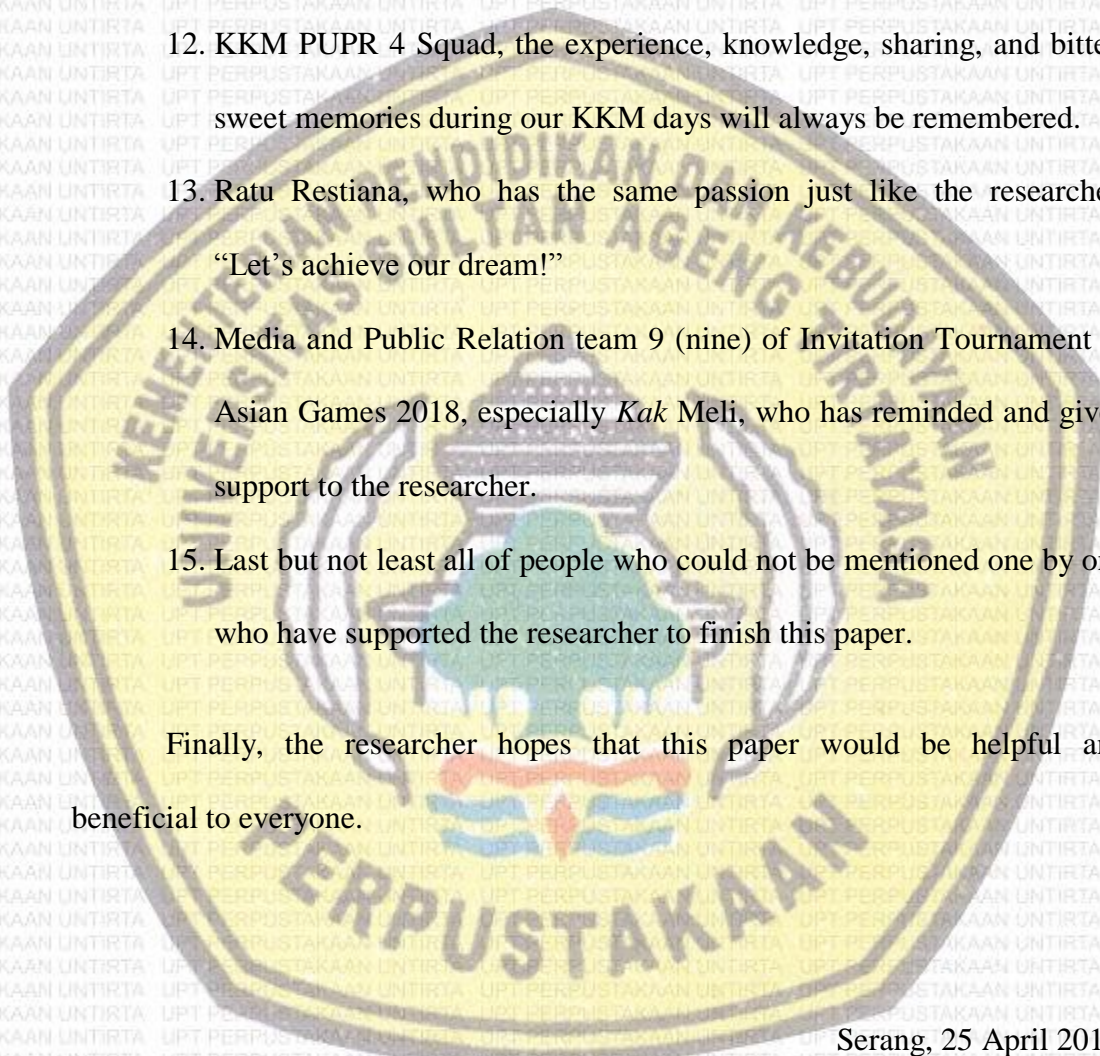
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Serang, 25 April 2018

The Researcher



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APPENDIX 1

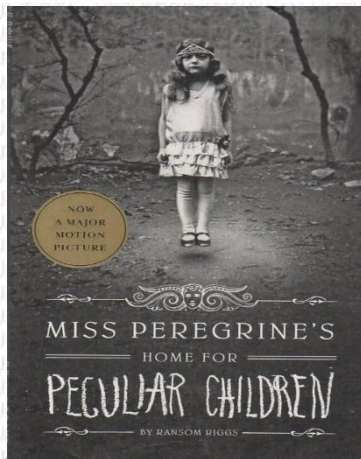
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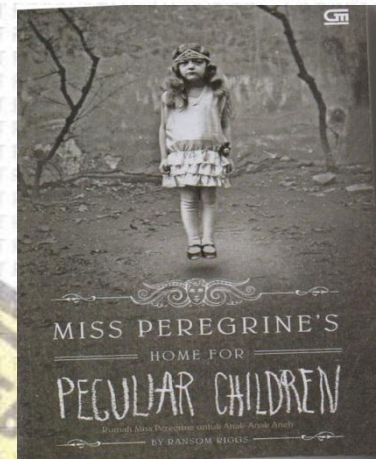
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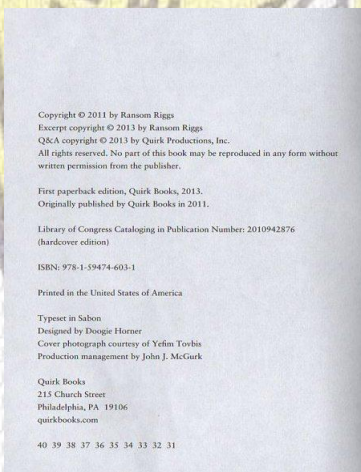
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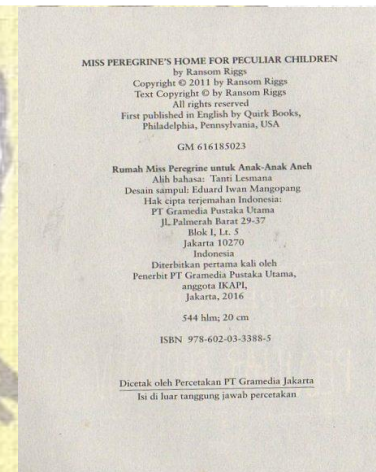
Cover of the Translated Novel



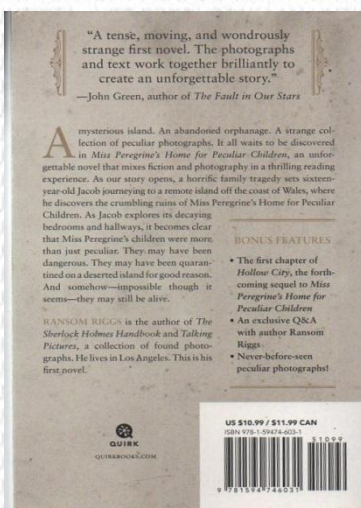
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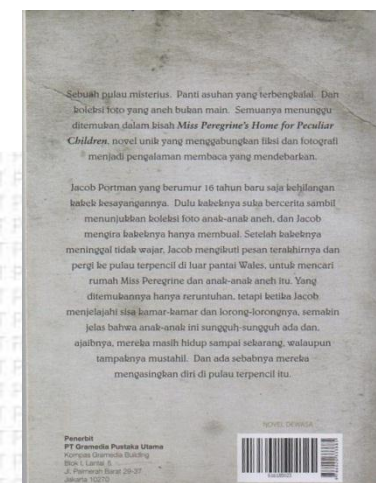
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APPENDIX 2

1. Data of Proper Nouns
2. Data Analysis of Proper Nouns



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DATA

No	Code	Source Text	Code	Target Text
1.	ST/Pro/P.12	I had just come to accept that my life would be ordinary when extraordinary things began to happen. The first of these came as a terrible shock and, like anything that changes you, forever, split my life into halves: Before and After. Like many of the extraordinary things to come, it involved my grandfather, <u>Abraham Portman</u> .	TT/Pro/P.8	Aku mulai pasrah bahwa hidupku akan biasa-biasa saja, tapi tahu-tahu berbagai hal luar biasa mulai terjadi. Kejadian pertama menimbulkan rasa syok yang amat sangat dan, sebagaimana kejadian apa pun yang mengubahmu selamanya, yang ini juga memecah kehidupanku menjadi dua bagian: Sebelum dan Sesudah. Seperti halnya peristiwa-peristiwa luar biasa yang menyusul di kemudian hari, kejadian ini melibatkan kakekku, <u>Abraham Portman</u> .
2.	ST/Pro/P.12	Growing up, <u>Grandpa Portman</u> was the most fascinating person I knew.	TT/Pro/P.8	Waktu aku beranjak remaja, <u>Kakek Portman</u> adalah orang yang paling menarik di mataku.
3.	ST/Pro/P.13	I felt even more cheated when I realized that most of Grandpa Portman's best stories couldn't possibly be true. The tallest tales always about his childhood, like how he was born in Poland but at twelve had been shipped off to a children's home in <u>Wales</u> .	TT/Pro/P.10	Aku semakin tertipu sewaktu menyadari sebagian besar cerita-cerita Kakek Portman yang paling hebat tidak mungkin benar. Cerita-cerita paling ajaib selalu tentang masa kecilnya, misalnya bahwa dia dilahirkan di Polandia, tetapi pada umur dia dikirim naik kapal ke panti asuhan anak-anak di <u>Wales</u> .
4.	ST/Pro/P.14	"What kind of bird?" I asked him one afternoon at age seven, eyeing him skeptically across the card table where he was letting me win at Monopoly. "A big hawk who smoked a pipe," he said. "You must think I'm pretty dumb, <u>Grandpa</u> ."	TT/Pro/P.11	"Burung macam apa?" aku bertanya pada suatu siang, waktu umurku tujuh tahun; kutatap dia dengan sorot mata tak percaya dari seberang meja kartu. Kami sedang bermain Monopoli dan dia membiarkan aku menang. "Burung elang besar yang mengisap pipa," jawabnya. " <u>Kakek</u> pikir aku agak bodoh, ya?"
5.	ST/Pro/P.14	He thumbed through his dwindling stack of orange and blue money. "I would never think that about you, <u>Yakob</u> ."	TT/Pro/P.11	Dia memegang-megang tumpukan uang mainan biru-dan-oranye miliknya yang mulai menipis. "Aku tidak pernah menganggapmu bodoh, <u>Yakob</u> ."

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6.	ST/Pro/P.20	And I really did believe him—for a few years, at least—though mostly because I wanted to, like other kids my age wanted to believe in <u>Santa Claus</u> .	TT/Pro/P.19	Dan aku benar-benar percaya padanya—setidaknya, selama beberapa tahun—walaupun sebabnya terutama karena aku memang ingin percaya, seperti anak-anak seusiaku yang percaya bahwa <u>Santa Claus</u> benar-benar ada.
7.	ST/Pro/P.20	We cling to our fairy tales until the price of believing them becomes too high, which for me was the day in second grade when <u>Robbie Jensen</u> pantsed me at lunch in front of a table of girls and announced that I believed in fairies.	TT/Pro/P.19	Kami mempertahankan keyakinan pada dongeng-dongeng itu, sampai akhirnya harga yang mesti dibayar untuk tetap percaya jadi terlalu mahal. Untukku, kasusnya adalah pada suatu hari di kelas dua, ketika <u>Robbie Jensen</u> memoloroti celanaku waktu jam makan siang di depan meja yang penuh anak perempuan, dan mengumumkan bahwa aku percaya pada dongeng-dongeng.
8.	ST/Pro/P.20	It was just deserts, I suppose, for repeating my grandfather's stories at school but in those humiliating seconds I foresaw the moniker " <u>Fairy Boy</u> " trailing me	TT/Pro/P.19	Sebetulnya aku cuma iseng saja, menceritakan kisah-kisah kakekku di sekolah, tetapi pada detik-detik memalukan aku sudah bisa membayangkan julukan " <u>Anak Culun</u> " yang bakal melekat
9.	ST/Pro/P.20	I told him a made-up story and a fairy tales were for pants-wetting babies, and that I knew his photos and stories were fakes. I expected him to get mad or put up a fight, but instead he just said, "Okay," and threw <u>the Pontiac</u> into drive.	TT/Pro/P.20	Kujelaskan padanya bahwa cerita yang dibuat-buat itu sama saja dengan dongeng, dan dongeng hanya cocok untuk anak-anak kecil yang masih suka mengompol, dan aku tahu semua foto dan kisah-kisahnyanya itu bohong belaka. Kupikir dia akan marah atau menyangkal, tapi dia hanya berkata, "Oke," lalu mulai menjalankan <u>mobil</u> .
10.	ST/Pro/P.21	My grandfather was the only member of his family to escape Poland before <u>the Second World War</u> broke out.	TT/Pro/P.21	Dari antara keluarganya, kakekku satu-satunya yang bisa meloloskan diri dari Polandia sebelum pecah <u>Perang Dunia Kedua</u> .
11.	ST/Pro/P.21	He was twelve years old when his parents sent him into the arms of strangers, putting their youngest son in a train to <u>Britain</u>	TT/Pro/P.21	Dia berumur dua belas tahun ketika diserahkan ke orangtuanya ke tangan orang-orang asing, anak lelaki paling bungsu yang dikirim naik kereta ke <u>Inggris</u> dengan hanya membawa satu

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12.	ST/C1/P.24	I spent the last afternoon of before constructing a 1/10,000-scale replica of the <u>Empire State Building</u> from boxes of adult diapers.	TT/C1/P.24	Siang terakhir masa-masa “Sebelum” kuhabiskan dengan menyusun replika <u>Empire State Building</u> berskala 1/10,000, dari kotak-kotak popok orang dewasa.
13.	ST/C1/P.24	“You used <u>Neverleak</u> ,” Shelley said, eyeing my craftsmanship with a skeptical frown. “The sale’s on Stay-Tite.” Shelley was the store manager, and her slumped shoulders and dour expression were as much a part of her uniform as the blue polo shirts we all had to wear.	TT/C1/P.24	“Kau menggunakan <u>Neverleak</u> ,” Shelley berkata sambil mengamati hasil karyaku dengan kening berkerut skeptis. “Yang sedang obral merek <i>Stay-Tite</i> .” Shelley adalah manajer toko, pundaknya yang melorot dan tampang masamnya sudah satu paket dengan seragamnya, seperti kaus polo biru yang harus kami semua kenakan.
14.	ST/C1/P.24	“You used <u>Neverleak</u> ,” <u>Shelley</u> said, eyeing my craftsmanship with a skeptical frown. “The sale’s on Stay-Tite.” Shelley was the store manager, and her slumped shoulders and dour expression were as much a part of her uniform as the blue polo shirts we all had to wear.	TT/C1/P.24	“You used <u>Neverleak</u> ,” <u>Shelley</u> said, eyeing my craftsmanship with a skeptical frown. “The sale’s on Stay-Tite.” Shelley was the store manager, and her slumped shoulders and dour expression were as much a part of her uniform as the blue polo shirts we all had to wear.
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16.	ST/C1/P.25	In an instant the whole magnificent structure was cascading down around us, sending a tidal waves of diapers crashing across the floor, boxes caroming over the legs of startled customer, skidding as far as automatic door, which slid open, letting in a rush of <u>August</u> heat.	TT/C1/P.25	Serta-merta seluruh struktur menara menakjubkan itu ambruk berjatuh di sekitar kami, menimbulkan gelombang dahsyat popok yang berantakan di lantai, kotak-kotak berhamburan di kaki para pengunjung toko yang terkaget-kaget, bahkan mencelat sampai ke pintu otomatis yang langsung menggeser terbuka membuat hawa panas bulan <u>Agustus</u>

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				masuk.
17.	ST/C1/P.25	Shelley's face turned the color of ripe pomegranate. She should've fired me on the spot, but I knew I'd never be so lucky. I'd been trying to get fired from Smart Aid all summer, and it had proved next to impossible.	TT/C1/P.25	Wajah Shelley seketika berubah sewarna buah delima masak. Seharusnya dia memecatku detik itu juga, tapi aku tahu aku tidak akan seberuntung itu. Sepanjang musim panas aku sudah berkali-kali berusaha dipecat dari Smart Aid .
18.	ST/C1/P.25	There are three Smart Aids in Englewood , the small, somnolent beach town where I live. There are twenty-seven in Sarasota County, and one hundred and fifteen in all of Florida, spreading across the state like some untreatable rash.	TT/C1/P.26	Ada tiga Smart Aid di Englewood , kota pantai kecil dan membosankan tempat aku tinggal. Ada 27 di Sarasota County, dan 115 di seluruh Florida, tersebar di negara bagian itu seperti ruam yang tidak bisa diobati.
19.	ST/C1/P.25	There are three Smart Aids in Englewood, the small, somnolent beach town where I live. There are twenty-seven in Sarasota County , and one hundred and fifteen in all of Florida, spreading across the state like some untreatable rash.	TT/C1/P.26	Ada tiga Smart Aid di Englewood, kota pantai kecil dan membosankan tempat aku tinggal. Ada 27 di Sarasota County , dan 115 di seluruh Florida, tersebar di negara bagian itu seperti ruam yang tidak bisa diobati.
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21.	ST/C1/P.26	" Jacob , you have a call on line two. Jacob, line two."	TT/C1/P.27	" Jacob , ada telepon buatmu di <i>line</i> dua. Jacob, <i>line</i> dua."
22.	ST/C1/P.26	The employee lounge was a dank, windowless room where I found pharmacy assistant, Linda , nibbling a crustless sandwich	TT/C1/P.27	Ruang istirahat karyawan adalah ruang pengap tak berjendela; di situ kulihat Linda , asisten farmasi, sedang menggigit roti yang pinggirannya sudah dibuang
23.	ST/C1/P.30	"I can handle him, Dad . Really." "Maybe now you can. But he's only going to be worse."	TT/C1/P.33	"Aku bisa mengatasinya, Dad . Sungguh." "Mungkin sekarang kau bisa. Tapi kondisinya akan semakin parah."
24.	ST/C1/P.30	I hung up called my friend	TT/C1/P.33	Aku menutup telepon dan

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		<u>Ricky</u> for a ride.		menghubungi temanku <u>Ricky</u> untuk meminta tumpangan.
25.	ST/C1/P.30	Ten minutes later I heard the unmistakable throaty honk of his ancient <u>Crown Victoria</u> in the parking lot.	TT/C1/P.33	Sepuluh menit kemudian, aku mendengar bunyi klakson serak mobil <u>Crown Victoria</u> jadulnya di tempat parkir.
26.	ST/C1/P.30	I emerged into the sticky-hot evening to find Ricky on the hood of this battered car. Something about his mud-encrusted boots and the way he let smoke curl from his lips and how the sinking sun lit his green hair reminded me of a punk, redneck <u>James Dean</u> .	TT/C1/P.34	Aku keluar ke udara senja yang panas lengket, dan melihat Ricky sedang merokok di kap mobil bobroknya. Sepatu botnya yang belepotan lumpur, asap rokok yang melayang melingkar-lingkar dari bibirnya, dan matahari terbenam yang menyala di rambut hijaunya mengingatkan aku pada sosok <u>James Dean</u> .
27.	ST/C1/P.30	He was all of those things, a bizzare cross-pollination of subcultures possible only in <u>South Florida</u> .	TT/C1/P.34	Seperti itulah Ricky, hasil serbuk-silang aneh beberapa subkultur yang hanya mungkin terjadi di <u>Florida Selatan</u> .
28.	ST/C1/P.30	“Don’t worry, <u>Special Ed</u> . There’s always tomorrow.” He called me Special Ed because I was in a few gifted classes, which were, technically speaking, part of our school’s special-education curriculum, a subtlety of nomenclature that Ricky found endlessly amusing.	TT/C1/P.34	“Tenang saja, <u>Special Ed</u> . Masih ada hari esok.” Dia menjuluki aku Special Ed karena aku ikut beberapa kelas anak berbakat yang, secara teknis, merupakan bagian dari kurikulum pendidikan khusus di sekolah kami, suatu istilah halus yang menurut Ricky sangat lucu.
29.	ST/C1/P.31	The sky was turning the color of a fresh bruise as we pulled into my grandfather’s subdivision, a bewildering labyrinth of interlocking cul-de-sacs known collectively as <u>Circle Village</u> .	TT/C1/P.36	Langit mulai berubah warna serupa biru lebam yang masih baru, ketika kami memasuki kawasan tempat tinggal kakekku. Daerah ini serupa labirin kuldesak-kuldesak membingungkan; labirin-labirin ini saling terhubung dikenal sebagai <u>Circle Village</u> .
30.	ST/C1/P.32	There was not a single porch light on, not a TV glowing behind a windows, not a <u>Town Car</u> in a carport.	TT/C1/P.37	Tidak ada satu pun lampu beranda menyala, tidak ada sinar TV dari balik jendela, tidak ada mobil diparkir di jalan masuk.
31.	ST/C1/P.33	Even the fading light I could tell the house was a disaster; it looked like it’d been ransacked by thieves. Bookshelves and cabinets had been emptied, the	TT/C1/P.39	Bahkan dalam cahaya yang mulai redup bisa kulihat rumah ini berantakan bukan main; seperti habis diacak-acak sekawanan pencuri. Rak-rak buku dan lemari-lemari

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		knickknacks and large-print <u>Reader's Digest</u> that had filled them thrown across the floor.		dikosongkan, pernak-pernik dan majalah-majalah <u>Reader's Digest</u> cetakan haruf besar yang semula mengisi lemari itu sekarang berserakan di lantai.
32.	ST/C1/P.34	Running through the screen door, I found a flashlight abandoned in the grass, its beam pointed at the woods that edge my grandfather's yard—a scrubby wilderness of sawtoothed palmetos and trash palms that ran for a mile between Circle Village and the next subdivision, <u>Century Woods</u> .	TT/C1/P.40	Aku berlari keluar pintu kasa dan menemukan lampu senter tergeletak di rumput, sinarnya mengarah ke hutan yang membatasi pekarangan kakekku—belantara pohon-pohon palem pendek berduri sepanjang kurang lebih satu setengah meter antara Circle Village dan wilayah sebelahnya, <u>Century Woods</u> .
33.	ST/C1/P.35	It's hard to run in a <u>Florida Woods</u> , where every square foot not occupied by trees is bristling with thigh-high palmetto spears and nets of entangling skunk vine	TT/C1/P.42	Sulit untuk berlari di <u>hutan Florida</u> , setiap jengkal tanah yang tidak ada pohonnya ditumbuhi pohon-pohon palem berduri setinggi paha serta jalinan tanaman rambat yang membelit
34.	ST/C1/P.36	He was mumbling, fading in and out of lucidity, shifting between <u>English</u> and Polish.	TT/C1/P.44	Dia bergumam, suaranya kadang jelas kadang samar, berganti-ganti antara <u>bahasa Inggris</u> dan bahasa Polandia.
35.	ST/C1/P.36	He was mumbling, fading in and out of lucidity, shifting between English and <u>Polish</u> .	TT/C1/P.44	Dia bergumam, suaranya kadang jelas kadang samar, berganti-ganti antara bahasa Inggris dan <u>bahasa Polandia</u> .
36.	ST/C1/P.37	"Find the bird. In the loop. On the other side of the old man's grave. <u>September</u> third, 1940." I nodded, but he could see that I didn't understand. With his last bit of strenght, he added, "Emerson—the letter. Tell them what happened, Yakob."	TT/C1/P.45	"Temukan burung itu. Di keluk. Di dekat kuburan si lelaki tua. Tiga <u>September</u> 1940." Aku mengangguk, tapi dia menyadari aku tak mengerti. Dengan sisa tenaga terakhir dia menambahkan, "Emerson—suratnya. Beritahu mereka apa yang terjadi, Yakob."
37.	ST/C1/P.37	A moment later Ricky crashed out of the underbrush. He saw the old man limp in my arms fell back a step. "Oh man. Oh <u>Jesus</u> . Oh <i>Jesus</i> ," he said, rubbing his face with his hands	TT/C1/P.46	Tak lama kemudian Ricky menghambur keluar dari semak-semak. Dia melihat Kakek yang terkulai di pelukanku, dan mundur selangkah. "Oh <i>man</i> . Oh <u>Jesus</u> . Oh <i>Jesus</i> ," katanya, sambil menggosok-gosok muka wajahnya dengan dua tangan
38.	ST/C2/P.42	We were sitting on my roof deck watching the sun set	TT/C2/P.53	...kami sedang duduk di beranda atap rumahku, sambil

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		over <u>the Gulf</u>		memandangi matahari terbenam di atas <u>Teluk</u> .
39.	ST/C2/P.42	Ricky coiled like a spring in an unreasonably expensive <u>Adirondack</u> chair my parents had brought back from a trip to Amish Country	TT/C2/P.53	Ricky bergelung seperti pegas di kursi <u>Adirondack</u> yang dibawa pulang orang tuaku dari perjalanan ke daerah Amish dan harganya mahal bukan main
40.	ST/C2/P.42	Ricky coiled like a spring in an unreasonably expensive Adirondack my parents had brought back from <u>Amish country</u>	TT/C2/P.53	Ricky bergelung seperti pegas di kursi Adirondack yang dibawa pulang orang tuaku dari perjalanan ke <u>daerah Amish</u> dan harganya mahal bukan main
41.	ST/C2/P.44	<u>Dr. Golan</u> tapped his pen for a moment and then wrote something down. "I hope you're not just telling me what you think I want to hear."	TT/C2/P.57	<u>Dr. Golan</u> mengetuk-ngetukkan bolpoinnya sejanak, lalu menuliskan sesuatu. "Mudah-mudahan kau tidak sekadar menceritakan hal-hal yang menurutmu ingin kudengar."
42.	ST/C2/P.45	My grandfather's there in an old British army uniform, feeding the machine dollar bills, but it takes a lot to buy a gun and we're running out of time. Finally, a shiny 45 spins toward the glass, but before it falls it gets back. He swears in <u>Yiddish</u> , kicks the machine, then kneels down and reaches inside to try and grab it	TT/C2/P.58	Kakekku ada di situ, memakai seragam tentara Inggris zaman dulu, sedang memasukkan lembar-lembar uang dollar ke dalam mesin. Tetapi perlu uang banyak untuk membeli senapan, dan kami sudah kehabisan waktu. Akhirnya sepucuk senapan kalibar 45 yang mengilap berputar ke arah kaca, tapi sebelum jatuh senapan itu tersangkut. Kakek menyumpah dalam <u>bahasa Yiddish</u> , menendang mesing itu kemudian berlutut dan merogoh ke dalam
43.	ST/C2/P.46	So after hitting dead-ends online I went to <u>the Circle Village community center</u> , where the old folks gather to play shuffleboard and discuss their most recent surgeries to ask where the graveyard was and whether anyone knew a Mr. Emerson.	TT/C2/P.60	Jadi, setelah berkali-kali terbentur jalan buntu di internet, aku pergi ke <u>Pusat Kegiatan Masyarakat</u> di Circle Village, tempat orang-orang tua suka berkumpul untuk bermain <i>shuffleboard</i> dan membahas berbagai operasi yang mereka jalani baru-baru ini. Aku ingin menanyakan letak pemakaman itu, dan apakah ada di antara mereka yang mengenal Mr. Emerson.
44.	ST/C2/P.46	So after hitting dead-ends online I went to the Circle Village community center, where the old folks gather to	TT/C2/P.60	Jadi, setelah berkali-kali terbentur jalan buntu di internet, aku pergi ke Pusat Kegiatan Masyarakat di Circle Village,

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		play shuffleboard and discuss their most recent surgeries to ask where the graveyard was and whether anyone knew a <u>Mr. Emerson</u> .		tempat orang-orang tua suka berkumpul untuk bermain shuffleboard dan membahas berbagai operasi yang mereka jalani baru-baru ini. Aku ingin menanyakan letak pemakaman itu, dan apakah ada di antara mereka yang mengenal <u>Mr. Emerson</u> .
45.	ST/C2/P.46	They looked at me like I had a second head growing out of my neck, baffled that a teenaged person was speaking to them. There was no graveyard in Circle Village and no one in the neighborhood name Emerson and no street called <u>Loop Drive</u> or Loop Avenue or Loop Anything.	TT/C2/P.60	Mereka menatapku seolah-olah ada kepala lain tumbuh dari leherku; mereka terheran-heran ada anak remaja mengajak bicara mereka. Tidak ada tempat pemakaman di Circle Village dan tidak ada yang bernama Emerson di sekitar situ, tidak ada juga jalanan bernama <u>Jalan Keluk</u> , atau Keluk Avenue, atau Keluk-Keluk lainnya.
46.	ST/C2/P.46	They looked at me like I had a second head growing out of my neck, baffled that a teenaged person was speaking to them. There was no graveyard in Circle Village and no one in the neighborhood name Emerson and no street called Loop Drive or <u>Loop Avenue</u> or Loop Anything.	TT/C2/P.60	Mereka menatapku seolah-olah ada kepala lain tumbuh dari leherku; mereka terheran-heran ada anak remaja mengajak bicara mereka. Tidak ada tempat pemakaman di Circle Village dan tidak ada yang bernama Emerson di sekitar situ, tidak ada juga jalanan bernama Jalan Keluk, atau <u>Keluk Avenue</u> , atau Keluk-Keluk lainnya.
47.	ST/C2/P.46	They looked at me like I had a second head growing out of my neck, baffled that a teenaged person was speaking to them. There was no graveyard in Circle Village and no one in the neighborhood name Emerson and no street called Loop Drive or Loop Avenue or <u>Loop Anything</u> .	TT/C2/P.60	Mereka menatapku seolah-olah ada kepala lain tumbuh dari leherku; mereka terheran-heran ada anak remaja mengajak bicara mereka. Tidak ada tempat pemakaman di Circle Village dan tidak ada yang bernama Emerson di sekitar situ, tidak ada juga jalanan bernama Jalan Keluk, atau Keluk Avenue, atau <u>Keluk-Keluk lainnya</u> .
48.	ST/C2/P.47	He suggested I look into <u>Ralph Wardo Emerson</u> , a supposedly famous old poet.	TT/C2/P.61	Dia menyarankan aku mencari informasi tentang <u>Ralph Wardo Emerson</u> , penyair lama yang konon terkenal.
49.	ST/C2/P.47	I discovered Emerson's soporific qualities the hard way, by falling asleep with my face in the book, drooling	TT/C2/P.61	Aku sampai ketiduran membaca tulisan-tulisan Emerson, wajahku menempel di buku, air liurku membasahi halaman tulisan

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		all over an essay called “ <u>Self-Reliance</u> ”.		berjudul <u>Self-Reliance</u> .
50.	ST/C2/P.47	Surprisingly, I seemed to be, despite the scraps of police tape clinging to the shrubs and the torn screen on the lanai flapping in the breeze; these things—like the rented <u>Dumpster</u> that stood on the curb, waiting to swallow what remained of my grandfather’s life—made me sad, not scared.	TT/C2/P.62	Yang mengherankan, sepertinya aku baik-baik saja, walaupun masih ada sisa-sisa pita polisi di semak-semak, dan kawat kasa beranda yang sobek berkibar-kibar oleh tiupan angin sepoi-sepoi halnya <u>Dumpster</u> sewaan yang parkir di pinggir jalan, siap menelan apa yang tersisa dari kehidupan kakekku—membuatku sedih, bukan takut.
51.	ST/C2/P.48	I lobbied hard to keep certain things, like the eight-foot stack of water-damaged <u>National Geographic</u> magazines teetering in a corner of the garage—how many afternoons had I spent poring over them, imagining myself among the mud men of New Guinea or discovering a cliff-top castle in the kingdom of Bhutan?	TT/C2/P.62	Aku membujuk mati-matian untuk mempertahankan beberapa barang, misalnya tumpukkan majalah <u>National Geographic</u> setinggi dua setengah meter yang sudah rusak kena air dan ditaruh miring di pojokan garasi—entah sudah berapa siang hari kuhabiskan dengan mebolak-balik majalah-majalah itu, sambil membayangkan diriku berada di tengah manusia-manusia lumpur di New Guinea atau menemukan kastil di puncak tebing karang di Kerajaan Bhutan?
52.	ST/C2/P.48	I lobbied hard to keep certain things, like the eight-foot stack of water-damaged <u>National Geographic</u> magazines teetering in a corner of the garage—how many afternoons had I spent poring over them, imagining myself among the mud men of <u>New Guinea</u> or discovering a cliff-top castle in the kingdom of Bhutan?	TT/C2/P.63	Aku membujuk mati-matian untuk mempertahankan beberapa barang, misalnya tumpukkan majalah <u>National Geographic</u> setinggi dua setengah meter yang sudah rusak kena air dan ditaruh miring di pojokan garasi—entah sudah berapa siang hari kuhabiskan dengan mebolak-balik majalah-majalah itu, sambil membayangkan diriku berada di tengah manusia-manusia lumpur di <u>New Guinea</u> atau menemukan kastil di puncak tebing karang di Kerajaan Bhutan?
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		many afternoons had I spent poring over them, imagining myself among the mud men of New Guinea or discovering a cliff-top castle in the kingdom of Bhutan ?		miring di pojokan garasi—entah sudah berapa siang hari kuhabiskan dengan mebolak-balik majalah-majalah itu, sambil membayangkan diriku berada di tengah manusia-manusia lumpur di New Guinea atau menemukan kastil di puncak tebing karang di Kerajaan Bhutan ?
54.	ST/C2/P.55	I closed the box and brought it into the living room, where my dan and Aunt Susie were emptying a drawer full of coupons	TT/C2/P.71	Kutuput kotk itu dan kubawa ke ruang tamu, tempat ayahku dan Bibi Susie sedang mengosongkan selaci penuh dengan kupon
55.	ST/C2/P.56	Wine in hand, she'd herd guests from room to overfurnished room, extolling the genius of the architect and telling war stories about the construction (It took months to get these sconces from Italy ”).	TT/C2/P.73	Dengan gelas anggur di tangan, dia akan menggiring tamu-tamu dari satu ruangan ke ruangan lain yang perabotnya berlebihan, sambil memuji-muji kegeniusan sang arsitek dan menceritakan kisah-kisah perang tentang pembangunannya (Perlu waktu berbulan-bulan untuk mendatangkan tempat-tempat lilin ini dari Itali ”).
56.	ST/C2/P.57	I was about to go talk to him when Uncle Bobby grabbed me by the elbow and pulled me into a corner.	TT/C2/P.74	Baru saja aku hendak menghampirinya untuk mengajak bicara, tahu-tahu Paman Bobby meraih sikuku dan menarikku ke pojokan.
57.	ST/C2/P.57	Bobby was a big barrel-chested guy who drove a big car and lived in a big house and would eventually succumb to a big heart attack from all the foie gras and Monster Thick-burgers he'd packed into his colon over the years	TT/C2/P.75	Paman Bobby adalah laki-laki berbadan besar, berdada bidang yang mengendarai mobil besar dan tinggal di rumah besar, dan lambat laun pasti akan kena serangan jantung hebat akibat semua foie gras dan burger Monster Thick yang dia jejakkan ke dalam perutnya selama bertahun-tahun
58.	ST/C2/P.57	“So your mom and I were thinking. How'd you like to come up to Tampa this summer, see how the family business works?”	TT/C2/P.75	“Nah, ibumu dan aku sudah berpikir-pikir. Bagaimana kalau kau menghabiskan musim panas ini di Tampa , melihat kerja bisnis keluarga?”
59.	ST/C2/P.57	When he finished, he grinned and stuck out his hand for me to shake. “So whaddaya think, J-dogg ?”	TT/C2/P.76	Setelah selesai, dia tersenyum lebar dan mengajakku berjabat tangan. “Nah, gimana menurutmu, J-dogg ?”
60.	ST/C2/P.57	I guess it was designed to be	TT/C2/76	Kurasa ini disengaja sebagai

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		an offer I couldn't refuse, but I'd have rather spent summer in a <u>Siberian labor camp</u> than live with my uncle and his spoiled kids.		tawaran yang tak bisa kutolak, tapi aku lebih suka menghabiskan musim panas di <u>kamp kerja Siberia</u> daripada tinggal bersama pamanku dan anak-anaknya yang manja.
61.	ST/C2/P.58	My mother announced that it was time to open presents. She always I do this in front of everyone, which was a problem because, as I may have mentioned already, I'm not a good liar. That also means I'm not good at feigning gratitude for regifted CDs of country Christmast music or subscriptions to <u>Field and Stream</u> —for years Uncle Les had labored under the baffling delusion that I'm “outdoorsy”	TT/C2/P.77	Ibuku mengumumkan sudah waktunya membuka hadiah. Dia selalu bersikeras aku melakukannya di depan semua orang; dan ini masalah, sebab seperti telah kusebutkan sebelumnya, aku tidak pandai berbohong. Itu juga berarti aku tidak pintar berpura-pura senang menerima hadiah CD lagu Natal berirama country atau berlangganan gratis majalah <u>Field and Stream</u> —selama Paman Les, entah kenapa, menyimpan delusi bahwa aku menyukai kegiatan di “alam terbuka”
62.	ST/C2/P.58	My mother announced that it was time to open presents. She always I do this in front of everyone, which was a problem because, as I may have mentioned already, I'm not a good liar. That also means I'm not good at feigning gratitude for regifted CDs of country Christmast music or subscriptions to <u>Field and Stream</u> —for years <u>Uncle Les</u> had labored under the baffling delusion that I'm “outdoorsy”	TT/C2/P.77	Ibuku mengumumkan sudah waktunya membuka hadiah. Dia selalu bersikeras aku melakukannya di depan semua orang; dan ini masalah, sebab seperti telah kusebutkan sebelumnya, aku tidak pandai berbohong. Itu juga berarti aku tidak pintar berpura-pura senang menerima hadiah CD lagu Natal berirama country atau berlangganan gratis majalah <u>Field and Stream</u> —selama <u>Paman Les</u> , entah kenapa, menyimpan delusi bahwa aku menyukai kegiatan di “alam terbuka”
63.	ST/C2/P.59	“A new book!” my mom exclaimed. “That’s a phenomenal idea, <u>Frank</u> . Speaking of which, whatever happened to that last book you were working on?”	TT/C2/P.78	“Buku baru!” ibuku berseru. “Itu ide yang bagus sekali, <u>Frank</u> . Omong-omong, bagaimana dengan buku terakhir yang sedang kau kerjakan?”
64.	ST/C2/P.59	I ripped away the rest of the wrapping paper to find an old hardback book, dog-eared and missing its dust jacket. It was	TT/C2/P.78	Kurobek sisa kertas pembungkus itu, dan aku mendapati sebuah buku lama ber sampul keras, banyak lipatan di ujungnya, dan

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		<u>The Selected Works of Ralph Waldo Emerson.</u>		sampulnya tidak ada. Judulnya <u>The Selected Works of Ralph Waldo Emerson.</u>
65.	ST/C2/P.59	No one but Dr. Golan knew about the last words, and he'd promised on several occasions that unless I threatened to guzzle <u>Drano</u> or do a backflip off the Sunshine Skyway bridge everything we talked about in his office would be held in confidence.	TT/C2/P.79	Tak seorang pun, kecuali Dr. Golan, tahu tentang ucapan terakhir kakekku, dan dia sudah berjanji pada beberapa kesempatan, bahwa kecuali aku mengancam akan menenggak <u>Drano</u> atau terjun bebas dari jembatan Sunshine Skyway, semua yang kami bicarakan di ruang kantornya akan dirahasiakan rapat-rapat.
66.	ST/C2/P.59	No one but Dr. Golan knew about the last words, and he'd promised on several occasions that unless I threatened to guzzle Drano or do a backflip off <u>the Sunshine Skyway bridge</u> everything we talked about in his office would be held in confidence.	TT/C2/P.79	Tak seorang pun, kecuali Dr. Golan, tahu tentang ucapan terakhir kakekku, dan dia sudah berjanji pada beberapa kesempatan, bahwa kecuali aku mengancam akan menenggak Drano atau terjun bebas dari <u>jembatan Sunshine Skyway</u> , semua yang kami bicarakan di ruang kantornya akan dirahasiakan rapat-rapat.
67.	ST/C1/P.59	"Yes," said my dad through clenched teeth. "Thank you, <u>Susan.</u> "	TT/C2/P.79	"Ya," kata ayahku dengan gigi dikatupkan. "Terima kasih, <u>Susan.</u> "
68.	ST/C2/P.64	I knew from studying atlases as a kid that <u>Cymru</u> meant Wales.	TT/C2/P.84	Aku tahu dari mempelajari atlas-atlas semasa kecil bahwa <u>Cymru</u> berarti Wales.
69.	ST/C2/P.65	The only sane-sounding arguments I could come up with were things like, "I want to learn more about our damily history" and the never-persuasive " <u>Chad Kramer</u> and Josh Bell are going to Europe this summer. Why can't I?"	TT/C2/P.87	Satu-satunya argumentasi yang kedengaran waras, yang bisa kuberikan, antara lain, "Aku ingin belajar lebih banyak tentang sejarah keluarga kita," dan yang tidak pernah berhasil, " <u>Chad Kramer</u> dan Josh Bell akan pergi ke Eropa pada musim panas ini. Kenapa aku tidak boleh?"
70.	ST/C2/P.65	The only sane-sounding arguments I could come up with were things like, "I want to learn more about our damily history" and the never-persuasive "Chad Kramer and <u>Josh Bell</u> are going to Europe this summer. Why can't I?"	TT/C2/P.87	Satu-satunya argumentasi yang kedengaran waras, yang bisa kuberikan, antara lain, "Aku ingin belajar lebih banyak tentang sejarah keluarga kita," dan yang tidak pernah berhasil, "Chad Kramer dan <u>Josh Bell</u> akan pergi ke Eropa pada musim panas ini. Kenapa aku tidak

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				boleh?"
71.	ST/C2/P.65	The only sane-sounding arguments I could come up with were things like, "I want to learn more about our family history" and the never-persuasive "Chad Kramer and Josh Bell are going to Europe this summer. Why can't I?"	TT/C2/P.87	Satu-satunya argumentasi yang kedengaran waras, yang bisa kubagikan, antara lain, "Aku ingin belajar lebih banyak tentang sejarah keluarga kita," dan yang tidak pernah berhasil, "Chad Kramer dan Josh Bell akan pergi ke Eropa pada musim panas ini. Kenapa aku tidak boleh?"
72.	ST/C2/P.65	Next, my dad learned that Cairnholm Island is a super-important bird habitat, and, like, half the world's population of some bird that gives him a total ornithology boner lives here.	TT/C2/P.87	Berikutnya, Dad baru tahu Pulau Cairnholm merupakan habitat burung yang sangat penting, dan sebagian populasi burung di dunia, yang memberikan kepuasan baginya dalam mempelajari ornitologi, ternyata hidup di sana.
73.	ST/C2/P.67	During the three-week window between the end of school and the start of our trip, I did my best to verify that Ms. Alma LeFay Peregrine still resided among the living, but the internet searched up nothing.	TT/C2/P.89	Selama rentang waktu tiga minggu antara akhir masa sekolah dan awal perjalanan kami, sedapat mungkin aku berusaha memastikan Ms. Alma LeFay Peregrine masih berada di antara orang hidup, tetapi pencarian di internet tidak membuahkan hasil.
74.	ST/C3/P.70	Dad ran around like a kid on Crhismast , his eyes glued to the birds wheeling above us.	TT/C3/P.94	Dad berlarian seperti anak kecil pada Hari Natal , matanya tak lepas dari burung-burung yang terbang berputar-putar di atas kami.
75.	ST/C3/P.71	"This whole area's a nautical graveyard. It's like the old captains used to say—'Twixt Hartland Point and Cairnholm Bay is sailor's grave by night or day!'"	TT/C3/P.94	"Seluruh perairan di sini adalah kuburan kapal. Seperti suka dikatakan kapten-kapten zaman dulu—'diantara Hartland Point dan Teluk Cairnholm ada kuburan pelaut, baik malam maupun siang!'"
76.	ST/C3/P.71	"This whole area's a nautical graveyard. It's like the old captains used to say—'Twixt Hartland Point and Cairnholm Bay is sailor's grave by night or day!'"	TT/C3/P.94	"Seluruh perairan di sini adalah kuburan kapal. Seperti suka dikatakan kapten-kapten zaman dulu—'diantara Hartland Point dan Teluk Cairnholm ada kuburan pelaut, baik malam maupun siang!'"
77.	ST/C3/P.71	"There were U-boats around here?" "Loads. Whole Irish Sea was	TT/C3/P.95	"Dulu ada U-boat di sekitar sini?" "Banyak sekali. Seluruh Laut

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		rotten with German subs. Wager you'd have half a navy on your hands if you could unsink all the ships they torpedoed."		Irlandia penuh sesak dengan kapal-kapal Jerman. Kalau semua kapal yang pernah mereka torpedo bisa muncul lagi, kau bakal punya setengah angkatan laut di tanganmu."
78.	ST/C3/P.72	We dragged our stuff through town looking for something called the Priest Home .	TT/C3/P.96	Kami menyeret barang-barang bawaan kami di kota, sambil mencari-cari tempat bernama Priest Home—Rumah Pastor .
79.	ST/C3/P.72	"I reckon you're after the Priest Hole ," he said. "It's got the only rooms to let on the island."	TT/C3/P.97	"Kurasa kalian mencari Priest Hole ," katanya. "Itu satu-satunya tempat yang menyewakan kamar di pulau ini."
80.	ST/C3/P.74	"You must be after the room," said the man behind the bar, coming out to shake our hands, "I'm Ke and these are the fellas. Say hullo, fellas."	TT/C3/P.100	"Kalian pasti mencari kamar," kata laki-laki di belakang bar; dia keluar untuk berjabat tangan dengan kami. "Aku Ke dan ini teman-temanku. Bilang halo, teman-teman."
81.	ST/C3/P.75	"Ages ago, when just being Catholic could get you hung from a tree, clergyfolk came here seeking refuge. If Queen Elizabeth's crew of spots like this—priest holes."	TT/C3/P.102	"Berabad-abad yang lalu, menjadi penganut Katolik bisa membuatmu digantung di pohon, jadi banyak pastor ke sini, mencari persembunyian. Kalau para tukang pukul Ratu Elizabeth datang mengejar, kami sembunyikan siapa saja yang butuh persembunyian di tempat-tempat sempit dan kecil seperti ini—lubang buat pastor."
82.	ST/C3/P.78	"I s'pose Dylan ain't too busy to take you," he said, pointing his cleaver at a kid about my age who was arranging fish in freezer case	TT/C3/P.107	"Kurasa Dylan tidak terlalu sibuk; dia bisa mengantarmu," katanya, seraya mengacungkan goloknya pada seorang anak yang kira-kira sebaya denganku; anak itu sedang merapikan ikan-ikan di kotak pendingin.
83.	ST/C3/P.78	"Dylan! Fetch our man here a pair of Wellingtons !" The kid groaned and made a big show of slowly closing the freezer case and cleaning his hands before slouching over to a wall of shelves packed with dry goods. "Just so happens we've got some good sturdy boots offer," the fishmonger said. "Buy one get none free."	TT/C3/P.107	"..Ambilkan sepasang Wellington !" Anak itu mengerang dan sengaja berlama-lama menutup kotak pendingin, lalu membersihkan kedua tangannya, dan barulah dia menyeret langkah dengan gontai ke deretan rak berisi bermacam-macam barang. "Kebetulan kami punya sepatu bot yang kuat untuk dijual," si tukang ikan berkata. "Beli satu

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				tidak ada gratisan!”
84.	ST/C3/P.79	He gave Dylan a fist-bump and introduced himself as Worm. “Worm?” “It’s his stage name,” Dylan explained. “We’re the sickest rapping duo in Wales,” Worm said. “I’m Emcee Worm , and this is the Sturgeon Surgeon, aka Emcee Dirty Dylan, aka Emcee Dirty Bizniss, Cairnholm’s number one beat-boxer. Wanna show this Yank how we do, Dirty D?”	TT/C3/P.109	Dia dan Dylan saling beradu kepalan tangan, dan dia memperkenalkan dirinya sebagai Worm. “Worm?” “Itu nama panggungnya,” Dylan menjelaskan. “Aku MC Worm dan ini Sturgeon Surgeon, alias Emcee Dirty Dylan, alias Emcee Dirty Bizniss, bet-boxer nomor satu di Cairnholm. Mau kasih lihat kehebatan kita pada si Yank ini, Dirty D?”
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87.	ST/C3/P.79	He gave Dylan a fist-bump and introduced himself as Worm. “Worm?”	TT/C3/P.109	Dia dan Dylan saling beradu kepalan tangan, dan dia memperkenalkan dirinya sebagai Worm.

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89.	ST/C3/P.81	<p>It was a biblical; a fog I could imagine God, in one of his lesser wraths, cursing the Egyptians with.</p>	TT/C3/P.111	<p>Pemandangan yang sungguh biblikal; aku bisa membayangkan Tuhan mengutuki bangsa Mesir dari dalam kabut, dalam amarahnya yang tidak terlalu dahsyat.</p>
90.	ST/C3/P.81	<p>It was a biblical; a fog I could imagine God, in one of his lesser wraths, cursing the Egyptians with.</p>	TT/C3/P.111	<p>Pemandangan yang sungguh biblikal; aku bisa membayangkan Tuhan mengutuki bangsa Mesir dari dalam kabut, dalam amarahnya yang tidak terlalu dahsyat.</p>
91.	ST/C3/P.81	<p>“Of course I’m serious.”</p> <p>Dylan’s smile faded. “I thought you were taking the piss, Mate.”</p> <p>“Taking the what?”</p> <p>“Joking, like.”</p> <p>“Well, I wasn’t.”</p>	TT/C3/P.112	<p>“Tentu saja aku serius!”</p> <p>Senyuman Dylan memudar.</p> <p>“Kupikir kau asal bunyi saja, Mate.”</p> <p>“Asal apa?”</p> <p>“Bercanda, maksudku.”</p> <p>“Aku tidak bercanda.”</p>
92.	ST/C3/P.83	<p>...to find the poor soul returning to dust in a La-Z-Boy.</p>	TT/C3/P.115	<p>...dan menemukan orang malang itu sudah kembali menjadi debu di kursi malasnya.</p>
93.	ST/C4/P.89	<p>“Is this about that one Halloween?”</p>	TT/C4/P.123	<p>“Apakah ini berkaitan dengan perayaan Halloween itu?”</p>

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		<p>“What are you talking about?” “You know—the picture.” It was an old story, and it went like this: It was Halloween.</p>		<p>“Apa maksudmu?” “Yang itu—yang di foto.” Itu cerita lama. Begini kejadiannya: Waktu itu hari Halloween.</p>
94.	ST/C4/P.91	<p>“I’m sorry, Jake. This must be hard to hear. I know how much you worshipped him.” He reached to squeeze my shoulder</p>	TT/C4/P.126	<p>“Maaf, Jake. Ini pasti berat sekali buatmu. Aku tahu kau sangat memuja kakekmu.” Dad mengulurkan tangan untuk meremas pundakku</p>
95.	ST/C4/P.93	<p>It was in a place of honor at the front of the room, in a fancy case that rested atop what had been the altar. It lived behind a rope I stepped over and a little warning sign I didn’t bother to read, and its case had polished wooden sides and a Plexiglas top so that you could only see into it from above.</p>	TT/C4/P.128	<p>Benda itu dipajang di tempat kehormatan di depan ruangan, di dalam kotak indah yang ditaruh di atas bekas altar. Benda itu berada di belakang tali yang kulangkahi, berikut tanda peringatan kecil yang tak mau repot-repot kubaca, sisi-sisi kotaknya berupa kayu yang dipelitur dan bagian atasnya dari Plexiglas, sehingga hanya bisa dilihat dari atas.</p>
96.	ST/C4/P.93	<p>He grinned and reached out to shake my hand. “Martin Pagett. Don’t believe I caught your name the other day.” “Jacob Portman,” I said.</p>	TT/C4/P.129	<p>Dia tersenyum lebar dan mengulurkan tangan untuk menjabat tanganku. “Martin Pagett. Rasanya aku belum tahu namamu kemarin.” “Jacob Portman.” Kataku.</p>
97.	ST/C4/P.93	<p>He grinned and reached out to shake my hand. “Martin Pagett. Don’t believe I caught your name the other day.” “Jacob Portman,” I said.</p>	TT/C4/P.129	<p>Dia tersenyum lebar dan mengulurkan tangan untuk menjabat tanganku. “Martin Pagett. Rasanya aku belum tahu namamu kemarin.” “Jacob Portman,” kataku.</p>
98.	ST/C4/P.93	<p>“Jacob Portman,” I said. “Who’s this, Wale’s most famous murder victim?” “Ha! Well, he might be that, too, though I never thought of him that way. He’s our island’s senior-most resident, better known in archeological circles as Cairnholm Man—though to us he’s the Old Man.</p>	TT/C4/P.129	<p>“Jacob Portman.” kataku. “Siapa ini? Korban pembunuhan paling terkenal di Wales?” “Ha! Nah, bisa saja begitu, walaupun aku tidak pernah menganggapnya demikian. Dia penduduk paling tua di pulau kami, lebih terkenal dengan sebutan Cairnholm Man di kalangan arkeolog—tetapi kami menyebutnya si Tua saja.</p>
99.	ST/C4/P.97	<p>Ten minutes later Martin and I were wedged deep in an overstuffed sofa in Oggie’s living room, which was plied high with books and boxes of</p>	TT/C4/P.135	<p>Sepuluh menit kemudian, Martin dan aku sudah duduk meleasak di sofa yang empuk, di ruang tamu Oggie. Ruangan itu penuh dengan buku-buku ditumpuk</p>

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		worn-out shoes and enough lamps to light up <u>Carlsbad Caverns</u>		tinggi, kotak-kotak berisi sepatu usang, dan lampu-lampu yang cukup banyak untuk menerangi <u>Carlsbad Caverns</u>
100.	ST/C4/P.98	“Lot of rot. Like I said, no one knew. All I can say is they weren’t your regular sort of orphan children—not like them <u>Bernardo Home</u> kids they got in other places, who you’ll see come into town for parades and things and always have time for chat. This lot was different. Some of ‘em couldn’t even speak the King’s English. Or any English, for that matter.”	TT/C4/P.136	“Omongan macam apa?” “Omongan yang tidak-tidak. Seperti kubilang, tidak ada yang tahu. Aku hanya bisa mengatakan mereka bukan jenis anak-anak yatim-piatu pada umumnya—tidak seperti anak-anak panti asuhan <u>Bernardo Home</u> yang ada di tempat-tempat lain, yang suka datang ke kota untuk menonton pawai-pawai dan sebagainya, dan selalu mau diajak mrngobrol. Anak-anak ini berbeda. Beberapa di antaranya tidak bisa berbahasa Inggris sekolahan. Atau bahasa Inggris biasalah.”
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102.	ST/C4/P.98	“They were refugees from othe countries. <u>Poland</u> , Austria, Czechoslovakia...”	TT/C4/P.136	“Mereka itu para pengungsi dari negara-negara lain. <u>Polandia</u> , Austria, Cekoslovakia...”
103.	ST/C4/P.98	“They were refugees from othe countries. Poland, <u>Austria</u> , Czechoslovakia...”	TT/C4/P.136	“Mereka itu para pengungsi dari negara-negara lain. Polandia, <u>Austria</u> , Cekoslovakia...”
104.	ST/C4/P.98	“They were refugees from othe countries. Poland, Austria, <u>Czechoslovakia</u> ...”	TT/C4/P.136	“Mereka itu para pengungsi dari negara-negara lain. Polandia, Austria, <u>Cekoslovakia</u> ...”
105.	ST/C4/P.101	“Grandpa Portman really knew how to keep a secret, didn’t he?” “Are you kidding? The man	TT/C4/P.141	“Kakek Portman pintar sekali menyimpan rahasia, bukan?” “Kau bercanda? Dia itu, secara emosional, ibarat <u>Fort Knox</u> ,

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		was an emotional Fort Knox .”		benteng yang sulit ditembus.”
106.	ST/C4/P.101	I couldn't stop thinking about the letters—the one my dad and Aunt Susie had found as kids, from this “other woman,” and the one I'd found a month ago, from Miss Peregrine .	TT/C4/P.143	Pikiranku tidak mau beralih dari surat-surat itu—yang ditemukan ayahku dan Bibi Susie sewaktu kanak-kanak. Surat dari “perempuan lain” itu, dan surat yang kutemukan sebulan yang lalu, dari Miss Peregrine .
107.	ST/C5/P.107	I ran my finger along the balding spines, as if considering pulling one out to read. There were classics like Peter Pan and The Secret Garden , histories written by authors forgotten by history, textbooks of Latin and Greek.	TT/C5/P.150	Kutelusurkan jariku di sepanjang punggung-punggung buku yang telah mengelupas, seolah-olah hendak mengambil salah satu buku untuk dibaca. Ada karya klasik-klasik seperti Peter Pan dan The Secret Garden , sejarah-sejarah yang ditulis para pengarang yang telah terlupakan oleh sejarah, buku-buku pelajaran bahasa Latin dan Yunani.
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111.	ST/C5/P.114	There were shots of people cavorting on beaches and smiling on back porches, vistas from around the island, and lots of kids, posing in singles and pairs, informal snapshots and formal portraits taken in front of backdrops, their subjects clutching dead-eyed dolls, like they'd gone to Glamour Shots in some creepy turn-of-the-century shopping mall.	TT/C5/P.162	Ada foto orang-orang bermain-main di pantai dan tersenyum di beranda-beranda belakang, pemandangan-pemandangan dari seputar pulau, dan banyak anak-anak, berpose sendiri atau berdua-dua, foto-foto informal dan formal berlatar belakang <i>backdrop</i> , subjek-subjeknya memegang boneka bermata kosong, seolah-olah mereka pergi ke studio foto Glamour Shots di mal seram pada pergantian abad.
112.	ST/C5/P.129	"He's American ," observed a man sporting a prodigious beard. "Army, could be."	TT/C5/P.181	"Dia orang Amerika ," komentar lelaki yang berjenggot lebat. "Tentara, bisa jadi."
113.	ST/C5/P.129	"His accent sounds rubbish to me. I'll wager he's a Jerry spy !" "I'm not a spy," I said weakly. "Just lost."	TT/C5/P.182	"Aksennya kedengaran sekali. Aku yakin dia ini mata-mata Jerman! " "Aku bukan mata-mata," kataku lemah. "Cuma tersesat."
114.	ST/C6/P.148	"My name is Headmistress Peregrine ," she said.	TT/C6/P.210	"Namaku Ibu Kepala Sekolah Peregrine ," wanita itu berkata.
115.	ST/C6/P.148	"You'll have to pardon Miss Bloom ," said Miss Peregrine as I rubbed at my chafed wrists. "She has certain flair for the dramatic."	TT/C6/P.211	"Kau harus memaklumi Miss Bloom," Miss Peregrine berkata, sementara aku menggosok-gosok kedua pergelangan tanganku yang lecet. "Dia menyukai hal-hal dramatis."
116.	ST/C6/P.149	"You, too, Mr. Nullings! " Miss Peregrine called out. "Polite persons do not eavesdrop on the conversation of others!"	TT/C6/P.212	"Kau juga, Mr. Nullings! " Miss Peregrine berseru. "Orang-orang yang sopan tidak akan menguping pembicaraan orang lain."
117.	ST/C6/P.149	"I've been watching you. You've seen me as well, though perhaps you didn't realize it. I had assumed my alternate form." She reached up and pulled a long gray feather from her hair. "It's vastly preferable to assume	TT/C6/P.212	"Selama ini aku mengawasimu. Kau juga sudah pernah melihatku, walaupun barangkali kau tidak menyadarinya. Waktu itu aku datang dalam wujudku yang satunya." Miss Peregrine mengulurkan tangan dan mencabut sehelai bulu kelabu

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		<p>the shape of a bird when observing humans,” she explained.</p> <p>My jaw dropped. “That was <i>you</i> in my room this morning?” I said. “The hawk?”</p> <p>“The falcon,” she corrected. “A peregrine, naturally.”</p> <p>“Then it’s true!” I said. “You are the Bird!”</p>		<p>dari rambutnya. “Jauh lebih baik mengambil bentuk burung pada saat hendak mengawasi manusia,” dia menjelaskan.</p> <p>Aku ternganga. “Jadi yang datang ke kamarku tadi pagi itu <i>Anda?</i>” kataku. “Burung elang itu?”</p> <p>“<i>Falcon,</i>” dia mengoreksi. “Miss Peregrine, pastinya.”</p> <p>“Kalau begitu benar.” Kataku. “Andalah si Burung!”</p>
118.	ST/C6/P.154	<p>“There was a time when we could mix openly with common folk. In some corners of the world we were regarded as shamans and mystics, consulted in times of trouble. A few cultures have retained this harmonious relationship with our people, though only in places where both modernity and the major religions have failed to gain a foothold, such as the black magic island of Ambrym in the New Hebrides. But the larger world turned against us long ago. The Muslims drove us out. The Christians burned us as witches...”</p>	TT/C6/P.220	<p>“Dulu kami bisa berbaur terang-terangan dengan orang-orang biasa. Di beberapa penjuru dunia, kami dianggap syaman dan paranormal, dimintai nasihat pada masa-masa sulit. Beberapa budaya mempertahankan hubungan harmonis dengan kami, meskipun hanya di tempat-tempat di mana modernitas dan agama-agama besar gagal menancapkan kaki, misalnya di pulau sihir-hitam Ambrym di Hebrides Baru. Tetapi kelompok mayoritas di dunia memusuhi kami lama berselang. Kaum Muslim mengusir kami. Kaum Kristen menganggap kami penyihir dan membakar kami...”</p>
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120.	ST/C6/P.154	<p>“There was a time when we could mix openly with common folk. In some corners of the world we were regarded as shamans and mystics, consulted in times of trouble. A few cultures have retained this harmonious relationship with our people, though only in places where both modernity and the major religions have failed to gain a foothold, such as the black magic island of Ambrym in the New Hebrides. But the larger world turned against us long ago. The Muslims drove us out. The Christians burned us as witches...”</p>	TT/C6/P.220	<p>kami... “Dulu kami bisa berbaur terang-terangan dengan orang-orang biasa. Di beberapa penjuru dunia, kami dianggap syaman dan paranormal, dimintai nasihat pada masa-masa sulit. Beberapa budaya mempertahankan hubungan harmonis dengan kami, meskipun hanya di tempat-tempat di mana modernitas dan agama-agama besar gagal menancapkan kaki, misalnya di pulau sihir-hitam Ambrym di Hebrides Baru. Tetapi kelompok mayoritas di dunia memusuhi kami lama berselang. Kaum Muslim mengusir kami. Kaum Kristen menganggap kami penyihir dan membakar kami...”</p>
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122.	ST/C6/P.156	<p>“Are there other loops besides this one?” “Many,” she said, “and nearly all the ymbrynes who mother over them are friends of mine. Let me see: There’s Miss Gannett in Ireland, in June of 1770; Miss Nightjar in Swansea on April 3, 1901; Miss Avocet and Miss Bunting together in</p>	TT/C6/P.223	<p>“Apakah ada keluk-keluk lain selain yang satu ini?” “Banyak,” sahut Miss Peregrine, “dan hampir semua <i>ymbryne</i> yang memeliharanya adalah teman-temanku. Coba kuingat-ingat; Miss Gannett di Irlandia, pada bulan Juni 1770; Miss Nightjar di Swansea pada tanggal 3 April 1901; Miss Avocet dan Miss Bunting berdua</p>

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		Derbyshire on Saint Swithin's Day of 1867; Miss Treecreeper I don't remember where exactly—oh, and dear Miss Finch. Somewhere I have a lovely photograph of her.”		di Derbyshire pada Hari Saint Swithin tahun 1867; Miss Treecreeper, aku tidak ingat di mana persisnya—oh, dan Miss Finch. Aku punya foto indah dirinya di suatu tempat.”
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		<p>all the ymbrynes who mother over them are friends of mine. Let me see: There's Miss Gannett in Ireland, in June of 1770; Miss Nightjar in Swansea on April 3, 1901; Miss Avocet and <u>Miss Bunting</u> together in Derbyshire on Saint Swithin's Day of 1867; Miss Treecreeper I don't remember where exactly—oh, and dear Miss Finch. Somewhere I have a lovely photograph of her."</p>		<p>"dan hampir semua <i>ymbryne</i> yang memeliharanya adalah teman-temanku. Coba kuingat-ingat; Miss Gannett di Irlandia, pada bulan Juni 1770; Miss Nightjar di Swansea pada tanggal 3 April 1901; Miss Avocet dan <u>Miss Bunting</u> berdua di Derbyshire pada Hari Saint Swithin tahun 1867; Miss Treecreeper, aku tidak ingat di mana persisnya—oh, dan Miss Finch. Aku punya foto indah dirinya di suatu tempat."</p>
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132.	ST/C6/P.157	“The lady in front there, that’s Miss Avocet. She’s a close to royalty as we peculiar have. They tried for fifty years to elect her leader of <u>the Council of Ymbrynes...</u> ”	TT/C6/P.225	“Wanita di depan ini, itu Miss Avocet. Bisa dikatakan dialah bangsawan di kalangan kami, para <i>peculiar</i> . Selama lima puluh tahun mereka berusaha memilihnya sebagai pemimpin <u>Dewan Ymbryne...</u> ”
133.	ST/C6/P.157	“This is <u>Miss Finch</u> and one of her wards in the magnificent entryway to Miss Finch’s loop, in a rarely used portion of the London Underground...”	TT/C6/P.229	“Ini <u>Miss Finch</u> dan salah satu anak asuhnya di jalan masuk luar biasa menuju keluk Miss Finch, di dalam jalur kereta api bawah tanah London yang jarang digunakan...”
134.	ST/C6/P.161	“This is Miss Finch and one of her wards in the magnificent entryway to Miss Finch’s loop, in a rarely used portion of <u>the London Underground...</u> ”	TT/C6/P.229	“Ini Miss Finch dan salah satu anak asuhnya di jalan masuk luar biasa menuju keluk Miss Finch, di dalam <u>jalur kereta api bawah tanah London</u> yang jarang digunakan...”
135.	ST/C6/P.165	“Where’s <u>Abe</u> ?” “Abe is busy in America.”	TT/C6/P.234	“Di mana <u>Abe</u> ?” “Abe sedang sibuk di Amerika.”
136.	ST/C6/P.165	“Where’s Abe?” “Abe is busy in <u>America.</u> ”	TT/C6/P.234	“Di mana Abe?” “Abe sedang sibuk di <u>Amerika.</u> ”
137.	ST/C6/P.166	<u>Olive</u> the levitating girl had to be belted into a chair screwed to the floor so that she wouldn’t float.	TT/C6/P.236	<u>Olive</u> , anak perempuan yang bisa melayang, harus diikat dengan sabuk ke kursi yang disekrup ke lantai, supaya dia tidak melayang naik ke langit-langit.
138.	ST/C6/P.166	<u>Hugh</u> , the boy who had bees living in his stomach	TT/C6/P.236	<u>Hugh</u> , anak lelaki yang menyimpan lebah-lebah hidup di dalam perutnya

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139.	ST/C6/P.166	Claire , a doll-like girl with immaculate golden curls, sat next to Miss Peregrine but ate not a morsel.	TT/C6/P.236	Claire , anak perempuan yang mirip boneka, dengan rambut ikal keemasan, duduk di sebelah Miss Peregrine, tapi tidak makan sedikit pun.
140.	ST/C6/P.166	“Miss Densmore simply prefers to dine alone. Isn’t that right, Miss Densmore? ”	TT/C6/P.236	“Miss Densmore hanya lebih suka makan sendirian. Benar begitu, bukan, Miss Densmore? ”
141.	ST/C6/P.169	“Do you mind if I ask how old you all are?” I said. “I’m eighty-three,” said Horace .	TT/C6/P.240	“Boleh aku tahu, berapa usia kalian semua?” tanyaku. “Aku 83,” sahut Horace .
142.	ST/C6/P.169	“I’m either one hundred seventeen or one hundred eighteen,” said a heavy-lidded boy named Enoch . He looked no more than thirteen.	TT/C6/P.240	“Aku entah 117 atau 118,” kata Enoch , anak laki-laki yang pelupuk matanya tebal. Tampangnya seperti anak tiga belas tahun.
143.	ST/C6/P.170	I knew plenty of eighty-year-olds in Florida, and these kids acted nothing like them. It was as if the constance of their lives here, the unvarying days—this perpetual deathless summer—had arrested their emotions as well as their bodies, sealing them in their youth like Peter Pan and his Lost Boys .	TT/C6/P.241	Aku kenal banyak orang berumur delapan puluhan di Florida, dan sikap anak-anak ini sama sekali tidak seperti mereka. Seakan-akan kestabilan hidup mereka di sini, yang tidak pernah berubah dari hari ke hari—musim panas abadi, tanpa kematian—telah menahan perkembangan emosi dan fisik mereka, menghentikan mereka di usia muda, seperti Peter Pan dan Anak-Anak Hilang-nya .
144.	ST/C6/P.170	“Hurry up and finish, everyone!” Miss Peregrine sang out, and no sooner had she said it than another concussion jolted the house, throwing a framed picture off the wall behind me. “What is that?” “It’s those damned Jerries again!” growled Olive	TT/C6/P.241	“Cepat selesaikan, semuanya!” Miss Peregrine berkata; baru saja dia berucap demikian, guncangan keras menghantam rumah, menjatuhkan foto berpigura di tembok belakangku. “Apa itu?” tanyaku. “ Jerman-Jerman keparat itu lagi!” Olive menggerutu
145.	ST/C6/P.174	We rounded the house to the back corner, where everyone was gathering around a giant topiary. This one wasn’t a mythical creature, though, but a man reposing in the grass, one arm supporting him, the other pointing to the sky. It took a moment before I realized that it was a leafy	TT/C6/P.245	Kami memutar rumah, ke sudut belakang; semua orang berkumpul mengelilingi topiara raksasa. Yang satu ini tidak berbentuk makhluk mistis, melainkan sosok orang yang sedang beristirahat di rumput, bertopang pada satu lengan, sementara lengan satunya menunjuk ke langit. Sejenak

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		replica of Michelangelo's fresco of Adam from <u>the Sistine Chapel</u> .		kemudian baru kusadari bahwa topiari ini replika lukisan dinding Michelangelo— <i>Adam</i> —dari <u>Kapel Sistine</u> .
146.	ST/C6/P.174	<i>This the night they were killed. Not just the night, but the moment. Could it be, I wondered, that these children died every evening only to be resurrected by the loop, like some <u>Sisyphian suicide cult</u>, condemned to be blown up and stitched back together for eternity?</i>	TT/C6/P.246	<i>Pada malam inilah mereka tewas terbunuh. Bukan hanya malam ini, tapi saat ini! Aku bertanya-tanya mungkinkah anak-anak ini mati setiap malam dan dihidupkan kembali oleh keluk ini, seperti semacam <u>kultus bunuh diri Sisifus</u>, dikutuk untuk diledakkan dan dijahit utuh kembali sepanjang keabadian?"</i>
147.	ST/C6/P.180	I figured it was <u>Mom</u> , so I gritted my teeth and followed him downstairs to the phone booth in the far corner of the pub.	TT/C6/P.254	Kupikir yang menelepon itu <u>Mom</u> , jadi aku mengertakkan gigi dan turun bersama ayahku ke kotak telepon di pojokan <i>pub</i> .
148.	ST/C7/P.185	" <u>Mr. Portman!</u> " she said, peering down at from the stage. "I'm so happy you've turned. This is a little exhibition we used to tour around the Continent back in the halcyon days. I thought you might find it instructive."	TT/C7/P.263	" <u>Mr. Portman!</u> " dia berkata, sambil menatapku tajam dari atas panggung. "Aku senang sekali kau sudah kembali. Dulu kami suka mengadakan pertunjukan kecil ini saat melakukan tur keliling Eropa pada masa-masa damai. Kupikir mungkin akan berguna untukmu."
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150.	ST/C7/P.189	Then the wild-haired girl took the stage. Her name was <u>Fiona</u> , Emma said.	TT/C7/P.267	Berikutnya, seorang anak perempuan berambut awut-awutan naik ke panggung. Namanya <u>Fiona</u> , kata Emma.
151.	ST/C7/P.189	I looked at it. She was dressed like a beggar girl and stood holding a chicken. "What's she supposed to be?" I asked. "A homeless farmer?" Emma pinched me. "She's meant to look natural, like a savage-type person. <u>Jill of the</u>	TT/C7/P.268	Aku menatap kartu itu. fiona berpakaian seperti anak gelandangan dan berdiri menggendong ayam. "Dia berpose sebagai apa di sini?" tanyaku. "Petani yang tidak punya rumah?" Emma mencubitku. "Dia ingin

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		Jungle , we called her.”		tampil natural, seperti orang liar. Jill si Anak Rimba , begitulah kami menyebutnya.”
152.	ST/C7/P.197	“ Mrs. Higgins is about to have a coughing fit,” he’d say, and then a woman in the street would cough and hack until she was red in the face	TT/C7/P.278	“Sebentar lagi Mrs. Higgins akan terbatuk-batuk hebat,” katanya, dan kemudian seorang perempuan di jalan mulai batuk-batuk dan tersengal-sengal sampai wajahnya memerah
153.	ST/C7/P.198	I told them whatever I could, racking my brain for nuggets of twentieth century history from Mrs. Johnston’s class—the moon landing! The Berlin Wall! Vietnam!—but they were hardly comprehensive	TT/C7/P.280	Aku bercerita sedapatnya pada mereka, apa saja yang bisa kuceritakan, kuaduk-aduk benakku untuk mencari remah-remah sejarah abad kedua puluh dari kelas Mrs. Johnston—pendaratan di bulan! Tembok Berlin! Vietnam!—tetapi semua itu baru sebagian kecil saja.
154.	ST/C7/P.198	I told them whatever I could, racking my brain for nuggets of twentieth century history from Mrs. Johnston’s class—the moon landing! The Berlin Wall! Vietnam! —but they were hardly comprehensive	TT/C7/P.280	Aku bercerita sedapatnya pada mereka, apa saja yang bisa kuceritakan, kuaduk-aduk benakku untuk mencari remah-remah sejarah abad kedua puluh dari kelas Mrs. Johnston—pendaratan di bulan! Tembok Berlin! Vietnam! —tetapi semua itu baru sebagian kecil saja.
155.	ST/C7/P.203	I wish my father would give it up and leave while the leaving was good, but he was on the case like Sherlock Holmes . “Just how many sheep are we talking about?” he asked. “Five,” replied the fourth farmer, a short, sour-faced man who hadn’t spoken until then. “All mine. Killed right in their pen. Poor devils never even had a chance to run.”	TT/C7/P.289	Aku berharap ayahku tidak memperpanjang urusan ini dan pergi saja, tetapi dia terus memburu kasus ini, seperti Perry Mason . “Berapa domba yang menjadi korban?” tanyanya. “Lima,” sahut peternak keempat, laki-laki pendek berwajah masam yang baru kali ini membuka suara. “Semuanya milikku. Dibunuh di dalam kandang mereka. Domba-domba malang itu sama sekali tidak sempat kabur.”
156.	ST/C8/P.211	“The few instances of it that I’ve had the misfortune to witness are among the worst memories of my life. And let me assure you, I’ve lived long enough to see some truly dreadful things.” “Then it’s happened before.” “To a young girl under my	TT/C8/P.300	“Beberapa contoh yang, sialnya, pernah kusaksikan, menjadi kenang-kenangan paling buruk dalam hidupku. Dan percayalah, aku sudah hidup cukup lama dan pernah melihat beberapa peristiwa yang sungguh-sungguh menyedihkan.” “Berarti hal ini pernah terjadi.”

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		own care, regrettably, a number of years ago. Her name was Charlotte ...”		“Sayangnya pernah, pada seorang anak asuhku. Namanya Charlotte ...”
157.	ST/C8/P.211	“She lives with Miss Nightjar now. Miss Nightjar and Miss Thrush take all the hard cases.”	TT/C8/P.300	“Sekarang dia tinggal bersama Miss Nightjar . Miss Nightjar dan Miss Thrush menangani kasus-kasus yang berat.”
158.	ST/C8/P.211	“She lives with Miss Nightjar now. Miss Nightjar and Miss Thrush take all the hard cases.”	TT/C8/P.300	“Sekarang dia tinggal bersama Miss Nightjar. Miss Nightjar dan Miss Thrush menangani kasus-kasus yang berat.”
159.	ST/C8/P.214	Cadaverous black circles ringed his eyes like a racoon, and his overalls—the same ones he’d worn in pictures I’d seen—were streaked with clay and dirt. Except for his pudgy face, he might’ve been a chimney sweep out of Oliver Twist .	TT/C8/P.305	Matanya dihiasi lingkaran-lingkaran hitam pucat seperti mata rakun, dan baju luarnya—sama persis dengan yang kulihat di foto-fotonya—berlepotan tanah lempung dan tanah biasa. Kalau bukan karena wajahnya yang tembam, penampilannya mirip pembersih cerobong asap di buku Oliver Twist .
160.	ST/C8/P.222	“Tell me what happened to Victor! ”	TT/C8/P.315	“Beritahukan apa yang terjadi pada Victor! ”
161.	ST/C8/P.243	Then I felt Emma nudge me, and we retreated throught the door way and up the ladder, and when we broke the surface again the first thing I saw was the great bold stripe of the Milky Way painted across the heavens	TT/C8/P.344	Lalu Emma menyikutku, dan kami bergerak mundur dari ambang pintu, naik tangga, dan setelah sampai di permukaan lagi, yang pertama kulihat adalah goresan terang Bima Sakti di langit
162.	ST/C9/P.252	“... He faced a double genocide, of Jews by the Nazis and of peculiars by the hollowgast. He was tormented by the idea that he was holding here while his people, both Jews and peculiars, were being slaughtered.”	TT/C9/P.357	“... Dia mesti menghadapi genosida ganda. Genosida orang-orang Yahudi oleh Nazi , dan genosida kaum <i>peculiar</i> oleh beberapa <i>hollowgast</i> . Dia tersiksa membayangkan dirinya bersembunyi di sini sementara kaumnya, bangsa Yahudi dan para <i>peculiar</i> , dibantai.”
163.	ST/C9/P.252	“... He faced a double genocide, of Jews by the Nazis and of peculiars by the hollowgast. He was tormented by the idea that he was holding here while his people, both Jews and peculiars, were being slaughtered.”	TT/C9/P.357	“... Dia mesti menghadapi genosida ganda. Genosida orang-orang Yahudi oleh Nazi , dan genosida kaum <i>peculiar</i> oleh beberapa <i>hollowgast</i> . Dia tersiksa membayangkan dirinya bersembunyi di sini sementara kaumnya, bangsa Yahudi dan para <i>peculiar</i> , dibantai.”
164.	ST/C9/P.255	“ Esmeralda ,” she said,	TT/C9/P.361	“ Esmeralda ,” ujarnya.

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		“Esmeralda, you must rouse yourself and drink this tonic I’ve prepared.”		“Esmeralda, kau harus bangun dan minum tonik buatanku.”
165.	ST/C9/P.256	“She was killed?” “No—abducted. Just as Miss Wren and Miss Treecreeper were when their loops were invaded a fortnight ago. They’re taking ymbrynes, Alma...”	TT/C9/P.362	“Dia tewas?” “Tidak—diculik. Persis seperti yang dialami Miss Wren and Miss Treecreeper ketika keluk mereka dibobol dua minggu yang lalu. Mereka menculik para ymbryne, Alma...”
166.	ST/C9/P.259	Despite warnings, even threats, from the Council, in the summer of 1908 my brothers and several hundred members of this renegade faction—a number of powerful ymbrynes among them, traitors everyone—ventured into Siberian tundra	TT/C9/P.368	Walaupun sudah mendapat peringatan, bahkan ancaman, dari Dewan, pada musim panas 1908 kedua saudaraku dan beberapa ratus anggota faksi pemberontak ini—di antaranya ada sejumlah ymbryne yang tangguh, semuanya pengkhianat—berangkat ke padang tundra Siberia
167.	ST/C9/P.259	Instead, their comeuppance was far more dramatic: a catastrophic explosion that rattled windows as far as the Azores . Anyone within three hundred miles surely thought it is the end of the world.	TT/C9/P.368	Tetapi pencapaian mereka justru jauh lebih dramatis: ledakan dahsyat yang membawa malapetaka, menggetarkan jendela-jendela sampai sejauh Azores . Siapapun yang berada dalam radius lima ratus kilometer mengira kiamat telah tiba.
168.	ST/C9/P.261	She flipped the page again, this time to a picture of a little girl cowering before a looming shadow. “This is Mercie . She left us thirty years ago to live with a common family in the countryside...”	TT/C9/P.372	Miss Peregrine membalik halaman lain, kali ini menunjukkan foto gadis kecil yang berjongkok ketakutan di hadapan bayang-bayang yang menjulang. “Ini Mercie . Dia meninggalkan kami tiga puluh tahun yang lalu, untuk tinggal bersama keluarga biasa di desa...”
169.	ST/C10/P.270	On Tuesday night, most of what I thought I understood about myself had turned out to be wrong.	TT/C10/P.381	Pada hari Selasa malam, sebagian besar pemahamanku selama ini—pemahaman tentang diriku sendiri—terbukti keliru.
170.	ST/C10/P.270	On Sunday morning, my dad and I were supposed to pack our things and go home.	TT/C10/P.381	Hari Minggu pagi, Dad dan aku seharusnya mengemas barang-barang kami dan pulang.
171.	ST/C10/P.271	<i>He was military-trained, dummy. A stone-cold badass. He had a walk-in closet full of sawes-off shotguns. The man was Rambo compared to you.</i>	TT/C10/P.383	<i>Dia kan tentara terlatih. Tangguh luar dalam. Dia punya satu lemari penuh senapan laras pendek. Dibandingkan dirimu. Dia itu Rambo.</i>

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172.	ST/C10/P.272	Strangest of all was Enoch, who disappeared into his basement laboratory to perform experimental surgeries on his clay soldiers that would've made Dr. Frankstein cringe...	TT/C10/P.385	Yang paling aneh adalah Enoch. Dia menghilang ke laboratoriumnya di ruang bawah tanah, untuk melakukan eksperimen terhadap tentara-tentara tanah lempungnya—operasi-operasi yang bakal membuat Dr. Frankstein sekalipun merinding ngeri...
173.	ST/C10/P.273	One by one their little gray bodies failed under the strain, and the basement came to resemble a Civil War field hospital .	TT/C10/P.385	Satu per satu tubuh-tubuh kelabu kecil itu berguguran karena tidak tahan, dan ruang bawah tanah itu menjadi mirip rumah sakit di medan Perang Saudara .
174.	ST/C10/P.276	That's why on Wednesday , when Martin failed to open his museum...	TT/C10/P.389	Itu sebabnya pada hari Rabu , ketika Martin tidak membuka museumnya...
175.	ST/C10/P.276	"I was up Gannet's Point reelin' in my nets," he began. "They was heavy as anything, which was odd since all's I generally catch out thatways is just tidy little nothings, shrimps and such..."	TT/C10/P.389	"Aku sedang berada di Gannet's Point , menarik jalaku." Dia memulai. "Berat sekali, dan ini aneh, sebab biasanya aku cuma mendapat tangkapan-tangkapan kecil, udang dan semacamnya..."
176.	ST/C10/P.280	...a sensationalized late-night TV special about a cannibalistic serial killer from Milwaukee who'd been apprehended in similarly gruesome circumstances.	TT/C10/P.395	...siaran TV khusus tengah malam yang menghebohkan, tentang pembunuh berantai kanibal dari Milwaukee yang ditangkap dalam situasi yang sama mengerikannya.
177.	ST/C10/P.280	"You mean... Jeffrey Dahmer ?" "I believe that was the gentleman's name, yes," said Millard.	TT/C10/P.395	"Maksudmu... Jeffrey Dahmer ?" "Kurasa itulah namanya, ya," sahut Millard.
178.	ST/C10/P.282	Inside was tableau of frustration that might've been straight out of Norman Rockwell, if Norman Rockwell had painted people doing hard time in jail.	TT/C10/P.398	Pemandangan di dalam kamar seperti berasal dari lukisan Norman Rockwell, seandainya Norman Rockwell pernah melukis orang-orang yang menderita di dalam penjara.
179.	ST/C10/P.291	"He killed me," the dead man whispered. "Who." "My old man." "You mean Oggie ? Your uncle?"	TT/C10/P.413	"Dia membunuhku," orang mati itu berbisik. "Siapa." "Si Tua." "Maksudmu Oggie ? Pamanmu?"
180.	ST/C10/P.291	He began to shake, and a tear ran down his cheek and froze there. "But he killed me."	TT/C10/P.414	Dia mulai gemetar, setetes air mata mengalir di pipinya dan membeku di sana. "Tapi dia

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		“Do you mean the bog boy? <u>The Old Man</u> ?”		membunuhku.” “Maksudmu si anak lelaki rawa? <u>Si Lelaki Tua</u> ?”
181.	ST/C10/P.293	“ <u>Mister</u> , we ain’t had nothing to eat all day,” Enoch whined, for once sounding like twelve-year-old.	TT/C10/P.416	“ <u>Mister</u> , kami belum makan seharian,” Enoch berkata memelas, kali ini nadanya benar-benar seperti anak dua belas tahun.
182.	ST/C10/P.293	“ <u>Emma Bloom</u> , a spark, abandoned at a circus when her parents couldn’t sell her to one...	TT/C10/P.417	“ <u>Emma Bloom</u> , bola api, ditinggalkan kedua orang tuanya di sirkus karena tidak laku di jual...
183.	ST/C10/P.293	<u>Bronwyn Bruntley</u> , berseker, taster of blood, didn’t know her own strength until the night she snapped her rotten stepfather’s neck...	TT/C10/P.417	<u>Bronwyn Bruntley</u> , petarung, pencicip darah, baru mengetahui kekuatannya sendiri pada malam ketika dia mematahkan leher ayah tirinya yang jahat...
184.	ST/C10/P.293	<u>Enoch O’ Connor</u> , dead-riser, born to a family of undertakers who couldn’t understand why their selients kept walking away.”	TT/C10/P.417	<u>Enoch O’ Connor</u> , pembangkit orang mati, lahir di keluarga pengurus pemakaman yang tidak mengerti mengapa klien-klien mereka bisa bangkit dan pergi.”
185.	ST/C10/P.293	“Did you forget me so quick?” he said in a <u>New England accent</u> .	TT/C10/P.417	“Begitu cepat kau melupakan aku?” katanya dengan <u>aksen New England</u> .
186.	ST/C10/P.293	It semmed impossible, but somehow this man was doing a dead-on impression of my middle school bus driver, <u>Mr. Barron</u> .	TT/C10/P.417	Kelihatannya mustahil, tapi entah bagaimana laki-laki ini bisa menirukan dengan persis suara supir bus sekolahku di SMP dulu, <u>Mr. Barron</u> .
187.	ST/C10/P.297	“Us?” “Malthus and me,” he said, turning to call over his shoulder. “Come on and say hello, <u>Malthus</u> .”	TT/C10/P.422	“Kami?” “Malthus dan aku,” dia berkata, lalu menoleh ke belakang dan memanggil. “Kemarilah, <u>Malthus</u> , beri salam.”
188.	ST/C10/P.311	Bronwyn snatched the photo from Hugh. “Is that <u>Miss Raven</u> ?” “I think it’s Miss Crow,” said Hugh	TT/C10/P.444	Bronwyn menyentak foto itu dari Hugh. “Apakah itu <u>Miss Raven</u> ?” “Kurasa itu Miss Crow,” ujar Hugh
189.	ST/C10/P.311	Bronwyn snatched the photo from Hugh. “Is that Miss Raven?” “I think it’s <u>Miss Crow</u> ,” said Hugh	TT/C10/P.444	Bronwyn menyentak foto itu dari Hugh. “Apakah itu Miss Raven?” “Kurasa itu <u>Miss Crow</u> ,” ujar Hugh
190.	ST/C10/P.319	“ <u>Millard</u> , who is the Prime Minister?” “Winston Churcill,” he said.	TT/C10/P.457	“ <u>Millard</u> , siapa nama Perdana Menteri?” “Winston Churcill,” sahut Millard.
191.	ST/C10/P.319	“Millard, who is <u>the Prime</u>	TT/C10/P.457	“Millard, siapa nama <u>Perdana</u>

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		Minister? “Winston Churchill,” he said.		Menteri? “Winston Churchill,” sahut Millard.
192.	ST/C10/P.319	“Millard, who is the Prime Minister?” “ Winston Churchill ,” he said.	TT/C10/P.457	“Millard, siapa nama Perdana Menteri?” “ Winston Churchill ,” sahut Millard.
193.	ST/C10/P.319	“What’s the capital of Burma ?” “Lord. I’ve no idea. Rangoon.”	TT/C10/P.457	“Apa ibu kota Burma ?” “Astaga, mana kutahu. Rangoon.”
194.	ST/C10/P.319	“What’s the capital of Burma?” “Lord. I’ve no idea. Rangoon .”	TT/C10/P.457	“Apa ibu kota Burma?” “Astaga, mana kutahu. Rangoon .”
195.	ST/C11/P.336	“Remember that old story about Miss Kestrel , when she was thrown from her bicycle in a road accident? She knocked her head and stayed a kestrel for a whole entire week. That’s when her loop slipped.”	TT/C11/P.484	“Ingat tidak, cerita lama tentang Miss Kestrel , waktu dia mengalami kecelakaan di jalan dan terlempar dari sepedanya? Kepalanya terbentur dan selama seminggu penuh dia tetap menjadi burung alap-alap. Dan pada saat itu keluknya bergeser.”
196.	ST/C11/P.340	On the way out, we found alcohol and Laudanum and proper bandages for Millard.	TT/C11/P.491	Dalam perjalanan keluar, kami menemukan alkohol, Laudanum dan perban-perban untuk Millard.
197.	ST/C11/P.340	Once we’d helped clean and dress his wound, we sat down to examine the book. It was more atlas than map, bound in quilted leather dyed a deep burgundy, each page drawn carefully on what looked like parchment. It was very fine and old. “It’s called the Map of Days ,” she said.	TT/C11/P.492	Setelah membantu membersihkan dan membebat lukanya, kami duduk untuk memeriksa buku tersebut. Sebetulnya buku itu lebih tepat disebut atlas, bukan peta, dijilid dengan kulit berlapis yang dicelup warna merah anggur tua, setiap lembarnya digambar dengan hati-hati semacam kertas perkamen. Buku itu sangat rapuh dan sangat tua. “Ini namanya Peta Lokasi Keluk .” Kata Emma.
198.	ST/C11/P.340	The page she’d opened to appear to be a map of Turkey , though no roads were marked and no borders indicated.	TT/C11/P.492	Lembar yang dibukanya tampak seperti peta Turki , walaupun tidak ada jalanan yang ditandai, dan tidak ada petunjuk perbatasan juga.
199.	ST/C11/P.341	“This loop was the twenty-ninth of March , 316 A.D. It existed until sometime in the year 399...”	TT/C11/P.492	“Keluk ini bertanggal dua puluh sembilan Maret , 316 A.D. Bertahan sampai suatu ketika di tahun 399...”

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200.	ST/C11/P.341	I reached across her and turned to a map of <u>Greece</u> , even more clustered with spirals and numbers.	TT/C11/P.492	Aku mengulurkan tangan dan membalik lembaran ke peta <u>Yunani</u> . Di peta itu lebih banyak lagi spiral dan angka-angka.
201.	ST/C11/P.347	“She went to the table and took my pen and began to write on the back of the photo. “What’s your father’s name?” “ <u>Franklin</u> .””	TT/C11/P.502	“Emma beranjak ke meja, mengambil bolpoinku dan mulai menulis di bagian belakang foto. “Siapa nama ayahmu?” “ <u>Franklin</u> .””



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No	Code	Proper Nouns		Proper Nouns Categories										Translation Strategies								
		Data 1	Data 2	Put	Ran	Gpl	Nop	Big	Dmo	Ibbe	Lgs	Ibn	Thn	Roc	For	A	L	Y	G	O	C	
61	06138-ST/77-TT/Two/PF	Field and Stream	Field and Stream																			
62	06238-ST/77-TT/Pu/PF	Uncle Les	Paman Les																			
63	06339-ST/78-TT/Pu/PF	Frank	Frank																			
64	06439-ST/78-TT/Two/PF	The Selected Works of Ralph Waldo Emerson	The Selected Works of Ralph Waldo Emerson																			
65	06539-ST/79-TT/Big/PF	Drano	Drano																			
66	06639-ST/79-TT/Big/TD	the Sunshine Skyway bridge	Jembatan Sunshine Skyway																			
67	06739-ST/79-TT/Pu/PF	Susan	Susan																			
68	06834-ST/84-TT/Gpl/PF	Cyrua	Cyrua																			
69	06935-ST/87-TT/Pu/PF	Chad Kramer	Chad Kramer																			
70	07065-ST/87-TT/Pu/PF	Josh Bell	Josh Bell																			
71	07165-ST/87-TT/Gpl/D	Europa	Europa																			
72	07265-ST/87-TT/Gpl/TD	Caribbean Island	Pulau Carribeholm																			
73	07367-ST/89-TT/Pu/PF	Mk. Alma LeFay Peregrine	Mk. Alma LeFay Peregrine																			
74	07470-ST/94-TT/Hes/TD	Christmas	Christmas																			
75	07571-ST/95-TT/Gpl/PF	Harland Point	Harland Point																			
76	07671-ST/95-TT/Gpl/TD	Caribbean Bay	Teluk Carribeholm																			
77	07771-ST/95-TT/Gpl/TD	Irish Sea	Laut Irlandia																			
78	07872-ST/96-TT/Big/AD	The Priest Home	Priest Home-Rumah Pastor																			
79	07972-ST/97-TT/Big/PF	The Priest Hole	Priest Hole																			
80	08074-ST/100-TT/Pu/PF	Key	Key																			
81	08175-ST/102-TT/Roc/D	Catholic	Katolik																			
82	08278-ST/107-TT/Pu/PF	Dylan	Dylan																			
83	08378-ST/107-TT/Two/PF	Wellingtons	Wellington																			
84	08479-ST/109-TT/Pu/D	Emcee Worm	MC Worm																			
85	08579-ST/109-TT/Pu/PF	Sturgeon	Sturgeon																			
86	08679-ST/109-TT/Pu/PF	Emcee Dirty Dylan	Emcee Dirty Dylan																			
87	08779-ST/109-TT/Pu/PF	Emcee Dirty Biznias	Emcee Dirty Biznias																			
88	08879-ST/109-TT/Pu/PF	Yank	Yank																			
89	08981-ST/111-TT/Roc/TD	God	Tuhan																			
90	09081-ST/111-TT/Roc/TD	the Egyptians	bangsa Mesir																			
91	09181-ST/112-TT/Pu/PF	Mate	Mate																			
92	09283-ST/115-TT/Roc/D	La-Z-Boy	kursi malas																			
93	09389-ST/125-TT/Hes/PF	Halloween	Halloween																			
94	09491-ST/126-TT/Pu/PF	Jake	Jake																			
95	09593-ST/128-TT/Two/PF	Plexiglas	Plexiglas																			
96	09693-ST/129-TT/Pu/PF	Marin Pagett	Marin Pagett																			
97	09793-ST/129-TT/Pu/PF	Jacob Portman	Jacob Portman																			
98	09893-ST/129-TT/Pu/PF	Caribbean Man	Caribbean Man																			
99	09997-ST/135-TT/Gpl/PF	Caribbean Caverns	Caribbean Caverns																			
100	10098-ST/136-TT/Big/PF	Bernardo Home	Bernardo Home																			
101	10198-ST/136-TT/Law/CD	the King's English	bahasa Inggris sekolahan																			
102	10298-ST/136-TT/Gpl/D	Poland	Polandia																			
103	10398-ST/136-TT/Gpl/PF	Austria	Austria																			
104	10498-ST/136-TT/Gpl/D	Czechoslovakia	Cekoslovakia																			
105	105701-ST/141-TT/Big/PF	Fort Knox	Fort Knox																			
106	106701-ST/143-TT/Pu/PF	Miss Peregrine	Miss Peregrine																			
107	107707-ST/150-TT/Two/PF	Peter Pan	Peter Pan																			
108	108707-ST/150-TT/Two/PF	The Secret Garden	The Secret Garden																			
109	109707-ST/150-TT/Law/TD	Latin	bahasa Latin																			
110	110707-ST/150-TT/Gpl/TD	Greek	Yunani																			
111	111714-ST/162-TT/Big/PF	Glamour Shots	Glamour Shots																			
112	112729-ST/181-TT/Ran/TD	American	American																			
113	113729-ST/182-TT/Pu/TD	Jerry spy	orang Amerika																			
114	114748-ST/210-TT/Pu/TD	Headmistress Peregrine	manajemen teman																			
115	115748-ST/211-TT/Pu/PF	Miss Bloom	ibu Kepala Sekolah Peregrine																			
116	116749-ST/212-TT/Pu/PF	Mr. Nollings	Mr. Nollings																			
117	117749-ST/213-TT/Pu/D	the Bird	Mr. Nollings																			
118	118754-ST/220-TT/Gpl/TD	the black magic island of Amblym	pulau sihir-bahan Amblym																			
119	119754-ST/220-TT/Gpl/TD	New Hebrides	Hebrides Baru																			
120	120754-ST/220-TT/Roc/TD	The Muslims	Kaum Muslim																			
121	121754-ST/220-TT/Roc/TD	The Christians	Kaum Kristen																			
122	122756-ST/223-TT/Pu/PF	Miss Gannett	Miss Gannett																			
123	123756-ST/223-TT/Gpl/TD	Ireland	Irlandia																			

PERING
1. Dilara
2. Peng
catat
3. Dilara

No	Code	Proper Nouns		Proper Nouns Categories										Translation Strategies							
		Data 1	Data 2	Pat	Ran	Gpl	Nsp	Big	Dmo	Hho	Lgs	Brn	Tbn	Rsc	P	A	L	T	G	O	C
187	187/297-ST/422-TT/Puo/Pf	Mallibus		✓																	
188	188/311-ST/444-TT/Puo/Pf	Raven		✓																	
189	189/311-ST/444-TT/Puo/Pf	Miss Crow		✓																	
190	190/319-ST/437-TT/Puo/Pf	Millard		✓																	
191	191/319-ST/437-TT/Puo/Pf	the Prime Minister		✓																	
192	192/319-ST/437-TT/Puo/Pf	Winston Churchill		✓																	
193	193/319-ST/437-TT/Puo/Pf	Burma		✓																	
194	194/319-ST/437-TT/Puo/Pf	Rangoon		✓																	
195	195/336-ST/484-TT/Puo/Pf	Miss Kestrel		✓																	
196	196/340-ST/491-TT/Brn/Pf	Landamm									✓										
197	197/340-ST/492-TT/Ths/ClD	the Map of Days										✓									✓
198	198/340-ST/492-TT/Cpbl/D	Turkey				✓															
199	199/341-ST/492-TT/Dmo/L/D	March							✓												
200	200/341-ST/492-TT/Cpbl/D	Grecco				✓															
201	201/347-ST/502-TT/Puo/Pf	Franklin		✓																	
		Result		88	3	44	1	18	9	3	6	13	10	6	123	3	13	53	2	0	7
		Percentage		43.78%	1.49%	21.89%	0.50%	8.95%	4.48%	1.49%	2.98%	6.47%	4.97%	2.98%	61.19%	1.49%	6.47	26.37%	1%	0%	3.46%

- Pat People's names and nicknames, titles
- Ran Name's of men and masculinities
- Gpl Geographic places
- Nsp Name's of stars and planets
- Big Name's of buildings, institutions, organizations, and government agencies
- Dmo Name's of days of the week and months of the year
- Hho Name's of holidays and historical events
- Lgs Name's of languages
- Brn Bond names
- Tbn Titles of books, magazines, newspaper, articles, poems, stories
- Rsc Name's of religions and sacred things

- P Preservation
- A Addition
- L Localization
- T Transformation
- G Generalization
- O Omission
- C Creation

APPENDIX 3

1. Letters



PERINGATAN !!!

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Nomor : 0258 /UN43.2/PP/SK/2017

Tentang

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JURUSAN PENDIDIKAN BAHASA INGGRIS**

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sultan Ageng Tirtayasa,

- Menimbang** :
- a. Bahwa untuk pelayanan Bimbingan Penyusunan Skripsi mahasiswa, dipandang perlu diangkat Pembimbing Penyusunan Skripsi;
 - b. Bahwa pengangkatan Pembimbing Penyusunan Skripsi tersebut perlu ditetapkan dalam keputusan Dekan.
- Mengingat** :
- a. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - b. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - c. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - d. Keputusan Presiden RI Nomor 32 Tahun 2001 tentang Pengerian Universitas Sultan Ageng Tirtayasa;
 - e. Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi RI Nomor 291/M/KP/VIII/2015 tentang Pengangkatan Prof. Dr. H. Sholeh Hidayat, M.Pd. sebagai Rektor Universitas Sultan Ageng Tirtayasa Periode 2015-2019;
 - f. SK Rektor Untirta Nomor: 818/UN43/KP/SK/2015 tentang pengangkatan Dekan FKIP Untirta;
 - g. Keputusan Rektor Universitas Sultan Ageng Tirtayasa Nomor: 325/UN43/AK/SK/2017 tentang Pedoman Akademik Universitas Sultan Ageng Tirtayasa Tahun Akademik 2017/2020.
- Memperhatikan** :
- Surat usulan Ketua Jurusan Pendidikan Bahasa Inggris Nomor : 241/UN43.2.03/PP/2017 tanggal 18 Desember 2017 tentang Permohonan SK Dosen Pembimbing Skripsi

MEMUTUSKAN

- Menetapkan** :
- Pertama** : Mengangkat saudara yang tercantum dalam lampiran Surat Keputusan ini sebagai Pembimbing Skripsi.
- Kedua** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila di kemudian hari terdapat kekeliruan, akan diadakan perubahan dan perbaikan sebagaimana mestinya.

Ditetapkan di : Serang
Pada tanggal : 19 Desember 2017

Dekan,

Dr. H. Aceng Hasani, M. Pd.
NIP 19670820 199802 1 003

Tembusan disampaikan kepada Yth. :

1. Rektor Untirta.
2. Wakil Dekan di lingkungan FKIP Untirta
3. Ketua Jurusan Pendidikan Bahasa Inggris
4. Yang bersangkutan.

Lampiran Surat Keputusan Dekan

Nomor : 0259 /UN43.2/PP/SK/2017

Tanggal : 19 Desember 2017

Perihal : Daftar mahasiswa dan Dosen Pembimbing TA/Skripsi
Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Semester Ganjil Tahun Akademik 2017/2018

DAFTAR MAHASISWA DAN DOSEN PEMBIMBING TA/SKRIPSI
Semester : Ganjil Tahun Akademik 2017/2018

No	NIM	Nama	Judul	Dosen Pembimbing
1	2223130897	Sukarja	An Analysis of Students' Error in Using Relative Pronouns (Case Study in the Second Year Students of SMAN 4 Kota Serang)	Pembimbing 1: Dr. Yudi Juniardi, M.Pd. Pembimbing 2: Delsa Miranty, M.Pd.
2	2223132050	Muhammad Farhan	The Influence of Using WordWalls Media towards Students' Analytical Exposition Writing at The Eleventh grade in SMK Jaya Buana	Pembimbing 1: Rosmania Rima, M.Pd. Pembimbing 2: Dhafid Wahyu Utomo, M.A
3	2223132362	Atika Wirda Ningsih	A Translation Analysis of Proper Nouns and Translator's Ideological Tendency Applied in Ransom Riggs' Miss Peregrine's Home and Peculiar Children	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Wieka Barathayomi, M.Hum.
4	2223131857	Muh. Yazid Khusin	The Influence of Using Jigsaw Technique toward Students' Reading Comprehension at Seventh Grade of SMPN 159 Jakarta	Pembimbing 1: Rosmania Rima, M.Pd. Pembimbing 2: Dhafid Wahyu Utomo, M.A
5	2223130263	Siti Liawati	Improving Students' Vocabulary through Reading Fables Story at Fourth Grade of MIN 1 Serang	Pembimbing 1: Dr. Masrupi, M.Pd. Pembimbing 2: Ledy Nurlely, M.Pd.

Ditetapkan di : Serang
Pada tanggal : 19 Desember 2017

Dekan,



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BUKU
BIMBINGAN SKRIPSI
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Tempat Tanggal Lahir : Serang, 27 April 1995

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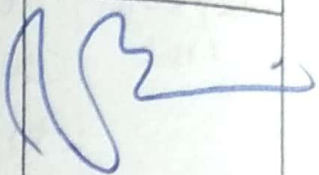
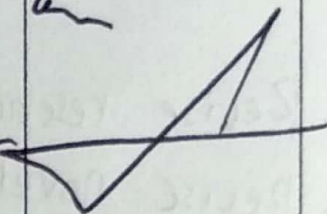
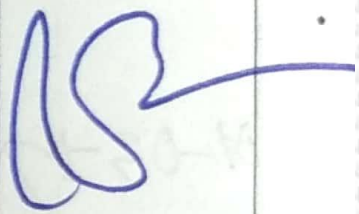
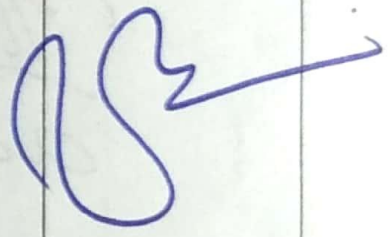
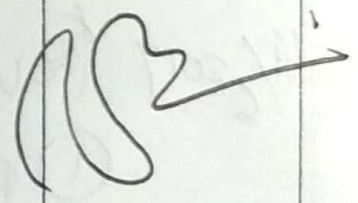
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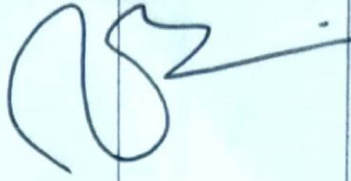

Pembimbing Skripsi I : Dr. John Pahamzah, M. Hum.

Pembimbing Skripsi II : Wieka Barathayomi, M. Hum.

Judul Skripsi : A Translation Analysis
of Proper Nouns and
Translator's Ideological Tendency
Applied in Ransom Riggs' *Mrs. Peregrine's Home for Peculiar Children*

Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
22/2016 11	Determining research object and research title		
9/2016 12	<ul style="list-style-type: none"> - Revise research outline - Revise novel 		
01-03-17	Revise chapter II, Reference and NOVEL		
14/6 2017	Revise Chapter II ① previous studies ② about the novel ③ Strategy that belongs to foreignization & domestication ④ Data Collecting ST/C4/p.61 TT/C4/p.76		

Tanggal	Catatan Pembimbing	Paraf Pembimbing I	Paraf Pembimbing II
19/9 2017	Chapter I II III & Apen 8x		
20/9 2017	chapter I; Identifi calun of problem, Sub title → check the script, Acc for proposal seminar		
3/10 2017	Acc for proposal seminar.		
20/3 2018	Data Chedy		
27/3 2018	Chapter 4. Research findy & Discussion		

Tanggal	Catatan Mahasiswa	Paraf
4/4 2018	Chapta <u>V</u> Chede All	
3/4-18	All per jurnal paper examinatur	

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2001 – 2007 SDN Drangong 1 Serang
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2010 – 2013 SMK Pertanian Negeri Kabupaten Serang
2013 – 2018 University of Sultan Ageng Tirtayasa

Non Formal

2012 LIA English Course

C. ORGANIZATIONAL EXPERIENCE

2011 - 2012 Secretary of Ambalan Ekalaya dan Dewi Sri SMK
Pertanian Kab. Serang
2014 – 2015 Member of Hubkominfo Ikatan Keluarga Mahasiswa
Bidikmisi (IKADIKSI) Untirta
2016 Volunteer of Swayanaka Indonesia

MOTTOS

“Once you choose hope, anything is possible.”

—Christopher Reeve.

“All progress takes place outside the comfortzone.”

—Michael John Bobak



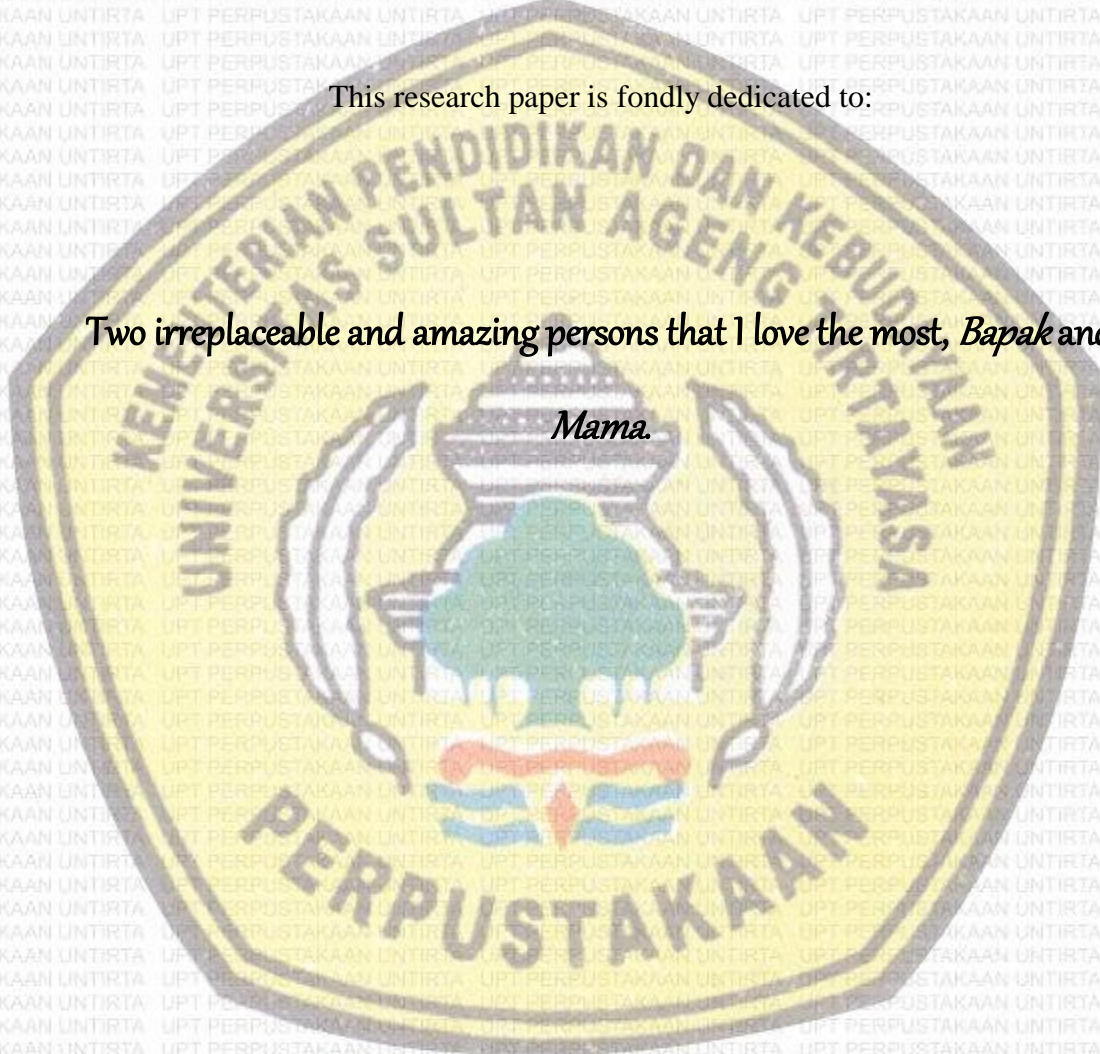
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DEDICATION

This research paper is fondly dedicated to:

Two irreplaceable and amazing persons that I love the most, *Bapak* and
Mama.



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