

Applying Register in Teaching Literary Translation

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Abstract

In systemic functional linguistics (SFL), register is organized by metafunctions into field, tenor, and mode. It is interesting to merge the use of register in teaching literary translation since context of situation can determine the readers' expectation about the translation text. This paper attempts to depict how register is applied in teaching translation and how to implement register in translating a text. The investigation of this research was used qualitative research. The analysis of this research is proposed by David Butt (2000) and translation theories for teaching translation as well as the theories of teaching learning cycle by Jenny Hammond for implementing register in teaching translation. The data of this research is in form of two texts, Indonesian and English versions. By teaching register in literary translation, it is hoped that the burden of translation will be minimized. It happens as a result of revealing the general aspects of context from both source language and target language. It is assumed that after we had applied register variable in teaching translation, the students understand the context of text and the variables of register on English to Indonesian translation: field determine characteristic of Translation from SL to TL, mode determine how to make good cohesive translated text and tenor how to focus on readership.

Keywords: Literary translation, Metafunction, Register, SFL

Systemic Functional Linguistics or commonly called as SFL has been applied in many fields of studies such as in literature, discourse analysis, writing and translation. SFL theory, founded by Halliday, describes language as social semiotic resource for making meaning by expressing it within context. In accordance with this, Halliday is the father of SFL, systemic functional linguistics, from which genre pedagogy seeks its roots has helped many researchers in conducting their research by applying SFL in their analysis as the approach of the research. SFL seeks to analyze language from both structure and words in order to establish three metafunctions namely ideational, interpersonal and the textual. This three metafunctions are commonly called as register or context of situation. Register, according to Halliday (1985), is variety of languages based on its usage or according to what people do with their language. Lately, many researchers have applied the use of SFL, especially register variables, in translation studies as the approach of the analysis. Register helps how a translator to keep the message or ideas of the source language into the target language. This paper presents text analysis based on systemic functional linguistic (SFL) theory as a pedagogical tool for the teaching of translation by applying register variables as the approach of the analysis covers field, tenor and mode.

Classroom Translation Practice

Teaching translation has never been easier. Questions pertaining to the quality of translation cannot be avoided by translation teachers. Therefore, translation teachers should demonstrate thorough procedures of translation which are applied during the process of translation. Generally, translation process has been divided into three steps, they are: analysis, transfer, and restructuring. These steps are shown in the diagram of translation process below:

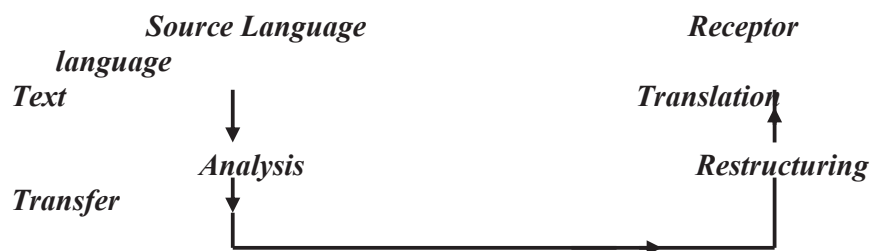


Diagram 1. Translation Process (Bassnett, 2002)

In the analysis step, translators start the translation process by reading source language (SL) text in order to scan or spot difficult words, phrases, or sentences and to know the idea of the text. In relation to classroom translation practice, students are urged to underline difficult words, phrases, or sentences found in the source language text as to build their awareness in understanding the linguistic complexity of source language and are also asked to summarize or paraphrase the idea of SL text.

During the transfer step, translators begin to translate SL text into target language (TL) text. This step is highlighted by the use of translation strategies to handle translation problems. In the context of classroom translation practice, students are asked to work individually to translate the text. They can use various devices, such as offline and online dictionaries or translation machine, to ease their work.

Restructuring step becomes the most crucial step in the translation process because this step leads to the final product of translation. This step emphasizes the idea to shape the translation product produced in the transfer step into a more stable unit. On the subject of classroom translation practice, students are asked to re-read their translation and revise some expressions or sentences that are incorrect or do not reflect English native-like expressions.

In this research, the researchers focus on literary translation, especially on the translation of children novel. Novel is used in this research because it has some unique characteristics that no other type of text has. This statement is also supported by Jones's statement saying that:

They have a written base-form...they enjoy canonicity (high social prestige); they fulfil an affective/aesthetic rather than transactional or informational function, aiming to provoke emotions and/or entertain rather than influence or inform; they have no real-world truth-value – i.e. they are judged as fictional, whether fact-based or not; they feature words, images, etc., with ambiguous and/or indeterminable meanings; they are characterized by 'poetic' language

use (where language form is important in its own right, as with word-play or rhyme) (Jones, 2009, in Huang, 2011: 13).

From the quotation above, the researchers conclude that when translating literary text translators should stick on literary elements that evoke readers' emotion, and thus, it can only be triggered by the use of canonical or poetic language in the TL text. However, these characteristics may double the difficulty of translating literary text since there is always a doubt over the quality of literary translation, since a translation is a product of a translator's subjective reading of SL text and thus it may reflect different interpretation between translators and book authors.

In the context of this research, the researchers apply Hammond's teaching cycle to teach students of translation translating a literary text. This cycle consists of four steps; they can be seen in the diagram below:

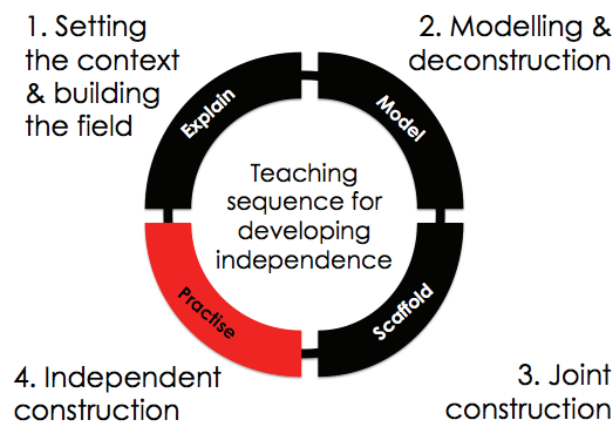


Diagram 2. (Source: Burns and Joyce, 1991: 17, (Adapted from Callaghan and Rothery, 1988))

From the cycle above, it can be seen that the classroom translation practice consists of setting the context and building the field, modeling and deconstruction, joint construction, and independent construction. In the first cycle, translator teachers should explain the importance of maintaining SL message in the TL text, using appropriate translation devices, and knowing target readers. The second cycle contains the exposure of appropriate approach in translating literary text. In this cycle, translation teachers explain the use of proper linguistics strategy and some translation examples which comprise good and bad translation. In the third cycle, students do the translation task in a group of four or five. This cycle aims to introduce hard work and cooperation. Students can also share from each other solutions, such as using appropriate translation devices or proper translation strategies, to tackle translation problems. In this cycle, translation teachers play a role as an advisor or facilitator and they never get involved in the translation practice. In the last cycle, students are asked to work individually. This cycle aims to evaluate students after they learn from their peers and teachers. Despite the importance of this cycle, it does not contribute anything towards the linguistic units of a literary text. This cycle only helps translation teachers to develop the activities in the classroom.

To conclude, there should be an accommodating approach that can be applied by translation teachers to teach amateur translators or students of translation as to make literary translation obtains the message or idea of SL text.

Systemic Functional Linguistics as a Means to Teaching Translation

In accomodating the need of the translation teachers, it is required an appropriate approach in conducting a translation research. This approach is called as systemic functional linguistics approach. According to Cahyono (2013) in his research said that:

... sometimes students try to convey their messages without regard to the context of situation involved in their conversation, such as the kind of role relationship (tenor), the social action that is taking place (field), and what part of language is playing (mode). In fact, by learning those metafunctions, it would be an easy way to produce text correctly and students could produce text not only by writing but also speaking.

In doing so, if a translator applied register or cotext of situation in the translation process then it will make the context of both source and target text will stay the same and it will not change the context in the target text. Systemic functional linguistics, often called as systemic functional grammar or systemic grammar, is a grammar model developed by Halliday (1985) with his *Introduction to Functional Grammar* based on the model of language as social semiotics. According to Egins (1994: 2) systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. In this approach there are four main theoretical claims about language: that language use is functional; that its function is to make meaning; that these meanings are influenced by social and cultural context in which they are exchanged; and that the process of using language is semiotic process, a process of making meanings by choosing. These four points, that language is functional, semantic, contextual, and semiotic, can be summarized by describing the systemic functional linguistics is interested in the authentic speech and writing of people interacting in naturally occurring social context.

According to Halliday (1994) language is structured to make three kinds of meanings, or metafunctions, simultaneously: ideational, interpersonal, and textual meanings. Egins (1994: 12) defines ideational or experiential meanings as ones about how we represent experience in language. Whatever use we put language to, we are always talking about something or someone doing something. For example, utterance *I suggest we attack the reds* makes meaning about “bottles of wine” and what we should do with them. It makes meanings that focus on the actions *we*, as human agents, should carry out, and the entities our actions will effect.

Thus, those three meanings, ideational, interpersonal, and textual, are called as register or context of situation.

Register and Translation

Halliday and Hasan (1985: 38) state that a register is a semantic concept. It is a concept of the kind of variation in language that goes with variation in the text situation. Meanwhile, Hudson (1980: 48) expresses that register refers to varieties according to use.

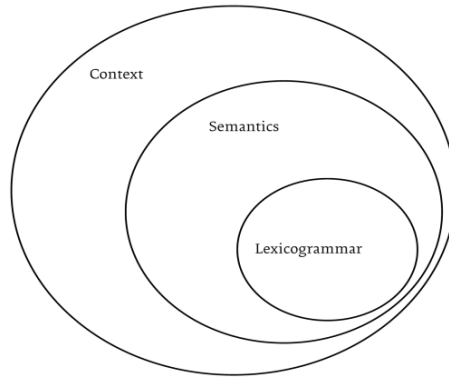


Fig.1. Stratification (adapted from Halliday & Matthiessen 2004: 25)

Moreover, the model identifies three main functions that speakers/writers use language for: to represent experience, to encode interaction and to organize the previous functions into a coherent whole. Halliday calls these functions the “ideational”, the “interpersonal” and the “textual” metafunctions, where the ideational is subdivided into two components, i.e., “experiential” and “logical”. They convey different ways of meanings, such meanings operate simultaneously in any text. Each of these metafunctions is realized, in the lexicogrammar, in different systems of wording and is activated by a specific variable of the context (of situation). Let us attempt to see, in the most general way, a schematic overview of these layers in Table 1 below:

CONTEXT	SEMANTIC (Meanings)	LEXICOGRAMMAR (System of Wordings)
Field	Ideational: - Experiential - Logical	TRANSITIVITY TAXIS; LOGICO-SEMANTIC RELATIONS
Tenor	Interpersonal	MOOD MODALITY APPRAISAL SYSTEMS
Mode	Textual	THEMATIC STRUCTURE COHESION

Table 1. Register variables, metafunctions and lexicogrammatical realizations (based on Halliday 1994)

In relation to translation studies, register theory is an appropriate approach to be applied in translation process because by using this approach, a translator will be easier in translating the source language into the target language in order to avoid the overlapping context which may occur when translating the texts. The overlapping

here means that the translator do not change the context of situation in term of filed, tenor, and mode of the the source language, which is realized through the lexicogrammar of transitivity, mood, and thematic structure, into the target language. So, it means that the translator observes the lexicogrammar through its translation in the source language and transfer the same patterns of lexicogrammar in the target language.

In the mean time, Marco (2001) who contributes to register analysis in the field of translation quality evaluation by specifically justifying the use of register analysis in literary translation, points out that such a tool "provides the necessary link between a communicative act and the context of situation in which it occurs" (p.1). For him, register analysis is "the most comprehensive framework proposed for the characterization of context," and has the advantage of "providing a very limited number of variables on the basis of which any given context may be defined".

Methodology

In order to get the data, a translation task was applied in this study. 20 native Indonesian students consisting of 13 females and 7 males were involved in the translation task. In addition, 9 students belong to students who achieve 2.75 GPA or above and 11 students have the GPA below 2.75. All of the students were in their 5th semester and the translation task was conducted during Translation 3 subject.

In addition, the researchers took the final product of literary translation from the independent construction step. The data were taken from a novel from Terrance Blacker entitled "The Secret Life of Ms. Wiz". This novel (2001) was chosen because it was a popular novel that was published into nine editions between 2002 and 2004 in three languages and held by 157 libraries worldwide (<http://worldcat.org/identities/lccn-n85-91840>). To limit this study, the researchers only used the first chapter of this novel to be translated.

All students had no experience in doing professional translation work before. Students were asked to translate Indonesian to English literary text. In addition, during the translation process, students could use offline or online dictionaries and web search engine to help them translating the text. In the context of this research, the researchers monitored the process of translation in the independent construction cycle which comprised analysis, transfer, and restructuring steps and observed the realization of register in those translation process steps.

Findings and Discussion

In this part of the discussion, the researchers describe the findings based on the translation process of independent construction. In this process of learning cycle, there are three steps of translation process that can be identified, they are analysis, transfer, and restructuring steps. The use of register analysis can be identified in these three steps. Consequently, it happens because the translation teacher has explained the theory of register variables in building knowledge of field and modelling cycles. The summary of the teacher's activity in these cycles can be seen below:

1. Buidling Knowledge of Field

In this part of the stage, the translation teacher gave the students the theories of register variables such as, interpersonal meaning as tenor, textual meaning as mode, and experiential meaning as field. The translation teacher gave the array

of those metafunctions to the students explicitly in order to the students understand the meanings clearly.

It is important to the translation teacher to explain these three meanings for several times in order to make the students really understand the function of these meanings. So the translation teacher's scaffolding is acquired in this stage because the learners can adopt the knowledge about the materials given.

2. Modelling of Text

The translation teacher gave a literary text and its translation as the example. The translation teacher showed the examples of good and bad translations assessed by register variables theory point of view. Then, both translation teacher and students analyzed the literary text and its translation by underlining or highlighting the common patterns of register found in both SL and TL texts.

In this case, the field which was analyzed is transitivity patterns existed in both SL and TL texts. In the meantime, the tenor which was discussed is the mood pattern of SL and TL texts. Lastly, the mode which was described by the translation teacher and students is thematic patterns used in SL and TL texts.

3. Joint Construction

For the sake of the result in applying register in literary work translation, the translation teacher asked the students to translate a literary work in group by using a similar literary book as given in the modelling of text cycle. In this part of cycle, the translation teacher acts as the facilitator for the students when they meet difficulties in translating the texts.

Thus, the translation teacher never gets involved in the process of translation. It could be identified that students also used several translation devices, such as offline and online dictionaries in translating the text. In this cycle, students started to apply three translation process, namely analysis, transfer, and restructuring steps. Some smart students were also helping other students in applying register variables theory in the process of translation, it seemed that these smart students had a role to assist other students.

4. Independent Construction

The last step of the learning cycle was independent construction. The translation teacher gave a final text as a translation task to students. The translation teacher provided 60 minutes to translate the English version "The Secret Life of Ms. Wiz" (2001) into Indonesian for the students. By translating the text independently, this cycle aimed to assess students' knowledge about register variables in translation.

As being predicted, the use of register variable analysis can be seen in the first step of translation process. For the brief explanation, here is the detail of analysis and examples:

a. Analysis

In this part of the analysis, the researchers presents the results of the students' translation of the literary work based on the field, tenor and mode. Due to the effectiveness of the study, the researchers will only provide two

sentences to evaluate students' translation activity when using register analysis.

1) Field

From the translation process monitored by the researchers, it can be seen that most of the students were able to identify the patterns of transitivity in the text. The examples are presented below:

Excerpt 1

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
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According to fifteen students, the SL in the excerpt 1 above consists of three clauses and shows the example of transitivity. It can be identified that the personal pronoun "it" in the first clause is treated as the carrier of the sentence. Meanwhile, the process preceded is attributive process shown by to be "is".

However, subject pronoun "I" in the second clause functions as the actor of the clause. The process occurred in the second clause is material process with a simple past verb "received".

Then in the last clause, the relative adjective "who" has a role as the actor of the third clause. The transitivity process found here is a material process which is identified through a simple past verb "called".

The following excerpt 2 below shows the other example of transitivity analysis done by the students.

Excerpt 2

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
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Based on the monitoring done by the researchers, sixteen students were able to see the excerpt 2 as a sentence that has two clauses which cover "there" as the existential process.

Meanwhile, in the second clause the subject pronoun "I" serves as the actor of the clause with the past perfect verb "had drifted" as the material process.

2) Tenor

In analyzing the tenor, the researchers found that the students succeeded in categorizing the mood element in the sentences which were presented in the field analysis. Below is the example of the tenor analysis made by the students.

Excerpt 3

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
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Based on the excerpt 3 above, eighteen students could identify the mood elements easily. They considered that there were three moods found in the SL. Those are personal pronoun “it”, subject pronoun “I” and relative adjective “who” as the mood of each clause.

Excerpt 4

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
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In line with the excerpt 3 above, the researchers also found that there were eighteen students could identify the mood elements. They were able to see that there were two moods found in the SL. Those are demonstrative pronoun “there”, subject pronoun “I” as the mood of each clause.

3) Mode

From the mode analysis found in the translation process, the researchers highlighted students’ achievement in analyzing mode element. The mode element analyzed in the translation process was the theme structure of a clause. Below are the examples of the theme structures.

Excerpt 5

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
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Based on the excerpt 5 above, all of the students could identify the theme structure without any hard effort because they considered that it is the easiest part of the analysis. They highlighted that there were three themes found in the SL. They are personal pronoun “it”, subject pronoun “I” and relative adjective “who” as the theme of each clause.

Excerpt 6

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
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In line with the excerpt 6 above, the researchers also found that all students could underline the theme elements. They were able to see that there were two themes found in the SL. Those are demonstrative pronoun “there” and subject pronoun “I” as the theme of each clause.

b. Transfer

In this cycle , the students started to translate the novel by using Microsoft Office tool. During the transfer cycle, students basically saw the patterns of register analysis of SL text and looked for the suitable register pattern of TL. Below are the examples of each element.

1) Field

From the monitored translation proces, the researchers were able to see that there were some alternatives of translation of transitivity produced by students, they are as follows:

Excerpt 7

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
Target Language Students: LHP	Sudah beberapa tahun berlalu sejak aku dikunjungi seseorang yang menyebut dirinya Ms Wiz.

From the result of translation produced by one of the students in the excerpt 7 above, it can be seen that he did not translate the carrier as the transitivity element. It happened because the student thought that Indonesian did not apply personal pronoun “it” in the translation. Obviously, his statement was incorrect since Indonesian also applies personal pronoun “it” as the subject of a sentence. Moreover, the student successfully translated the subject pronoun “I” as the actor in TL. Meanwhile, the researchers also found, that he was also translated the relative pronoun “who” as the actor in the TL.

Excerpt 8

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
Target Language Students: DP	Kepalamu pusing seakan-akan kau melayang ke alam mimpi.

Based on the result of the translation made by the student, it can be seen that he did not translated the demonstrative pronoun “there” as the existential process in the TL. He omitted the word “there” because he could not find the equivalence of the demonstrative pronoun “there” in the TL. Besides that, he also made mistake in rendering possessive pronoun “my” into clitics “-mu”. Moreover, he also changed the subject pronoun “I” into “kau” in TL. The researchers agree that the transitivity process of this translation had been mistranslated by the student.

2) Tenor

Based on the result of the translation process, some alternatives of mood can be seen in the realization of tenor elements. The examples can be seen as follows:

Excerpt 9

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
Target Language Students: LHP	Sudah beberapa tahun berlalu sejak aku dikunjungi seseorang yang menyebut dirinya Ms Wiz.

From the excerpt 9 above, the researchers found that the student did not translate the literary text based on the mood pattern. He neglected the subject pronoun “it” which serves as the mood in the SL. However, he was able to translate the subject pronoun “I” in the second clause into the same pattern of mood in the TL with the word ‘aku’. In addition, the translation of relative pronoun “who” also followed the correct pattern of mood.

Excerpt 10

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
Target Language Students: DP	Kepalamu pusing seakan-akan kau melayang ke alam mimpi.

According to the finding in the excerpt 10 above, this student was not able to translate the demonstrative pronoun “there” in the SL in his TL translation. His translation also misled the readers because he changed the possessive pronoun “my” in the SL into clitics “-mu”. Based on the theory of mood, this translation can be categorized into incongruent mood translation.

3) Mode

From the translation process, students were able to demonstrate the translation of theme elements in the TL. Here are the examples:

Excerpt 11

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
Target Language Students: LHP	Sudah beberapa tahun berlalu sejak aku dikunjungi seseorang yang menyebut dirinya Ms Wiz.

In the excerpt 11 above, it can be seen that the student also did the same way that he omitted theme “it” in the TL. Meanwhile, he translated the subject pronoun “I” into “aku” in the second clause of TL and relative adjective “who” into “yang” in the third clause of the TL. It can be said that the result of the student’s translation of the second and the third clauses was congruent.

Excerpt 12

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
Target Language Students: DP	Kepalamu pusing seakan-akan kau melayang ke alam mimpi.

Based on the excerpt 12 above, the researchers categorized the result of the translation as incongruent one. It can be found that there were some omission found in the TL. Besides that, the student also changed the context

of the SL in his translation. This can be proven by the omission of the word “there” and the perspective shift of the word “my” into “kau” (you).

c. Restructuring

In the final step of translation process, the students evaluated their product of translation produced in the transfer step. Students were asked once again to follow the pattern of register variables.

Some translations that did not follow register variables were then revised by the students. Below are the analysis:

1) Field

From the monitored activity in the restructuring process, it can be seen that ten students revised their initial translation into translation that used transitivity pattern. Here are the examples:

Excerpt 13

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
Target Language Students: LHP	Kejadian tersebut berlalu beberapa tahun sejak aku dikunjungi seseorang yang menyebut dirinya Ms Wiz.

In the excerpt 13 above, the researcher found that the student has revised his translation by following the pattern of transitivity. After he reanalyzed it he, then, emerged the carrier as the subject of the first clause by translating the carrier “it” into “kejadian tersebut” in the TL. Meanwhile, the attributive “is” was translated into “berlalu” in the TL. This can be seen that the final product of the translation shows a proper process of transitivity.

Excerpt 14

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
Target Language Students: DP	Ada hal yang membingungkan dikepalaku seolah-olah aku masuk ke dalam mimpi.

It can be seen in the excerpt 14 above that the student also did the same thing. After he reanalyzed his own translation, he realized that he has omitted the demonstrative pronoun “there” in his previous translation. Now in his final revision, he added the word “ada” in the TL. It shows that the understanding of transitivity process grew in the student’s mind. He also revised the possessive pronoun “my” becomes “ku” in the TL. In the second clause he also changed the subject pronoun “I” into “aku” while the previous translation showed incorrect subject pronoun (kau).

2) Tenor

The researchers highlighted some students that were able to revise their translation. There were only twelve students followed the register variable of tenor. Below are the analysis of mood in the revised translation:

Excerpt 15

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
Target Language Students: LHP	Kejadian tersebut berlalu beberapa tahun sejak aku dikunjungi seseorang yang menyebut dirinya Ms Wiz

The researchers found in the excerpt 15 above that the student has revised his translation by following the pattern of mood elements. The student has reanalyzed his own work then he has made some changes in his work by translating the mood “it” as the subject of the first clause into “kejadian” in the TL. Meanwhile, the mood “I” in the second clause has also well translated into “aku” in the TL and also the student translated the relative adjective “who” into “yang” as the mood of the third clause successfully. This can be seen that the final product of translation shows a proper process of mood analysis.

Excerpt 16

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
Target Language Students: DP	Ada hal yang membingungkan dikepalaku seolah-olah aku masuk ke dalam mimpi.

Referring to the excerpt 16 above, it can be seen that the student also did the same thing. After he reanalyzed his own translation, he realized that he has omitted the demonstrative pronoun “there” in his previous translation. In this part of the analysis, he finally could do a better translation in his final revision, he emerged the word “ada” in the TL as the mood of the clause. It shows that the understanding of mood elements grew in the student’s mind. He also revised the possessive pronoun “my” becomes “ku” in the TL. In the second clause he also changed the subject pronoun “I” into “aku” while the previous translation showed incorrect subject pronoun (kau).

3) Mode

As the final step of translation process, the students were cautious to identify their mistakes in the transfer process. The translations that did not use the correct themes were revised by the students in this last step. In total there were seven students who were able to demonstrate good knowledge on theme element. Here is the complete analysis:

Excerpt 17

Source Language Pg.1 line 2-4	It is now several years since I first received a visit from someone who called herself Ms Wiz.
Target Language Students: LHP	Kejadian tersebut berlalu beberapa tahun sejak aku dikunjungi seseorang yang menyebut dirinya Ms Wiz

According to the excerpt 17 above, it can be seen that the student has revised his translation by complying to the pattern of theme structure . After he reanalyzed that he apparently deleted the theme as the subject of the first clause in his previous work. He, then, revised his translation by popping up the theme of “it” in the SL by translating it into “kejadian tersebut” into TL. This can be seen that the final product of translation made by the student shows a proper process of thematic structure.

Excerpt 18

Source Language Pg.5 line 2-4	There was the wooziness in my head as if I had drifted off into a dream.
Target Language Students: DP	Ada hal yang membingungkan dikepalaku seolah-olah aku masuk ke dalam mimpi.

In the meantime, the excerpt 18 above depicts another student’s translation work where he also did the same thing. After he reanalyzed his own translation, he realized that he has omitted the demonstrative pronoun “there” in his previous translation. Immediately, after he comprehended about the theme pattern well then, he could make a better translation in his final revision by translating the word “there” in the SL into “ada” in TL. It shows that the understanding of theme structure becomes larger in the student’s mind. In the second clause, he also changed the subject pronoun “I” into “aku” while the previous translation showed incorrect subject pronoun (kau) which gave different meaning.

Conclusion

From the monitored transfer process students, It can be concluded that students had difficulties in translating English demonstrative pronoun that serves as the subject of the sentence. Students usually omitted or neglected the English pronouns and also changed the context of situation in the TL text.

Based on register perspective, the translation done by the students was considered as incongruent translation because the results of translation sometimes did not follow the pattern of transitivity, mood, and theme. However, with the use of register theory applied in translation activity, it can minimize the shift of sentence context.

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