











An Analysis of Sense Based Sentences in Children Short Stories Book and Its Translation

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Abstract

ABSTRACT This research deals with sense based sentence in children short stories book entitled 5 Minute Princess Stories. The aimed of this research is to describe the types of sense based sentence and to describe the equivalence of the illocutionary meaning or speaker's intention in children short stories book and its translation in Indonesia. The type of this research is descriptive qualitative research. The researcher used children short stories book entitled 5 Minute Princess Stories as the data source. The data of this research are simple declarative sentence. In collecting the data, the researcher employs documentation and observation with the techniques; reading, marking or underlying, and classifying the data. In analyzing data, the researcher used Hurford and Heasley's theory (1983) to describe sense based sentence and used Austin's theory (1976) to describe illocutionary meaning. The result of this research showed that there are three variations of the types of sense based sentence from the sixty-five data (100%) found in children short stories book. They are; analysis sentence (4,62%), synthetic sentence (92,31%) and contradiction (3,08%). All kinds of sense based sentences are translated into Indonesian version as their original texts. The illocutionary meaning are stating (29,23%), informing (18,46%), reporting (1,54%), agreeing (1,54%), rejecting (6,15%), calming (3,08%), belong to representative; asking (6,15%), suggestion (6,15%), forbidding (6,15%), warning (1,54%), persuading (1,54%) belong to directive; promising (4,62%) belong to commissive; declaring (3,08%), belong to declarative; expressing pride (6,15%), expressing afraid (1,54%), complimenting (1,54%), worrying (1,54%) belong to expressive. All sense based sentences have the equivalence of illocutionary act as their original intention.

Uncontrolled Keywords: sense based sentence, illocutionary meaning

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the story of a book in a specific culture and period of time, but also imply certain values. These elements also have an effect on how the reader identifies with the story and characters. So, it is important to find the most appropriate strategy to translate such elements. 2. What is the most frequent strategy in translating culture-specific items in children's literature? Limitations The researcher faced some challenges in finding the translation of some of the books. The second one was that the source text and its translation had to be available in the book market. Because of some limitation in finding translation of some of the books, the researcher had to select the books within her access. All the selected books were appropriate for Adolescents and youngsters. Analysis of Simple Sentences. In analyzing a simple sentence, we first divide it into the complete subject and the complete predicate. Then we point out the simple subject with its modifiers and the simple predicate with its modifiers and complement (if there is one). If either the subject or the predicate is compound, we mention the simple subjects or predicates that are joined. 1. The polar bear lives in the Arctic regions. This phrase consists of the preposition in; its object, the noun regions and the adjectives the and Arctic, modifying regions. 2. The polar bear and the walrus live and thrive in the Arctic regions. The complete subject is the polar bear and the walrus. Why Short Stories? Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries. This reason, that short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196) when they list four advantages of using short stories for language teachers. The short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level.

